



Hadleigh Infant and Nursery School

Inspection Report

Unique Reference Number 115294
LEA ESSEX LEA
Inspection number 279567
Inspection dates 22 February 2006 to 23 February 2006
Reporting inspector Mrs. Helen Ranger LI

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

Type of school	Infant	School address	Bilton Road
School category	Foundation		SS7 2HQ
Age range of pupils	3 to 7		
Gender of pupils	Mixed	Telephone number	01702 557979
Number on roll	297	Fax number	01702 556586
Appropriate authority	The governing body	Chair of governors	Mrs.Sarah Glazier
Date of previous inspection	8 November 1999	Headteacher	Mrs. Valerie Thompson

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average school. All but 7% of pupils are from White British families and almost all speak English as their first or main language. Pupils come from a wide range of backgrounds. Their attainment on starting school is average overall. The proportion identified with learning difficulties or disabilities is above average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school judges its overall effectiveness as satisfactory, but it is too modest. This is a good school with some outstanding features. Children are given a good start in the Foundation Stage (Nursery and Reception) and reach above average standards. Effective teaching continues through Key Stage 1 and pupils make good progress. The results achieved by pupils at the end of Year 2 have been consistently above average for several years. Teaching and learning are good, overall. Lessons are often very good. The school now needs to make sure that the best practice is maintained even more consistently across all age groups. Teachers are improving the ways in which they analyse pupils' achievements and set targets for the next stage of learning. Inspectors agree that work should be developed further. A rich curriculum is enhanced extremely well by a wide range of extra activities. This curriculum and the good teaching combine with high quality pastoral care to ensure that pupils' personal development is outstanding. Pupils thoroughly enjoy school, behave extremely well and get on very well with each other. The school maintains an excellent partnership with parents whose views are overwhelmingly positive. They are typified by the parent who wrote, 'I wish my education had started in a school like this.' Leadership and management is good. The school has continued to build well on the good quality of education identified at the time of its previous inspection. The very experienced and able headteacher, supported by competent and active governors, has ensured that the school is always moving forward and giving good value for money. The school is in a secure position to continue to provide well for its pupils.

What the school should do to improve further

- Ensure that the plans for tracking pupils' achievements and setting targets for their further improvement continue to be developed and implemented effectively. - Ensure that the good practice in teaching seen in most lessons is applied even more consistently across the school as a whole.

Achievement and standards

Grade: 2

From their average starting point on admission, pupils make good progress and achieve well. In the Foundation Stage, they exceed the nationally expected goals by the end of the Reception year. The overall performance of pupils in Year 2, as shown by the end of year assessments, has been consistently above the national average every year since the last inspection and is particularly strong in reading and writing. Pupils from all backgrounds and of all capabilities in Years 1 and 2 are currently achieving well. Standards are average in Year 2 and not as high for this age group as in recent years. This is because a larger than usual number of pupils have learning difficulties that limit their attainment. The school sets challenging targets for all pupils based on their capabilities and they are in line to achieve them.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. Attendance is in line with the national average. Pupils feel valued as individuals, and relationships and behaviour are extremely good. They develop high self-esteem and very positive attitudes to learning. As a result, they enjoy coming to school. Particularly good attention is given to encouraging pupils to become independent. They are given an effective voice in the running of the school through the school council. All pupils are given the opportunity to take responsibility as 'helpers of the day' in their own class and the oldest enthusiastically act as monitors in the school as a whole. Pupils gradually develop suitable responsibility for their own learning, for example, when evaluating or marking each other's work. The spiritual, moral, social, cultural and physical development of pupils is very good. All aspects are taught effectively through the rich and varied curriculum. Pupils are supported well by additional activities such as an arts week, science week and book week. They very effectively learn how to be healthy and have daily access to fresh fruit and water. They participate in a good amount of physical exercise and a wide range of sports-based clubs and activities. Pupils have a good grasp for their age of how to stay safe. They learn about cultural diversity well through the music and art activities, as well as learning about a range of faiths in religious education. Pupils show interest in, and respect for, the cultural traditions of their classmates. They make them welcome in school and help them to settle quickly. Pupils' very good social skills and good levels of literacy and numeracy prepare them very well for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall, with outstanding features. Children get off to a flying start in the Foundation Stage because teachers plan excellent opportunities for them to learn through play. Pupils throughout the school really enjoy lessons because they have very good relationships with teachers and other adults. Staff pay good attention to the needs of pupils at the early stages of learning English and to those with learning difficulties and disabilities. Teaching assistants are skilled and make a valuable contribution to all pupils' learning. Most lessons move at a brisk pace and teachers expect a lot of the pupils. For example, in a Reception class lesson, the teachers' excellent subject knowledge and organisation meant that pupils were highly involved in actively developing their reading and spelling skills. They greatly enjoyed the challenges presented to them and extended their story reading skills as a result. Pupils generally have a clear understanding of the purpose of lessons and what they need to do next to get better. Where the teaching is not quite as strong, tasks are less closely linked to pupils' individual needs or to class targets. The quality of marking is also inconsistent and does not always give pupils enough information about their progress.

