

Inspection of Hadleigh Junior School

Church Road, Benfleet, Essex SS7 2DQ

Inspection dates: 28–29 January 2020

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Previous inspection grade

Not previously inspected under section 5
of the Education Act 2005

What is it like to attend this school?

Pupils at Hadleigh Junior School are typically happy, hard-working and determined. They live by the school rules that they created, including 'respect and care for everyone'. We saw pupils work and play well together and listen to each other's ideas thoughtfully. Staff look after pupils well. Pupils look smart and do their best, in line with the second rule: 'We take pride in ourselves and our work.' Staff encourage all pupils to believe that hard work will grow their knowledge. Most pupils willingly keep trying when things are difficult.

Most parents and carers who responded to the online survey, Parent View, appreciate the school's work. Several parents noted the many activities that take place outside of lessons. Many pupils are prefects or members of the school choirs, the orchestra, or the eco or personal, social and health education (PSHE) 'teams'. A very high proportion of pupils enjoy the many opportunities the school provides for playing competitive or recreational sport.

Pupils say that they feel safe at school. They have positive relationships with adults, who support their well-being and promote their resilience. Pupils told us that bullying is rare and that staff sort it out when it does happen.

What does the school do well and what does it need to do better?

Leaders, including governors, set high expectations of staff and pupils. Leaders have built a strong sense of teamwork across the school. They have acted successfully to improve the curriculum and raise academic standards, particularly within English and mathematics. Pupils learn well and produce work across the curriculum that is typically of good quality. Leaders, governors and the trust ensure that staff are well supported and benefit from well-focused training. Staff appreciate this and the way that leaders ensure that their workload is manageable.

Typically, curriculum planning ensures that pupils' learning builds on what they already know and can do. In science, for example, pupils used their understanding of the properties of materials to decide how best to build a strong Viking boat. In history, pupils used their knowledge to consider how far the Second World War caused changes in women's roles.

In a very small number of subjects, curriculum plans lack precision. This limits pupils' ability to make connections between the things they know and to see the bigger picture. This often means that pupils know how to improve their work in English and mathematics but are sometimes less sure about how to do so in other subjects.

Leaders make reading a high priority. Pupils who are unable to read well when they join the school get the help they need to read fluently. Pupils read texts and plays that engage them. They can talk about characters and their motivations, and how authors such as Kenneth Grahame use language to create imaginary worlds. Pupils

regularly read non-fiction texts that deepen their knowledge by linking in to subjects that they study.

Teachers have secure knowledge of the subjects they teach and of how to teach them. Learning in mathematics, for example, is well planned. Pupils practise their times tables and other skills so that these become fluent. They enjoy applying their skills to problem-solving tasks. Teachers quickly spot pupils' mistakes and help them to correct these. Gaps in some older pupils' knowledge and understanding are closing quickly.

Leaders are ambitious for pupils with special educational needs and/or disabilities (SEND). Adults support pupils effectively, and regularly review the help provided to individuals so that it meets their needs. Inspectors saw pupils confidently using well-chosen resources to develop their subject-specific knowledge and skills. In information and communication technology (ICT), for example, these helped pupils to create a digital animation of a dragon in flight.

Pupils understand British values. They celebrate the differences between people. Very many pupils complete voluntary and fund-raising work for local charities. Pupils understand the value of democracy. Elected pupil representatives to the school parliament contribute to decisions about how the school runs. Pupils learn how to look after their mental and physical health. Many told us how they make healthy choices, including by completing the 'daily mile'.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a culture of safeguarding at the school. Staff are well trained. They know the different risks that pupils face, and what signs to look out for. Staff work closely together, and with outside agencies, to support the most vulnerable pupils. All pupils who spoke with us said that they feel safe at school.

Pupils are taught about how to protect themselves from risks, including drug- and gang-related county lines activity. They shared their 'top tips' with us about how to stay safe online, demonstrating detailed knowledge.

Leaders ensure that all the necessary checks upon those coming to work at the school are carried out before they start work. Governors, and employees of the trust, check these and other safeguarding records and processes regularly.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, curriculum planning lacks precision and clarity about what pupils need to know. As a result, teaching does not always ensure that pupils can make links between the things they know. This limits pupils' ability

to write accounts, descriptions or explanations as fully as they might. Leaders should continue to develop plans and teaching in these subjects so that pupils build the appropriate depth of knowledge and skills as they progress through the school.

- In some subjects other than writing and mathematics, pupils are unclear about what they need to do to improve their work. This means that pupils do not always understand why they have made mistakes or how to avoid doing it again in the future. Leaders need to develop the strategies teachers use to provide pupils with necessary guidance, ensuring that these are consistent with a manageable workload.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	145548
Local authority	Essex
Inspection number	10121329
Type of school	Junior
School category	Academy sponsor-led
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	334
Appropriate authority	Board of trustees
Chair of trust	Frank Green
Headteacher	Glenn Moore
Website	www.hadleighjuniorschool.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Hadleigh Junior School is larger than the average-sized primary school.
- The school became part of the Challenger Multi Academy Trust in March 2017. The predecessor school, of the same name, was judged to be good at the time of its previous inspection in December 2013.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher and other senior leaders. We held discussions with the chair of the board of trustees and with members of the local governing body.
- During this inspection, we carried out deep dives into reading, mathematics, art, history and science. This included discussions with leaders of the subjects, visits to lessons, discussions with teachers about the subjects, scrutiny of pupils' work in the subjects and discussions with pupils. We also spoke to the curriculum leads for computing, modern foreign languages, music and PSHE. We evaluated curriculum documentation and sampled pupils' learning in these subjects.

- We examined a wide range of documentation, including that relating to attendance and behaviour, the single central record and records of staff training. We spoke about safeguarding with the designated safeguarding lead, other school leaders and teachers.
- We considered the 104 responses to Ofsted’s online survey for parents.
- We considered the 52 responses to Ofsted’s pupil questionnaire and the 26 responses to the staff questionnaire.

Inspection team

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