

Hadleigh Infant and Nursery School

Bilton Road, Hadleigh, Benfleet, Essex SS7 2HQ

Inspection dates	4–5 May 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision [Delete if not applicable]	Good
Overall effectiveness at previous inspection	Requires Improvement

Summary of key findings for parents and pupils

This is a good school

- Senior leaders and governors make sure that teaching is typically good so that pupils enjoy their learning and achieve well.
- In 2015 the proportion of pupils gaining the higher levels of attainment at the end of key stage 1 was above average in reading and mathematics.
- Regular checks are made on the progress pupils make and good support is provided for those who need to catch up.
- All groups of pupils are now making at least expected progress. The gap between the progress of different groups of pupils is narrowing.
- The teaching of phonics (letters and the sounds that they make) is good. The proportion of pupils that meet the national standard at the end of key stage 1 is above average.
- Children get off to a good start in the early years because they learn in a nurturing environment. They are provided with a range of interesting and stimulating learning activities. As a result the proportion leaving the Reception year with a good level of development is above average.
- Pupils enjoy school and feel safe there. They are well behaved and have positive attitudes towards their learning.
- Parents are highly supportive of the work of the school. They feel that their child is happy, safe and makes good progress.
- The school makes good provision for pupils' spiritual, moral, social and cultural development.

It is not yet an outstanding school because

- Not all teachers have the same expectations of pupils' written work. They do not always teach the correct letter formation and make sure handwriting and presentation is good.
- Pupil progress is slower in some lessons because teachers do not assess pupil progress quickly enough, or they set work that is too easy or too hard for some pupils.
- Middle leaders are more active in monitoring standards within their subject area than they were when the school was last inspected. However, their evaluation is not precise enough to judge how successfully their actions are and therefore what more might be done to improve outcomes for pupils.

Full report

What does the school need to do to improve further?

- Further develop leadership and management by ensuring that all leaders evaluate the impact of their work in order to identify what is successful and what more can be done to improve outcomes for pupils.
- Further improve the quality of teaching and learning so that a greater proportion of pupils reach above-average attainment by the end of key stage 1 by:
 - sharing the existing good practice within the school to make sure teachers accurately and promptly assess pupils' progress and adapt learning activities accordingly
 - ensuring that all teachers provide work for pupils that is neither too hard nor too easy
 - ensuring correct letter formation is taught
 - ensuring teachers across all classes have the same high expectations of pupils' handwriting and presentation of work.

Inspection judgements

Effectiveness of leadership and management is good

- Senior leaders, including governors, have created a culture where pupils learn in a supportive, caring community where pupils are encouraged to achieve their best. Pupils are happy at school and enjoy their learning. One parent summed it up by saying, 'wonderful environment where children receive encouragement'.
- The quality of teaching is improving because senior leaders now focus on the impact of teaching on the progress that pupils make. Senior leaders have implemented processes for judging the quality of teaching that take into account the progress made, work in pupils' books and classroom teaching. This information is used to hold teachers closely to account for their performance.
- Performance management is rigorous. Teachers are set challenging targets related to pupils' outcomes. When needed, support and training are provided and the school has sought support from other school and local authority consultants to support improvements in teaching. When, despite the support provided, teachers do not meet these targets, pay increases are not awarded.
- The headteacher has the confidence of her staff, and all staff who responded to the questionnaire felt that the school had improved since the last inspection and that they understand what the school is trying to achieve.
- Since the last inspection the work of middle leaders has improved as the headteacher has worked with them to ensure that they develop the necessary skills. Middle leaders proactively monitor the quality of teaching and pupils' progress within their subject. They know the strengths and weaknesses and have implemented actions to improve outcomes for pupils. However, middle leaders do not evaluate precisely enough to show the impact of their actions on improving outcomes for all groups of pupils in order to identify what works well and what more could be done.
- Teachers enter pupil progress information into a central tracking system. The information is scrutinised by leaders and so children who are falling behind with their learning are identified early on. These pupils receive support so they quickly catch up with their peers. Inspectors observed mathematics catch-up and noted that the pupils were provided with interesting, challenging activities and given plenty of encouragement.
- The leadership of the school's provision for pupils who have special educational needs or disability is good. She has strong professional expertise which is used to provide appropriate in-school support for pupils as well as support from other agencies. Support is closely monitored and adapted if required.
- Good use is made of the sports funding received by the school. As part of the school's sports partnership teachers receive support in developing their skills and confidence to deliver sport lessons. Pupils also receive specialist teaching from physical education teachers from a local secondary school. Pupils enter local and county gymnastics competitions. They have won these competitions for the last two years. A group of pupils had recently won the local gymnastics competition and during the inspection were proudly wearing their gold medals.
- The school uses the pupil premium funding well to support the learning of disadvantaged pupils. Pupils receive support to develop their emotional and social skills, which helps them to become more confident learners. The support includes ensuring that they have access to visits and trips.
- A broad and balanced curriculum is offered to pupils, which promotes their spiritual, moral, social and cultural development. Alongside English and mathematics, pupils study a range of topics, including science, computing, art and history. Visiting speakers, trips and after-school activities enhance the curriculum well.
- Leaders have developed good links with parents. They send out weekly newsletters keeping parents up to date with school events and what is being taught in mathematics and English each week. Twice weekly, early-morning sessions are held for parents; recent topics have covered reading, handwriting and problem solving in mathematics. Parents commented that these sessions have helped them to support their child at home.
- The overwhelming majority of parents who responded to the Ofsted online questionnaire, Parent View, are happy with all aspects of the school's work. 'We are happy with the way the school is led' and 'Staff are approachable and deal with any problems quickly' are typical comments. Parents would recommend the school to others.