Curriculum and other activities

Grade: 2

Pupils enjoy a well planned curriculum that is enriched by an excellent variety of additional activities. The school covers all the required areas of the curriculum and there are particular strengths in English, through a highly successful approach to teaching early reading and spelling skills. Recent initiatives in other subjects are bearing fruit. These include better resourcing for information and communication technology, and links with the local sports college which have been instrumental in raising the quality of physical education. Personal, social and health education, including the opportunities for pupils to discuss sensitive issues together, supports pupils' overall development extremely well. The school has effectively focused on the creative aspects of the curriculum and in making stronger links across subjects. A very good example was the recent Arts Week, which was greatly enjoyed by pupils, parents and staff alike. It brought together music, art, dance, drama and design and technology, and drew successfully on the excellent links with the local community. The school provides an extremely wide range of extra-curricular activities. These are well attended and appreciated by pupils, and contribute effectively to their very positive attitudes.

Care, guidance and support

Grade: 2

Care, guidance and support are good, overall. The day-to-day pastoral care of pupils is outstanding and combines with effective academic guidance to promote good quality support. Parents are extremely satisfied with the care and guidance their children receive. There are robust systems for ensuring safety and security; for example, through rigorous child protection procedures and the vetting of adults who work in the school. Pupils say that they feel safe and happy at the school and that there are few incidents of bullying or harassment. The school takes any occurrences very seriously and has effective procedures for dealing with the few that arise. Pupils are guided well in their emotional and personal development. Vulnerable pupils are closely monitored with access to individual counselling where necessary. Strong partnerships with outside agencies ensure expert advice is used in the assessment and planning for pupils with learning difficulties and those who are learning to speak English. Staff within the school are also well trained to assess and support these pupils.

Leadership and management

Grade: 2

The school is led and managed well. There is a strong spirit of teamwork among the staff who are led very effectively by the headteacher. The headteacher is greatly respected by the entire school community. The staff work closely with an active team of governors. In particular, the chair of governors visits the school very regularly and knows it well. Subject leaders ensure that the school keeps abreast of national and local initiatives. They check their areas of responsibility well and ensure that appropriate action is taken to maintain high standards. The school underestimated some aspects

of its effectiveness when preparing for the inspection. However, its main self-evaluation systems, such as its pupil tracking systems and the cycle of development planning, are generally of good quality and accurate. The finances are linked well to action plans and used with a focus on what will benefit the pupils most. The written development plans are clear and relevant. Some of the criteria for judging the success of initiatives are not linked clearly enough to how tangible improvements in provision will be measured. Staff keep the welfare and learning needs of the pupils at the forefront of all they do. They consult well with all interested parties, especially the pupils and their parents. This has resulted in the extremely good partnership between home and school. The school welcomes and includes pupils from all backgrounds and of all capabilities. Since the last inspection, it has continued to improve its provision well and has addressed the few weaknesses that were identified then. With its current team of staff and governors, it is in a good position to continue to provide the community with a welcoming and effective school.

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Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	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

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	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

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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 us to your school and helping us to find out all about it. We enjoyed our time with you. This letter is to tell you about some of the most important things we saw. These are some of the best things: - You enjoy school very much and behave very well. This means that you learn well and make lots of friends. - Your parents are right to be very pleased with your school. - You have good teachers who make your lessons interesting and fun. - As well as your lessons, your school gives you plenty of clubs and other activities, and you enjoy taking part in these. - The adults care about each one of you and make sure that they listen to how you feel about school. - Mrs Thompson works hard with your teachers and the governors to make sure that your school keeps on improving. These are things that can be made even better: - We like the way your teachers are finding out how well you are getting on and we want them to tell you even more about what you need to learn next. - Most of the lessons we saw were really good and we want your school to make sure that every lesson is as good as this. Keep enjoying all your school offers you.