



Hadleigh Community Primary School

Inspection Report

Unique Reference Number 124559
Local Authority SUFFOLK
Inspection number 293032
Inspection date 15 November 2006
Reporting inspector Robert McKeown HMI

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

Type of school	Primary	School address	Station Road
School category	Community		Hadleigh, Ipswich
Age range of pupils	3-11		Suffolk IP7 5HQ
Gender of pupils	Mixed	Telephone number	01473 822161
Number on roll (school)	413	Fax number	01473 828793
Appropriate authority	The governing body	Chair	Mr Peter Jay
		Headteacher	Mr Gary Pilkington
Date of previous school inspection	4 February 2002		

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

Description of the school

Hadleigh Community Primary School is a larger than average primary school in Suffolk. Almost all pupils are from White British backgrounds. The percentage of pupils entitled to free school meals is lower than average. The proportion of pupils with learning difficulties and disabilities is higher than is typical for this size of school. Nine pupils have a statement of special educational needs and two pupils from a special school have part-time places. Children begin school in the Nursery and enter a Reception class in the term in which they are five. Children start school with skills and standards which are broadly in line with those expected for their age. The headteacher has led the school for two years.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Hadleigh Primary School is a good school with many strong features. Parents are very pleased with the quality of the all-round education provided for their children. Pupils are equally positive, are proud of their school and feel happy and secure in its surroundings.

From their start in the nursery class, children make particularly good progress in their personal and social development and early speaking and listening skills. They continue to make good progress in Reception and by the time they enter Year 1 most have developed skills which are at least in line with those expected for their age. Progress in aspects of early learning in literacy and numeracy has improved in the last year but this structured programme does not yet continue effectively across the Foundation Stage and into Year 1.

Standards at Year 2 have been broadly average in recent years, indicating that pupils make satisfactory progress in Years 1 and 2. Results were below the usual level in 2006 but most pupils made satisfactory progress. Following a detailed analysis of these results, suitable action is being taken to improve outcomes in reading, writing and mathematics. Pupils achieve well overall, and particularly in Key Stage 2. Standards at Year 6 have been consistently above average, although recently not as high in mathematics as in English and science. The school rightly believes that results are good because the quality of teaching in Years 5 and 6 is particularly strong. Pupils who have learning difficulties and disabilities also make good progress.

Pupils enjoy coming to school because it has so much to offer them. They contribute well to a wide range of school events and extend their learning in the local community. Attendance is good and pupils' behaviour in lessons and around the school is outstanding. Relationships between staff and pupils are excellent and this means pupils' attitudes to learning are very positive. The school strongly promotes the importance of healthy lifestyles. The high quality of school meals and the insistence on healthy mid-morning snacks contribute well to this. Pupils say they feel safe at school; they know that their teachers will help them if they have a problem.

Teaching and learning are good overall. The learning atmosphere in classrooms is calm and purposeful. Lessons are planned well and conducted at a suitable pace. Well-trained teaching assistants provide good support for individuals and groups. Pupils enjoy their learning because their teachers make their lessons interesting. The school provides a rich and diverse curriculum that caters well for all pupils and keeps them motivated and excited about their learning. Pupils enjoy an excellent variety of enrichment activities outside lessons.

The school is particularly good at supporting pupils who have additional needs. Several pupils benefit greatly from attending the learning support class, where they receive good teaching, follow a structured learning programme and enjoy a very positive learning atmosphere. Recent improvements have been made in the way the school tracks pupils' progress. Achievement is now tracked thoroughly, enabling the school to keep a tighter check on how well pupils are doing through each year and from year

to year. The school is working towards setting more precise learning targets for pupils to help them improve their writing and mathematics.

Leadership and management are good. The headteacher and senior staff are clearly focussed on achieving high standards and helping all pupils to succeed. Governors are closely associated with the work of the school and give the staff their full support. Communication with parents is very good and governors make sure they organise opportunities to meet parents and take their views. There is a collective commitment among all members of the school community to sustaining the school's success. This demonstrates a strong capacity to improve. The school offers good value for money.

What the school should do to improve further

- Strengthen the planning links in literacy and numeracy through the Foundation Stage and into Year 1.
- Raise standards and improve achievement in Key Stage 1 and in mathematics throughout the school.
- Set more precise learning targets to help pupils improve their writing and mathematics skills.

Achievement and standards

Grade: 2

Teachers' assessments at Year 2 in 2006 show that standards were below average; boys, particularly younger boys, did not do so well. The latest results for pupils in Year 6 in 2006 were not as high as in 2005 but matched the targets set. Pupils made good progress through Key Stage 2, but not as much progress in mathematics as in English and science. This has prompted the school to look closely at pupils' learning in mathematics and introduce new teaching methods. Progress towards the targets set for 2007 indicate that the above average results will be sustained.

