

Hadleigh Infant and Nursery School

Inspection report

Unique Reference Number	115294
Local Authority	Essex
Inspection number	326175
Inspection dates	18–19 March 2009
Reporting inspector	Wendy Forbes

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number on roll	
School (total)	284
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Sarah Glazier
Headteacher	Mrs Brenda Dalley
Date of previous school inspection	22 February 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Bilton Road Hadleigh Benfleet Essex SS7 2HQ
Telephone number	01702 557979
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Age group	3–7
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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This school is larger than most other infant schools. Children enter the Early Years Foundation Stage into the Nursery class. The majority of pupils are from White British families. The percentage of pupils with learning difficulties and/or disabilities is below the national average and includes those with moderate learning difficulties.

The school has been accredited with a number of awards including Healthy Schools and ActiveMark.

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 school which has many strengths and few areas in need of improvement. Children enter the Early Years Foundation Stage with the skills expected for their age and get off to a good start in the Nursery. The excellent pastoral care that pupils receive from day one is appreciated by parents, one of whom commented, 'Children are always top of the list as far as the school is concerned.' High quality care is matched by equally effective support and good academic guidance which successfully contribute to pupils' excellent personal development and well-being. The experienced headteacher leads the school well and, together with other leaders, has an accurate view of the school's performance. The school has worked effectively to maintain previous strengths while addressing the few areas for development identified in the previous inspection, demonstrating good capacity to improve further.

Pupils achieve well. Standards are significantly above average by the end of Year 2. Most pupils, particularly girls, make good progress in lessons. Standards are relatively higher in reading and mathematics than in writing. Teaching is good and teachers plan activities that are carefully matched to most pupils' abilities. Although teachers set targets for pupils, not all pupils are clear about these. However, teachers often talk to pupils about their work, providing them with helpful information about how well they are doing and how to improve. Good use is made of assessment strategies to involve pupils in evaluating their own work so that they understand how to improve their work. However, these systems have yet to embed across the whole school so that practice and pupils' progress are equally good in each year group.

Pupils enjoy school and talk about it enthusiastically. They behave well and are exceptionally thoughtful and caring. Many take on responsibilities because they are keen to help relatively younger children enjoy school. They respond very positively to the broad curriculum especially to the many stimulating and interesting activities, such as the whole school Madagascar topic and special events such as Arts week and schools' festivals. Strong links with external professionals support the most vulnerable pupils, ensuring they are fully included. Attendance is good and has improved since the last inspection, although there are a handful of families who are absent during term time due to holiday leave. However, the school regularly reviews its strategies with a clear view to continuing to raise levels of attendance.

Leadership and management are good. There are effective systems for checking the performance of the school. The information gained is used well to plan for improvement. Governance is good because governors provide just the right balance of support and challenge to help the school to continue to improve. The school has detailed assessment information about individual pupils and has recently implemented effective new systems for tracking pupils' progress. This information helps the school to evaluate its performance and put effective systems in place such as the 'screen to page' initiative to help improve literacy. This is a happy school where children's 'specialness' is celebrated on a daily basis.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Provision is good in the Early Years Foundation Stage. Well planned induction procedures help children to settle well in the Nursery and begin to make progress from their very first day. Every child is treated as an individual. A well organised curriculum, good fun teaching and excellent care and welfare ensure that the majority of children enjoy their time in the Nursery, making

good progress from a wide variety of starting points, and enter their next stage of education into the reception class with the skills expected for their age. Good progress is maintained in all areas of learning and, by the end of the year, most children attain standards expected nationally; a number exceed these levels particularly in mathematics. Good leadership and management ensure that children are well taught and there are good systems for teachers and teaching assistants to monitor and record their progress. The curriculum is good rather than outstanding because, although pupils benefit from a stimulating newly developed outdoor area, not all teachers plan sufficiently challenging tasks to ensure that outside learning complements the good range of indoor activities.

What the school should do to improve further

- Develop the use of assessment for learning strategies throughout the school so that all groups of learners make equally good progress.
- Further raise standards in writing so that they match the good outcomes in reading and mathematics at Key Stage 1.

Achievement and standards

Grade: 2

Achievement and standards are good. The good progress begun in the Early Years Foundation Stage classes is maintained throughout the whole school. Pupils of all abilities, particularly girls, achieve well so that by the end of Year 2 standards are significantly above the national average in reading, writing and mathematics and have remained so for the past three years. Although the standards achieved by boys and high attaining pupils are not as high as for girls, they too are achieving above the national average. The needs of those with learning difficulties and/or disabilities are identified early and lots of carefully targeted extra support enables these pupils to make good progress with almost all attaining the nationally expected levels before they leave the school. In 2008, a substantial proportion of pupils of all abilities made good progress, exceeding their targets. Current Year 2 pupils are on track to meet their challenging targets, maintaining above average standards.

