

Hadleigh Community Primary School

Inspection report

Unique Reference Number	124559
Local Authority	Suffolk
Inspection number	340598
Inspection dates	25–26 February 2010
Reporting inspector	Richard Blackmore

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	458
Appropriate authority	The governing body
Chair	Claire Hood
Headteacher	Gary Pilkington
Date of previous school inspection	15 November 2006
School address	Station Road Hadleigh Ipswich
Telephone number	01473 822161
Fax number	01473 828793
Email address	office@hadleigh-pri.suffolk.sch.uk

Age group	3–11
Inspection dates	25–26 February 2010
Inspection number	340598

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by four additional inspectors. The inspectors spent the majority of time observing learning, visiting 18 lessons and 17 teachers. They held meetings with governors, members of staff and groups of pupils. They observed the school's work, and looked at the school's monitoring of pupils' progress, the quality of provision, samples of pupils' work, attendance data and school improvement plans. The views of 257 parents and carers were also taken into account.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the success of the school's actions to raise achievement in mathematics, especially for girls at KS1
- how well teachers use assessment to challenge pupils and help them make progress
- the effectiveness of the school's monitoring and evaluation of its work to impact on raising standards in mathematics

Information about the school

Hadleigh Community Primary School is a larger than average size primary school. Most pupils are White British, although a very small number of pupils come from a range of other ethnic backgrounds. A very small minority of pupils speak English as an additional language. The number of pupils entitled to free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is broadly average. Early Years Foundation Stage provision is in three classes. The school has gained the Healthy Schools Award, the School Safe certificate and the Activemark award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school with outstanding features. The school's ethos centres around individual care and making pupils feel valued; this ensures pupils feel happy and safe. The headteacher plays a pivotal role in the school and as one parent commented, 'is ever present, approachable and passionate about the school'. Standards are above average and pupils make good progress from their average starting points. Work has begun on improving the progression of key skills in mathematics, although this has yet to make a significant impact on end-of-key-stage assessment results. There are too few opportunities for pupils to solve problems and understand how to improve calculation strategies. Pupils behave outstandingly well, are exceptionally polite and enjoy coming to school. These positive attitudes, together with good academic achievement, make a good contribution to the development of pupils' skills for their future economic well-being.

Good and sometimes outstanding teaching ensures pupils respond eagerly to tasks that are interesting and challenging. The school has concentrated its energies and been successful in developing pupils' basic literacy and scientific skills. Teachers' have high expectations and plan work to match the needs of individuals. Many initiatives, to raise standards and improve the quality of teaching, are linked to raising pupils' aspirations. Highly energetic and lively questioning during lessons challenge pupils' thinking and contribute to their very positive attitudes and enjoyment of school. Sometimes pupils lose concentration and enthusiasm when teachers spend too long introducing lessons or when work set does not develop their independence and initiative. The curriculum meets pupils' needs and interests well and teachers' planning builds systematically on previous work. While learning is enhanced well by the input of a comprehensive range of visitors and specialist teachers, the design of the curriculum lacks scope for pupils' to practise and consolidate their skills in different situations and the use of information, communication technology (ICT) is sometimes limited.

Pastoral care is excellent and brings out the best in pupils both academically and personally. Assessment procedures provide an accurate picture of pupils' attainment and progress as they move through the school and consequently good guidance, support and help is timely and sensitive. Vulnerable pupils are supported well by committed and highly observant teaching assistants.

The leadership team has an accurate picture of the school's strengths and areas for improvement and embeds ambition in all staff well. As a result, actions taken have been effective as can be seen in the rising standards in writing and better progress being made in mathematics, particularly for girls in Years 1 and 2. The school has a very strong commitment to its parents. There are regular open meetings for parents to share

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

detailed information and views on supporting learning at home. Subject leaders systematically monitor and improve the quality of teaching and the progress made by pupils. This demonstrates the school's good capacity for further improvement.

What does the school need to do to improve further?

- In order to raise standards in mathematics;
 - - explain to pupils how they can improve
 - - ensure the pace of all lessons is brisk
 - - increase the focus on problem solving.
- Ensure pupils develop their skills in different subjects by;
 - - using ICT more frequently in lessons
 - - planning more activities linking subjects together
 - - having a greater variety of activities in the outdoor area in the Early Years Foundation Stage.

■ **Outcomes for individuals and groups of pupils**

2

Standards in English and science are above average, although standards in mathematics are slightly lower, particularly in problem-solving. The school has a clear action plan and is addressing pupils' progress in mathematics as a high priority. Pupils with special educational needs and/or disabilities make the same progress as other pupils because of the additional well-focused and trained support they receive. Teachers' planning ensures more able pupils make good progress and are well-catered for during lessons. Complex extended tasks are carefully designed to move pupils forward quickly in their learning. Initiatives such as the use of talk and drama swiftly generate ideas and effectively secure rapid progress, particularly in reading and writing.

Pupils demonstrate an excellent awareness of the importance of adopting a healthy lifestyle. They take advantage of the many extra activities the school offers, which promote exercise, particularly those led by highly knowledgeable specialist staff. Pupils make an outstanding contribution to the school and wider community. For example, pupils are red sash monitors, involving them in tasks such as digitally recording assemblies, and break time fruit delivery. This shows how well pupils organise themselves, adapt to different situations and readily take on responsibility. Pupils' spiritual, moral, social and cultural development is outstanding; 'real life' experiences help pupils understand such feelings as empathy; 'Games for God' and assemblies encourage pupils to behave very considerately towards each other.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Provision is good with teachers working hard to ensure they follow agreed policies and practice to improve subject areas. This means a greater consistency of approach across the school. There are very good relationships between staff and pupils, and a highly supportive staff team that significantly helps learning. In most lessons, good pace and challenging activities meet the needs of pupils well. Occasionally, for example in less successful mathematics lessons, pupils are not given sufficient opportunities to develop problem-solving skills because activities are too directed by the teacher. Teachers have good subject knowledge and work is carefully matched to pupils' abilities. In the best lessons, good feedback is given to pupils about how their work can be improved. For example, in a Year 6 lesson progress was outstanding because the teacher explained in great detail, from the start the mistakes pupils had made in their strategies converting Euros to pounds, so reducing possible future errors.