Personal development and well-being

Grade: 1

This is an aspect of the school's work which is outstanding. Pupils' health and fitness are promoted very positively. They are encouraged to be physically active and walk or cycle safely to school. Pupils are polite and courteous and get on very well together; they say that bullying is rare and will always be dealt with promptly by staff. Pupils' successes are celebrated and 'weekly wonder' assemblies acknowledge the many achievements they make. Pupils' spiritual and cultural development is excellent. Year 6 pupils recounted their pleasure in presenting a very good assembly commemorating Remembrance Day. Pupils' views are taken and acted upon. An independent survey of pupils' perceptions of school showed these to be very positive. Pupils develop suitable skills to prepare them well for their future economic well-being. The recently formed school council meets to discuss ideas on how to improve the school further.

Quality of provision

Teaching and learning

Grade: 2

Many lesson observations have been undertaken by the headteacher and the local authority link inspector has verified the judgements made. In the lessons observed in English and mathematics during the inspection, the purposes of the lesson were made clear and teaching was focussed on helping pupils to improve their writing and calculation skills. In one lesson seen, the teacher used the end of the lesson well to assess learning. Pupils are encouraged to present their work well and teachers' marking is regular and offers positive encouragement. The best marking is more informative and expects pupils to respond and evaluate the success of their learning. Most work is matched appropriately to pupils' needs and the teachers understand the need to challenge higher ability pupils even when they are learning in ability sets.

Curriculum and other activities

Grade: 2

The school provides a good curriculum which promotes a love of learning through engaging pupils in a wide range of worthwhile experiences. Year 6 pupils talked excitedly about their enjoyment of history and the imminent visit to a local field study centre to relive the experiences of evacuees. Specialist teaching in physical education, music and modern foreign languages contributes significantly to the quality of the overall learning programme. Older pupils have the chance to learn to play a musical instrument and they take part in a wide range of sporting activities. Displays of pupils' work illustrate the good quality learning outcomes achieved and how work in subjects is linked together. For example, Year 5 pupils produced a very good display of art and geography work about coastal erosion after their visit to Dunwich. All year groups participate in an annual creative arts production. Pupils have regular lessons in the information and communication technology (ICT) suite in which they develop their computer skills. However, they have fewer opportunities to use computers in their classrooms when learning in other subjects. Continuity in learning across the Foundation Stage and into Year 1 requires strengthening.

Care, guidance and support

Grade: 2

All staff care for pupils very well and safeguarding procedures are robust. Supervision at break-times is good and the school site undergoes regular health and safety inspections. Older pupils have the chance to 'wear the red sash' and they take pride in accepting responsibilities that help the school run smoothly. Pupils gain a good understanding of the importance of helping others by raising funds for local and national charities. Provision for pupils who have learning difficulties and disabilities and those who are vulnerable is very good; they have clearly defined learning targets which are regularly reviewed with parents and carers. The school has begun to identify

pupils who have special talents in order to provide them with additional challenges. There are also suitable plans to introduce more specific learning targets for all pupils to help secure improvements in writing and mathematics.

Leadership and management

Grade: 2

The positive, open style of leadership adopted by the headteacher and senior staff is appreciated by all members of the school community. Leaders and managers have a good understanding of the school's strengths and what needs to be improved. There are suitable priorities identified in the school improvement plan, which includes development plans written for all curriculum subjects. Teachers work well in teams and share the responsibility for securing improvements in English, mathematics, science and ICT. The management of the support for pupils who have learning difficulties and disabilities is very good. There are also good links with the local community and positive working partnerships with other local schools. Comprehensive performance management procedures are in place and all staff are involved in professional development training. The introduction of a governors' curriculum committee has helped strengthen the governing body's role in monitoring achievement and standards. However, there is no formal system for recording the outcomes of governor visits that would help to keep the governing body better informed.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

16 November 2006

Dear Pupils

Hadleigh Community Primary School, Station Road, Hadleigh, Ipswich, Suffolk, IP7 5HQ

Thank you for making me so welcome when I visited your school. I really enjoyed the day I spent with you.

I enjoyed talking to you about the things you do at Hadleigh Primary School. There are lots of good things going on. All the adults care for you very well and keep you safe. Your teachers organise interesting lessons so that you enjoy your learning and have fun. I was pleased to see that you all eat healthy snacks at break times and that the lunches prepared by the school kitchen are very good, I enjoyed mine!

You have a fantastic number of clubs to go to and some great school visits to enjoy. The display of work about the trip to Dunwich was very good and Year 6 children were looking forward to their Second World War Evacuee visit to Aymerton. I was impressed with your behaviour and how well you get on with each other. I like the idea of having 'red sash' wearers to help the school run smoothly. The school council have some good ideas to help make your school even better.

Mr Pilkington, all the staff and governors work together well so that everyone does their best to make your school a really good place in which to learn. I am sure you are all trying very hard to do well in your reading, writing and mathematics. I asked your teachers to set you some targets to help you improve your work, especially in writing and mathematics. I also asked them to make sure your learning activities fit together well. You know if you do your best, it will be recognised in your 'weekly wonder' assemblies.

You have a lot to look forward to in the years ahead, make sure you enjoy every minute.

With best wishes

Rob McKeown

Her Majesty's Inspector of Schools