■ The governance of the school

- The governing body has good knowledge of the strengths and weaknesses of the school because they rigorously monitor the work of the school through reports, visits and talking to staff and pupils. They provide a good level of challenge to school leaders.
- Through scrutiny of school progress information they have a secure knowledge of how pupils are progressing and the impact of the sports and pupil premium funding on pupil outcomes.
- They oversee pay awards for staff and ensure that they are linked to pupil progress. Procedures for overseeing the headteacher's performance management are robust.
- Governors are well trained and bring a range of relevant skills to their role.
- The arrangements for safeguarding are effective. The school ensures that the appropriate checks are carried out on all adults who work within the school. The identity of all visitors to the school is checked and they must read the school's safeguarding information before they can enter the classroom areas.
- Staff and governors are appropriately trained in the latest safeguarding requirements.

Quality of teaching, learning and assessment is good

- Teaching continues to improve and develop and is leading to pupils making good progress over time. Often teachers have high expectations of pupils; they monitor progress carefully, and give timely feedback to pupils about their learning and explain their next steps. Teachers used questioning skilfully in order to check and develop pupils' understanding. As a result pupils quickly move on to more-challenging activities and make good progress. However, these strengths are sometimes absent in some classes.
- Teachers and teaching assistants work well together. Teaching assistants are clear about their roles in lessons and ensure that pupils receive the support they need. Skilful questioning to clarify or extend pupils' learning is a key feature among classroom staff.
- Lesson routines are well established and pupils move quickly from one learning activity to the next. Relationships between pupils and adults are positive and pupils show an enthusiasm for their learning. For example, a group of Year 2 pupils were very excited about completing the spinning wheel grammar game.
- Reading is well taught and pupils respond well to the reading rewards programme. Pupils read in lessons and at home. Pupils are able to use their knowledge of phonics to help them read unfamiliar or difficult words. Those who struggle with their reading receive good support and so they make good progress. The most-able pupils read fluently and with expression and talked to inspectors about the wide range of books they read.
- Mathematics teaching is strong and improving. Evidence in pupils' books indicates they have the opportunity to solve problems to develop their mathematical reasoning. In one class pupils were solving a range of inverse calculations. Pupils were able to explain their learning and showed enthusiasm for the learning challenges because 'they are hard and make us think'.
- Pupils receive regular reading, mathematics and project-based homework. Project homework is linked to topic work and pupils told inspectors they really enjoy the activities they are given. Pupils were keen to show inspectors the models and written work they had produced on the Great Fire of London. Parents are very positive about the homework their child receives.
- Writing was an area for improvement at the last inspection. Inspectors saw evidence that pupils' writing is developing and by the end of Year 2 their spelling, punctuation and grammar has improved since the last inspection. Inspectors saw handwriting lessons where pupils were taking great care to form their letters correctly and neatly. Looking at pupils' best writing books, inspectors saw secure evidence of improvement between the pupils' first draft and their final piece of writing. This was seen in the majority of exercise books, especially in key stage 2. However, inspectors also saw examples where teachers' expectations of pupils' daily written work was too low. Writing is sometimes untidy and sometimes pupils do not take care with their letter formation or the presentation of their work.
- At times the progress of pupils is not as rapid because work set is either too hard or too easy for pupils.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils feel safe in school. They understand how to keep themselves safe in a variety of situations including using the internet and what they should do if they have any concerns. Parents agree that their child is safe and well looked after in school.
- Bullying is very rare but if it should occur pupils know who to speak to. Pupils understand the difference between bullying and falling out. Parents feel that the school deals effectively with bullying.
- Pupils who may need help managing their feelings or behaviour are well supported. They receive good support. As a result they thrive and become more confident and learn how to manage their behaviour. Inspectors noticed a very small number of pupils choosing to take 'time out' without adult direction.
- The learning mentor has built up strong relationships with a number of families. She has worked effectively, supporting parents whose children are persistently absent from school. Persistent absence is now below average.
- Pupils learn to respect others from minority ethnic backgrounds or those who may have a special need through school assemblies, learning projects and charity work. For example, during the school's diversity week one of the topics pupils explored was autism. The school also sponsors a Ugandan child to go to school and pupils here enjoy the regular updates they receive.
- Opportunities for the development of spiritual, moral, social and cultural development are plentiful. Pupils learn British traditional values as well as those from other cultures. After-school clubs offer activities such as art, sport and Spanish. They reflect on moral issues in assembly and enjoy celebrating one another's successes in the weekly awards assembly.
- Several parents who expressed a view commented on how happy their child is at the school and how well teachers support their child.

