



# St Mary's Church of England Voluntary Aided Primary School, Hadleigh

Inspection Report

**Unique Reference Number** 124760  
**LEA** SUFFOLK LEA  
**Inspection number** 281798  
**Inspection dates** 15 December 2005 to 16 December 2005  
**Reporting inspector** Mr. Peter Lewis LI

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

<b>Type of school</b>	Primary	<b>School address</b>	Stonehouse Road
<b>School category</b>	Voluntary aided		IP7 5BH
<b>Age range of pupils</b>	3 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01473823268
<b>Number on roll</b>	204	<b>Fax number</b>	01473822777
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Rev.David Stranack
<b>Date of previous inspection</b>	18 October 1999	<b>Headteacher</b>	Mrs. Alison Herbert

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 15 December 2005 - 16 December 2005	<b>Inspection number</b> 281798
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a slightly smaller than average sized primary school serving a socially mixed area of Hadleigh. Most of the pupils are of White British background and a minority are of mixed race or Asian heritage. A small number of pupils do not have English as their home language. A below average number of pupils is entitled to free school meals. The number of pupils with special educational needs is also below average. Their needs are mainly caused by specific and moderate learning difficulties. A new headteacher was appointed at the beginning of last academic year and a new deputy headteacher started in September.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 2**

This is a good and improving school that knows itself well and is working hard, with success, to provide its children with the best possible education. Achievement is good and standards are above average. The school's view of how well it is doing matches that of the inspectors. It provides good value for money. Standards in English, mathematics and science are above average by the end of Year 6 because teaching and learning are good. Children get a very good start in the nursery and reception classes and make great strides with their learning and personal development so that most achieve the goals expected of them. The school is fully committed to involving all children, whatever their ability, gender or background, in the full range of its activities. Children are happy and confident and thoroughly enjoy contributing to the smooth running of the school. The overwhelming majority of parents are very pleased with the education provided for their children. The school has made many improvements since its last inspection and has resolved the issues identified at that time. However, teachers do not use computers enough in lessons because many lack confidence using them. Improvements have been made in the use that teachers make of assessment in planning work. Targets are set for children, but there are inconsistencies in the way in which teachers use these to guide children in the next steps in their learning. The main reason for the school's success is the good quality of the leadership at all levels. The head teacher, staff and governors share a common vision for the future of the school and work very well as a team to turn that vision into reality. It is well placed to continue improving.

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

- Continue to develop target-setting, particularly in writing so that children have a clear understanding of what they need to do to reach the next stages in their learning.
- Provide more training for teachers so that they can develop their skills further and confidence in using computers to promote children's learning.

## **Achievement and standards**

### **Grade: 2**

Children, including those who have learning difficulties and those whose first language is not English make good progress. From an average starting point when they join the school, the children in Nursery and Reception make good progress. Most children reach the early learning goals that they are expected to attain by the end of Reception and the faster learners exceed them. The school's performance in the national tests for children in Year 2 in 2005 was above average. This confirms the good progress they make in Years 1 and 2. The school's performance in the tests for children in Year 6 was above average in mathematics and science and average in English. Inspection findings show that children currently in Year 6 are performing at above average levels in all three subjects. The school sets challenging targets for its performance and last year these were mostly exceeded, except in English. The school had recognised that

faster learners did not make as much progress as they should in writing. Children currently in Year 6 have a much better grounding in writing because of the improved teaching they have received and, as a result, are making much better progress. The school has already begun to improve its use of assessment and now work is more closely matched to children's particular needs and abilities.

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

### **Grade: 2**

Personal development is good and children's behaviour is outstanding. In the Foundation Stage there is a strong emphasis on developing children's self-confidence and independence. Children are asked for their views on many aspects of their learning and on how best to manage the classroom. Their opinions are taken seriously. They are actively involved in helping to make decisions and this gives them a sense of self-worth and high levels of self-confidence. Across the school staff show great respect towards children and this creates a good model so that children develop respect for adults and for the achievements of their friends. They take classroom responsibilities seriously and do their best to support the smooth running of the school. Those with special responsibilities, such as the school councillors, perform their duties diligently. They are given a high level of responsibility, such as in helping with the selection of a new deputy headteacher. Children have good attitudes to learning. They are keen to master new skills and to develop a deeper understanding of the world around them. Their spiritual, moral, social and cultural development is good. There is a good programme of personal, social and health education that helps pupils to understand how to stay safe and maintain healthy life styles. Children have a good appreciation of their responsibilities to the wider community. They raise funds for charities and respond generously to appeals following world disasters. The school makes sure that all pupils develop a good range of basic skills and sensible attitudes that prepare them well to become valuable citizens.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good and helps children to make good progress in their learning. Lessons are carefully planned and thoroughly prepared. Relationships between teachers and children are very good and help to promote good attitudes towards learning. There are examples of exemplary practice. In the best lessons the pace of learning is rapid as children quickly master new skills. In these lessons teachers expect a great deal of pupils. They adjust tasks to match the varying stages of development that each group has reached and so all groups make good progress. Children rise to the challenges set and thoroughly enjoy tackling demanding activities. Although satisfactory, teaching is less effective in a minority of lessons where expectations of pupils' performance and productivity are not so high. Teachers assess children's progress thoroughly and have begun to set appropriate targets for further learning, although this is a recent

