

# Inspection of a good school: Hadley Learning Community - Primary Phase

Waterloo Road, Hadley, Telford, Shropshire TF1 5NU

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Inspection dates: 21 and 22 June 2022

## Outcome

Hadley Learning Community - Primary Phase continues to be a good school.

## What is it like to attend this school?

Hadley Learning Community (HLC) - Primary Phase is a warm and friendly place where pupils enjoy coming to school and love to learn. Leaders have skilfully created a family feel to the school where everyone is important. This includes parents and the wider community. Parents appreciate this and value the wide range of support that they can access. One parent summed up the views of many when they said it is 'a really wonderful school where my children are flourishing'.

Leaders have high expectations of all pupils. Relationships between staff and pupils are very positive. Pupils are polite and courteous. They told us that they feel safe and that if they have any worries, there would be an adult who would help them. Incidents of bullying are rare and, if it does happen, pupils trust adults to deal with it quickly.

Leaders prioritise pupils' personal development. This is a strength of the school. Leaders have considered carefully how to include personal development in all aspects of the curriculum. Trips, visitors and experiences are all planned to ensure that they are purposeful and enrich the learning. Leaders often give pupils opportunities to have a say about whole-school decisions, such as the lunchtime menu choices.

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

Leaders are highly ambitious for the pupils at HLC and have worked hard to create a curriculum that meets the diverse needs of its pupils. Leaders at all levels are passionate and driven. They are knowledgeable about their subject areas and feel extremely well supported by the headteacher and other senior leaders.

Leaders have spent a considerable amount of time creating a curriculum that meets the needs of the school. They have thought carefully about the progression of skills and knowledge. Subjects are now well developed, and staff are confident teaching them. However, the curriculum is yet to be securely and consistently embedded in a very small number of subjects. Some staff are not fully clear about the best ways to deliver the

planned curriculum. When this is the case, pupils do not learn as well as they could. As a result of this, the curriculum does not always have the strong impact that leaders intend.

Children in the early years benefit from a well-thought-out curriculum. Staff have a clear understanding of how young children learn and the support that they need. Their key focus is for children to find their voices and learn through play. This ensures that the development of vocabulary and speaking skills is at the forefront of learning.

Leaders have prioritised reading across the curriculum to ensure that every pupil develops a love of reading. There is a carefully planned and structured approach to reading across the school. Leaders have chosen books thoughtfully to broaden pupils' knowledge of different authors and to include authors and characters that represent pupils' diversity. Staff immerse children in stories and rhymes as soon as they start in Nursery. This develops children's speech and language. Daily phonics sessions help pupils to learn their sounds quickly. All staff have had training in the teaching of phonics so that they can support pupils effectively with their reading. Staff give additional help to pupils who struggle to read. This helps pupils to keep up with their learning across different subjects. Books are carefully matched to the sounds that pupils know.

Pupils value the opportunity to take on responsibilities. They can be part of the science squad, eco warriors, library tidy team or the safe squad. Pupils also take part in a wide range of clubs, including many sports and music clubs and arts and newspaper club. Leaders ensure that school provides over 500 places in school clubs every week. Pupils also support a different charity each year. Staff develop pupil voice through debating opportunities with local schools.

Pupils with special educational needs and/or disabilities receive good support and are fully included in all aspects of school life. The special educational needs coordinator (SENCo) knows the pupils well. The SENCo works skilfully with staff, parents and carers to put suitable plans in place. Leaders and staff understand pupils' needs well.

Governors and staff are proud of the school. The governing body has considerable expertise. They provide good support and effective challenge for leaders. Staff work closely together and support each other well. They are reflective and thoughtful about their work. Teachers say that they feel well supported, explaining how they have extra time to complete any additional work. Staff are proud to work at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Pupils' welfare and safety are of the utmost importance to everybody. Leaders make sure pupils are safe. They ensure that pupils are well looked after and supported. Leaders are strong advocates for families and pupils. Staff have a thorough understanding of the role they play in keeping pupils safe. They receive regular training that ensures they can identify any problems pupils may face. They are alert to any signs that a pupil may not be safe. Pupils learn how to keep themselves safe online, in school and outside.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- The curriculum has been developed and has an ambitious vision but is yet to be securely and consistently embedded in a very small number of subjects. As a result of this, pupils do not make as much progress as they could in these subjects. Leaders should ensure that the delivery of the curriculum in all subjects is securely and consistently embedded across the school and having the strong impact intended.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in October 2012.

## 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 information from Ofsted Parent View 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

<b>Unique reference number</b>	144942
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	10227729
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	646
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Michael Briscoe
<b>Chair of governors</b>	Andy Fay
<b>Headteacher</b>	Madeleine Griffin
<b>Website</b>	<a href="http://www.hadleylearningcommunity.org.uk/">www.hadleylearningcommunity.org.uk/</a>
<b>Date of previous inspection</b>	18 and 19 October 2012

## Information about this school

- This is the first inspection of the school since it became part of the Learning Community Trust.
- The school is a larger than average sized primary school.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors held meetings with the headteacher and other leaders.
- Inspectors met with representatives of the trust and the governing body.
- The inspection focused on reading, mathematics, geography and music. Inspectors discussed the curriculum with subject leaders and undertook joint visits to lessons. They also talked to pupils and teachers and looked at samples of pupils' work.

- Inspectors scrutinised a wide range of documents, including those related to safeguarding arrangements, behaviour and attendance. Inspectors also reviewed the school's evaluation of its own performance and the school's development plans.
- Inspectors talked to staff about their role in keeping pupils safe.
- Inspectors held informal and formal discussions with pupils.
- Inspectors reviewed responses to Ofsted's online survey, Parent View, including additional free-text comments. They also took account of responses to Ofsted's online staff and pupil questionnaires.

### **Inspection team**

Emma Gater, lead inspector

Her Majesty's Inspector

Deborah Allen

Ofsted Inspector

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