The good curriculum is broad and balanced with some very good aspects including Modern Foreign Languages for pupils from Year 1 to Year 6 and high quality 'ukulele' lessons. The physical education programme is inspirational. Experiences are enriched further by a very wide range of well attended extra-curricular clubs, including CC4G (computer club for girls), wildlife explorers and knitting. To support pupils' academic development, the curriculum has been structured to provide a good proportion of first hand experiences. For example, pupils in Year 1 hugely enjoy and gain much from the very engaging opportunity to wear and handle Masai clothes and artifacts.

Personalised care is exceptional and contributes significantly to pupils' personal development. Deployment of staff is effective and directed to where it is most needed.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

The school's well integrated work with external agencies provides good support for vulnerable pupils. Intervention and support sessions are effectively tailored to meet pupils' needs. For example, the morning gym trail activities are carefully planned to develop pupil's balance, control and coordination. However, there are a few occasions when support in lessons is not sufficiently focused on learning outcomes and results in pupils' misunderstandings not being fully addressed.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher is ably supported by members of the senior management team. They give the school clear direction, effectively improving teaching. The arrangements for safeguarding are robust, and all records are carefully maintained and regularly reviewed. All checks, systems and procedures to keep pupils safe are firmly in place and clearly understood by all staff. Governors take their roles in these aspects very seriously and fulfill them with commitment. They provide an effective balance of challenge and support. Strategic and careful deployment of resources ensures everyone is treated fairly and has equal access to the range of provision on offer. This includes extra-curricular clubs and learning support. Good links with outside agencies for example, the local secondary school, help to improve pupils' skills, support and enjoyment of school and other partnership activities make positive contributions to pupils' well-being, especially those who are potentially vulnerable. The promotion of community cohesion is good and within the school and local community it is particularly strong. There is a clear plan to develop the school's work in the local area and a community in another country, but evaluation of the impact of events is not yet fully in place.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children settle quickly and enjoy being in school; parents are very positive about the warm and welcoming environment. Teachers and support staff form a strong team that ensures learning and development are promoted well. They plan a good balance of adult-led and child-initiated activities to develop self-confidence and independence. As a result of good teaching, secure assessment procedures and an interesting curriculum children make good progress. For example, when making gingerbread men the teaching assistant, skillfully and simultaneously develops children's understanding of mathematical and letter sounds. There are many opportunities to play imaginatively and explore the world around them to improve skills such as writing and word recognition. For example, pupils improve their writing skills when accurately recording animals they had seen in the 'jungle' in the classroom. The children are very polite and courteous and respond well to high expectations. They make the most of all activities, which excite and fascinate them throughout the school day. However, outdoor provision is insufficiently developed and is consequently underused to help support children's mathematical understanding and creative development, although the impact of this is minor. This has been identified as a priority by the good leadership and management as part of regular and robust evaluation of the quality and impact of its provision.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers hold exceptionally positive views of the school. Of the 13 aspects included in their questionnaire, 10 showed almost total agreement that the school does

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

well. All parents said teaching is good and that the school is well led and managed and the inspection evidence agrees with these parental views. A very small minority of parents and carers showed concerns about being informed about their child's progress at school. However, inspection findings found reporting of pupils' progress to be strong and in line with requirements.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hadleigh Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 257 completed questionnaires by the end of the on-site inspection. In total, there are 458 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	145	56	108	42	5	2	0	0
The school keeps my child safe	163	63	93	36	2	1	0	0
The school informs me about my child's progress	102	40	143	55	13	5	0	0
My child is making enough progress at this school	130	50	126	49	3	1	0	0
The teaching is good at this school	145	56	114	44	0	0	0	0
The school helps me to support my child's learning	108	42	149	58	1	0	1	0
The school helps my child to have a healthy lifestyle	129	50	127	49	2	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	124	51	117	48	2	1	1	0
The school meets my child's particular needs	122	48	131	51	3	1	0	0
The school deals effectively with unacceptable behaviour	124	49	127	50	4	2	0	0
The school takes account of my suggestions and concerns	97	39	147	59	7	3	0	0
The school is led and managed effectively	150	59	105	41	0	0	0	0
Overall, I am happy with my child's experience at this school	164	64	92	36	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



27 February 2010

Dear Pupils

Inspection of Hadleigh Community Primary School, IP7 5HQ

Thank you for helping us when we visited your school. We enjoyed talking to you and you all helped us get to know your school really quickly. Your school currently gives you a good education.

You make good progress particularly in English and science.

Your behaviour is outstanding - well done!

You told us how much you enjoy coming to school.

There is an excellent range of clubs on offer, many of which help you keep fit and healthy. As a result, your knowledge of keeping healthy is outstanding.

You have a good awareness of how to stay safe.

Your spiritual, moral, social and cultural development is outstanding.

You play a highly important role in organising the school through your elected school council and the jobs you do, such as red sash monitors, to help others in the school.

I have asked your headteacher and staff to make your school even better by making sure you have more opportunities to use your mathematical problem solving skills and to help you use and apply skills learnt during one lesson in other subjects. We know you will help your teachers make these improvements. You can start by remembering to use your skills and knowledge as best you can in all lessons. In science work make sure you apply your knowledge of addition and subtraction carefully.

Yours sincerely,

Richard Blackmore

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.