development and is not applied consistently in all classes. Teachers pay good attention to the needs of those children with learning difficulties. The co-ordinator responsible for organising provision for these pupils provides good guidance for teachers and teaching assistants. Teaching assistants make a strong contribution to supporting pupils with learning difficulties. Some teaching assistants are highly skilled and have developed particular expertise in certain conditions, such as autism. Teachers are confident in teaching most subjects but many have not received enough training in how to use computers effectively. Consequently this aspect of children's learning is not as advanced as it could be.

## **Curriculum and other activities**

### **Grade: 2**

Children enjoy a rich and well-balanced curriculum. The school has recently reviewed curricular plans and has developed a good programme of work that fully covers the National Curriculum and religious education. This has provided a secure basis for further development. Teachers are still working towards linking subjects together to create a more cohesive curriculum that can be taught through exploring interesting themes rather than separate subjects in isolation. In the Foundation Stage there is a strong emphasis on promoting children's personal, social and emotional development. This fosters learning well as it helps children to feel confident in their ability to explore and find out for themselves. In Years 1 to 6 there is a strong emphasis on teaching literacy and numeracy so that children have the skills that help them to learn effectively in other subjects. The curriculum is enriched by a good range of visits and visitors. A good range of extra curricular activities, such as the breakfast club and the 'Healthy Cookery Club' extend learning opportunities well.

## **Care, guidance and support**

### **Grade: 2**

All staff demonstrate very high levels of care and commitment, and the support and guidance they provide for the children are good. This makes a positive contribution to the achievement and personal development of all the children. Rigorous child protection procedures and risk assessments are implemented very effectively, and ensure that children always learn in a safe environment. Children's views are regularly sought and acted upon and the school has made a good start in setting challenging targets for its children to aim for in their learning. The school has very good relationships with parents and other agencies and all groups work together well as a team to ensure that learners make good progress. Children learn about their rights and responsibilities and know how to get help and advice when they need it. They are proud of the responsibilities they are given within, for example, the team approach to school council membership, and take their duties very seriously. This makes a strong contribution to their personal development and well-being.

## Leadership and management

### Grade: 2

Leadership and management are good. The head teacher, governors and staff have an accurate picture of how well the school is doing and what it needs to do to carry on improving. They have a good range of systems for checking the school's performance and accurately identify the school's ethos as one of its most significant strengths. This is confirmed by parents and pupils, who have very positive views. Governors take a full and active role in setting the long-term direction and know the school well. Recent developments have seen teachers' understanding of the subjects for which they are responsible improve and this has helped them to become more fully involved in school improvement planning. While all those with leadership and management roles appreciate how good the school is they are far from complacent and have clear plans to make it even better, by making greater use of target-setting to track the progress of different groups, for example. The key to the school's success is the leadership of the head teacher who, strongly supported by the newly appointed deputy, has built a staff team who work closely together to turn their vision into reality. Given the improvements made over the last year, the above average standards in the national tests and the commitment of all those who work at the school it is well placed to continue improving.

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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>	<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>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	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

<b>How well do learners achieve?</b>	2	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	2	NA
How well learners with learning difficulties and disabilities make progress	2	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	1	NA
The attendance of learners	2	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>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	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>	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

<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 making us so welcome when we visited your school recently. You told us that you go to a good school and we agree with you. Your teachers, teaching assistants and dinner ladies look after you very well. You always have someone to go to if you are upset. The older children do a very good job of helping to look after the younger ones, and take very seriously the responsibilities that you are given. We also agree with you when you told us you have good teachers who help you with your learning. They help you to do well in lessons and in the tests you take, which helps you to enjoy your learning so much. We have asked your teachers to make sure that they always make clear to you what you need to do to make your work even better. Your behaviour is excellent and we were very impressed by your politeness and good manners. We also thoroughly enjoyed hearing about all the exciting things that you do at your school. We think that your head teacher does a good job of running the school. She, the governors and staff work extremely hard to make sure you enjoy your lessons and we have asked them to find even more interesting ways of using computers in your lessons. We know that they will continue to work hard to make your school even better.