Personal development and well-being

Grade: 1

The excellent level of care and support, together with the emphasis on making learning fun and interesting, results in pupils' great enthusiasm for school. As one child said 'we like it when our teachers make things fun'. Excellent relationships between staff and pupils result in the school being a happy place. Pupils feel very safe and well cared for, confident that staff will help them deal with anything that worries them. Behaviour is outstanding and pupils are caring and friendly so that bullying or disruptive behaviour is a rare occurrence. Pupils are clear about the difference between right and wrong. They collaborate well in lessons and around the school, quick to offer help or comfort when one of them is worried or upset. Pupils speak enthusiastically about their 'great dinner ladies' who make lunch breaks fun by providing well-organised activities and exceptional care. Pupils have a good awareness about the importance of a healthy diet and enjoy the activities provided by the secondary school sports partnership. This commitment to developing pupils' understanding of a healthy lifestyle is reflected in the school's Healthy School and Activemark awards. Children make an excellent contribution to the school and local community enjoying opportunities to participate in events, taking the initiative at a very young age to organise fund-raising projects. Pupils enjoy responsibility, as members of the school

council and as playground helpers. The good development of these skills, along with pupils' good progress in information and communication technology (ICT), literacy and numeracy, prepare them exceptionally well for their future. Spiritual, moral, social and cultural development is outstanding, with moral and social development especially strong. Children have a good understanding of others' different backgrounds through links made with a range of curriculum and special projects about the Amazon Rain Forest and support for two Ugandan children.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching seen on inspection ranged from satisfactory to outstanding. In the best lessons teachers' excellent subject knowledge and behaviour management, good planning and effective use of assessment information made activities relevant and fun. Teachers plan well in teams, helping to ensure that pupils in parallel classes work on similar activities. They introduce interesting and often practical activities and these help to motivate the pupils. In many lessons teachers set up activities such as 'talking partners' where pupils work successfully together. However in a very few lessons seen the time spent on the carpet before pupils start their own tasks was too long and as a result some pupils found a few activities less interesting or challenging than they might have been. Teachers use teaching assistants well, often to work with pupils with learning difficulties and/or disabilities. This enables these pupils to be fully included in all activities, whilst minimising any disruptions that might happen within the class.

Curriculum and other activities

Grade: 2

Programmes of work are planned carefully to meet the needs and learning styles of most pupils. Enhanced by an excellent range of enrichment activities which include themed focus weeks, French, specialist sport, visits and visitors, these tasks are well matched to ensure most pupils make good progress. This good curriculum benefits from a number of planned initiatives aimed at raising standards, particularly in reading, which has significantly improved as a direct result. More able pupils enjoy the mathematics extension and Puzzle Club challenge activities which are also helping to improve provision. Strong personal, social and health education provide many opportunities for pupils to develop their personal skills and extend their understanding of healthy lifestyles. The recent developments in ICT through the investment in new laptops and well-planned use of interactive whiteboards in classrooms have enhanced pupils' experiences and learning. Children enjoy an interesting range of extra-curricular activities which include gymnastics, choir and French. Parents are kept well-informed about what is taught in school by the publication of pupils' expected learning objectives in weekly newsletters.

Care, guidance and support

Grade: 2

Pastoral care and support for children with specific needs is excellent. The school is particularly effective at providing high quality support and care for individual pupils, especially the most vulnerable. This directly contributes to the pupils' good personal development and well-being. Well-organised systems and good links with external agencies help the school to provide effective support. Marking, and verbal feedback for the youngest pupils, help them to understand how well they are doing. Pupils benefit from individual learning targets set in

literacy and numeracy. Most of the older pupils know their targets and some are developing their skills to be able to evaluate their progress. These effective strategies help them to know how to improve their work. However, these systems are not yet sufficiently embedded across the whole school to have a full effect on the progress of all pupils. Training and procedures in relation to child protection and first aid are thorough. The school gives safeguarding the highest priority.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher knows the pupils exceptionally well. Her determination that all are equally valued successfully underpins the commitment to full inclusion across the school. Her excellent leadership, with strong support from all staff, ensures clear vision, strategic direction and a sharp focus on improvement. Everyone is fully committed to improving the school, and no one is frightened to have a go. This widely shared vision, sharply focused on high expectations and raising standards, has sustained high standards in Year 2 for the last three years. Self-evaluation is systematic, honest and accurate, clearly identifying the school's strengths and areas for improvement as well as ensuring that appropriate staff training needs are met. Leaders have developed a strong learning community where all are committed to inclusion, promoting effective partnerships as a way to successfully drive forward school improvement. The use of assessment data and monitoring information help the school to set challenging targets. However, this has not yet ensured that all pupils reach their full potential, particularly in writing and standards reached by boys. The governing body knows the school well, providing an effective balance of support and challenge which has led to sustained high standards. Liaison between the school and its feeder school is strengthened by representatives on both governing bodies. The school is developing good provision for local, national and global development within its community cohesion policy through the curriculum and community initiatives such as links with Ugandan, e-mail 'buddies', in religious education and the school's planned 'Diversity Week'.

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Annex A

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of 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

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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

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

20 March 2009

Dear Children

Inspection of Hadleigh Infant and Nursery School, Hadleigh, SS7 2HQ

Thank you for making us feel so welcome when we visited your school recently. We all enjoyed talking to you, watching some of you perform your Music Festival songs in assembly and seeing you at both work and play. You told us that you love your school and you think it is good. We are pleased that we also think it is a good school. These are some of the things we think make it good.

- Most of you work hard in your lessons and make good progress particularly in reading and mathematics.
- Everyone who works at the school takes very good care of you.
- You behave well and are very thoughtful towards one another.
- The teachers plan lots of interesting things for you to do.
- You enjoy the wide range of activities the school provides.
- The headteacher and the other teachers are always thinking of ways of improving the school and know just what needs to be done.

We have asked the school to work together on just two things to make the school even better.

- Develop ways of helping all pupils to understand how well they are doing and how to improve so that everyone makes equally good progress.
- Further raise standards in writing so that they match the good outcomes in reading and mathematics.

We know you are proud of your school and will want to help the staff in whatever way you can.

Yours sincerely

Wendy Forbes

Lead inspector