



# Hadleigh Junior School

## Inspection Report

**Unique Reference Number** 115291  
**LEA** ESSEX LEA  
**Inspection number** 279565  
**Inspection dates** 5 July 2006 to 6 July 2006  
**Reporting inspector** Mr. Keith Gilbert AI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Church Road
<b>School category</b>	Community		SS7 2DQ
<b>Age range of pupils</b>	7 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01702558619
<b>Number on roll</b>	316	<b>Fax number</b>	01702552908
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr. David Owen
<b>Date of previous inspection</b>	29 November 1999	<b>Headteacher</b>	Mrs. Diane Conway

Age group	Inspection dates	Inspection number
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

The school is larger than most junior schools. Almost all of the pupils are from white, English-speaking families. A small number are from minority ethnic backgrounds but most speak English at home. Few pupils are entitled to free school meals. Attainment on entry is above average. The proportion of pupils with learning difficulties and disabilities is about average.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 3**

Hadleigh Junior School provides a satisfactory education but it could do better. The school's self-evaluation is over-generous and fails to recognise all of the areas for development. The school functions satisfactorily on a day-to-day basis. Management and leadership are satisfactory overall but the headteacher has lost the confidence of some of the parents, governors and teachers. Other members of the leadership team are working effectively within the confines of their current responsibilities. Governors do not have a detailed understanding of the school's strengths and weaknesses. The pupils' standards are above average by Year 6 but given their starting points, progress made over the four years in the school is only satisfactory, and some pupils could achieve more. Their personal development and well-being are good. Pupils in the main enjoy learning and most behave well. The quality of teaching and learning are satisfactory. There is a small proportion of weak teaching, and some teachers' expectations are too low. There are shortcomings in the use of assessment information to plan for pupils' learning, and inconsistencies in marking. Pupils benefit greatly from the school's work to encourage a healthy diet and physical fitness. The curriculum has been strengthened by a valuable range of additional activities and residential events that broaden and enrich pupils' experiences. The school has taken satisfactory action to tackle the areas for development identified in the previous inspection report. A temporary well proven management team has been put in place for September; their recent planning demonstrates the school has the capacity to improve. The school gives satisfactory value for money.

### **What the school should do to improve further**

- improve governance and leadership and management at all levels, so that all involved are able to identify areas for development and take the appropriate action
- improve the quality of teaching and learning, raise teachers' expectations of pupils' performance and thereby raise standards
- develop the use of target setting and improve the quality of marking so that pupils understand more specifically what their next steps should be and are clear when they have attained them.

## **Achievement and standards**

### **Grade: 3**

Standards are above average by the end of Year 6 in mathematics and science. In the 2005 tests, standards in English were about average. The school has worked effectively with a consultant over the last year to improve achievement in English, particularly in pupils' writing skills. Standards have risen this year and are above average in the current Year 6, with an increased proportion of pupils working at the higher level of difficulty. The school's challenging targets for the 2005 tests were not met in English or mathematics and are unlikely to be met this year. Standards in the foundation subjects and information and communication technology (ICT) are satisfactory. Pupils' progress is satisfactory overall, but better in mathematics and science than it is in English. The

school's systems for tracking pupils' attainment indicate that a significant proportion of pupils are not progressing as fast as they could. Pupils with learning difficulties and disabilities make satisfactory progress towards their own learning goals.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development, including spiritual, moral, social and cultural development, is good. Pupils develop a good understanding of themselves and of the feelings, values and beliefs of others. Attendance is satisfactory overall, but depressed by the high number of absences during an influenza outbreak in the spring. Pupils enjoy coming to school and are keen to take part in all that it offers. Most behaviour is good, although a few pupils misbehave, both in class and on the playground. Three pupils have had fixed term exclusions over the past year. Several parents refer in the questionnaires to bullying but the pupils say that there has been a decrease over the last year. Pupils show a good understanding of personal safety and the need for a healthy lifestyle. The school has been awarded an Activemark and a Healthy Schools Award. Pupils regularly raise funds for charities. Older pupils take their specific responsibilities seriously, such as acting as playground monitors. The school council members state that class sessions raise classmates' concerns and ideas for the school effectively. Younger pupils are enthusiastic about being allocated a sum of money to be spent on changes to their own class environment. All these activities stand them in good stead for their future education and economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching is satisfactory overall. There are examples of good teaching and some that is satisfactory or inadequate. The best lessons often encourage pupils to think independently, make choices and explore situations. Activities are varied, often delivered at a brisk pace. In these lessons, pupils are enthusiastic and respond with great enthusiasm, which results in good achievement. In some lessons, teachers' expectations of pupils' performance are too low. Tasks are not always well matched to meet the learning needs of all groups in the class. This leads to a significant degree of underachievement. Teachers generally have good skills in managing pupils' behaviour, although some pupils become restless if the pace of the lesson is slow and the tasks are insufficiently demanding. Pupils and parents are unhappy about disrupted learning arising from some poor behaviour. Assessment procedures are satisfactory. Staff have begun to develop systems to track pupils' progress and to set group targets. However, these do not define the short-term steps that pupils need to make in order to reach the next stages in their learning. The marking of exercise books and folders in some classes is good but this is not consistently so across the school.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory, although the amount of teaching time does not meet the recommendation for Key Stage 2. The school has chosen to move towards linking subjects of the curriculum, but the monitoring procedures do not ensure that the resultant programme in all classes provides adequate breadth and balance. Within this structure suitable emphasis has been given to the development of skills, in particular in literacy, numeracy and ICT. The learning environment in lessons and around the school is attractive and challenges the pupils' thinking as well as celebrating their successes. The school is rightly reviewing its learning policy before it begins to undertake a full curriculum review. Visits to places of interest and visitors to the school enhance pupils' learning. Residential events for the older pupils help to broaden their horizons and improve social skills. The emphasis on physical recreation ensures that the pupils get plenty of exercise, which they enjoy. A valuable feature of the school's work is the variety of extra-curricular activities during and after school hours.

## **Care, guidance and support**

### **Grade: 3**

Care, support and guidance are satisfactory overall. Policies and systems are in place but the monitoring and analysis of the impact of these systems is not sharp enough. Procedures for child protection and for making sure pupils are safe in school and on trips are satisfactory. Pastoral support is satisfactory and pupils know who to go to for effective help. Reports on pupils' progress have improved since the previous inspection. However, the information within them is not directly enough linked to targets for improvement. The school has satisfactory links with the parents of pupils with learning difficulties or disabilities, and, overall, their needs are met sufficiently. Links with outside support agencies and pupils' preparation for secondary school, are sound.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. Within this overall picture there are strengths in staff who will remain in the school for September, as well as significant weaknesses. The headteacher has lost the confidence of some of the parents, teachers and governors. This has made it very difficult for the school to be managed and led effectively over several months. The morale of some staff is low. With the resignation of the headteacher, the deputy has been asked to act as headteacher in September and two members of the present senior management team will assist as acting deputy headteachers. Within the confines of their present responsibilities they have shown that they can work effectively and efficiently. As leaders of the core subjects they have demonstrated good skills in management and leadership, in monitoring and evaluation and the analysis of data. They have done much to maintain enthusiasm among teachers and other staff and to retain the belief of parents in the school. The

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present headteacher and senior management team have put into place a framework for monitoring and evaluating the work of the school, which includes some consultation with parents and pupils. In some areas this has given an accurate evaluation of the school's strengths and weaknesses. Elsewhere, it has been less robust and areas for development have been insufficiently addressed. For instance, too little consideration has been given to the progress being made by the pupils in the classroom. Governors have not wholly discharged their responsibilities in recent years and have not taken advantage of the training that has been available. The school improvement plan is not a valuable document for identifying need alongside associated tasks. The current headteacher and the governing body, together with the new finance officer, have taken effective steps to set the school on a firm financial footing, and it now gives sound value for money. The plans already in place for September, drawn up by the new leadership team, address areas of concern expressed elsewhere. Satisfactory action has been taken to deal with issues from the previous inspection. The school now has good capacity for further improvement.





## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	4	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

**Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming Mrs Bosworth, Mr Miller and me to your school and helping us find out what you have been doing this year. We enjoyed watching lessons and talking to you. It was interesting to talk to your teachers and to share two of your assemblies. Please thank your parents for sending in so many of those questionnaires and for spending time talking to us on the playground. There are some good things about the school but there is also quite a lot to do to make sure that you reach the high standards we know you are capable of. You told us that you enjoy school and particularly like making good friends. Most of you are well behaved. You want to learn and you want to do well. Unfortunately, there are a small number of you who do not behave sensibly and their poor behaviour interrupts lessons. You told us that this makes you unhappy because you would much rather get on with your work properly. Also, some of you have had your learning interrupted by changes of teacher. You have a good understanding of what makes a balanced diet and you know that you must take regular exercise to stay healthy. You visit interesting places and the Year 5 and 6 pupils have an opportunity to stay away from home, even in France. We think that there are several things that the school should do to help you to reach higher standards in your work. Those who lead and manage your school need to plan more effectively to make sure everything is just right. If you all had clearer and sharper targets to aim for, so that you always know exactly what you have to do to improve your work, we believe you would do better. Sometimes work is a bit too easy and we feel some of your teachers should expect more from you. We think that there are exciting times ahead and the school will improve. We wish you all every success in the future.