Behaviour

- The behaviour of pupils is good.
- Pupils behave well around the school. They are respectful towards one another and adults. They move around the school calmly and sensibly.
- Pupils are confident and keen to talk to inspectors about their work. They are proud of their achievements and their school.
- Pupils have positive attitudes towards their learning and arrive promptly to lessons at the end of break and lunchtime.
- Pupils understand the school's behaviour policy and they say that behaviour in lessons is good. Pupils are taught about making the right choice and understand that there are consequences if they make the wrong choice. This was summed up by the pupils who said, 'We're not naughty, we just make the wrong choices.'
- Behaviour in almost all lessons is positive because pupils enjoy their learning. However, in some lessons inspectors saw some off-task behaviour when pupils were not able to progress with their work.

Outcomes for pupils are good

- The proportion of pupils that left at the end of Year 2 in 2015 having achieved the expected level of attainment in reading, writing and mathematics was in line with the proportion nationally. More pupils than nationally achieved levels of attainment above expectations in reading and mathematics.
- Girls' attainment was significantly above that of boys and above the national average in 2015. Work in pupils' books and school progress information show that the gap between the progress of boys and girls is closing for pupils currently in the school.
- The school has a small number of disadvantaged pupils. They are now making progress equal to their classmates. Inspectors saw evidence of good progress in these pupils' exercise books.
- School leaders have taken effective action to improve the teaching of phonics. The proportion of pupils that meet the expected standard in the Year 1 phonics screening check has been above average for the last two years. School information suggests that attainment in phonics will remain high.
- Historically the progress of pupils who have special educational needs or disability has been below that of other pupils. Their progress is now tracked more carefully and support is targeted to meet their

individual needs. Current pupils are now making progress in line with other pupils. However, in some lessons teachers set work that is too hard for them and this is preventing them making accelerated progress.

- The progress of the most-able pupils is improving but it is not as rapid as it is for other pupils. This is because not all teachers ensure that these pupils move on to more challenging work to make them think more deeply and extend their knowledge. Inspectors did, however, see evidence of good progress in the books of some of the most-able pupils.
- Pupils are making at least expected progress in other subjects, including science.

Early years provision

is good

- Leadership of the early years is good. The new leader has quickly assessed the strengths and areas that need to be improved, for example the development of handwriting so that children are better prepared for key stage 1.
- The majority of children start in the Nursery and Reception classes with levels of knowledge and skills similar to those typically found in children of their age. Adults keep accurate records of what children can do and use the information to plan activities that promote good progress. As a result the proportion of children leaving Reception with a good level of development is well above the national average. They are well prepared for key stage 1.
- Teaching is good as adults make sure that children are provided with interesting and stimulating activities to maintain their interest. High levels of concentration were seen from children in both the Nursery and Reception classes. Children enjoy their learning and were keen to talk to inspectors about their learning. A small group of children were very excited about the bugs they had found in the soil and were discussing whether or not they were cold-blooded.
- Children's behaviour is good. They work well together and help one another with their learning. They share equipment and take turns when working together. They understand adults' expectations and live up to them. Staff support children's spiritual, moral, social and cultural development well in all early years classes.
- Relationships between adults and children are good. Children are supported well with their learning and adults ask questions that make them think about their learning. Children have opportunities to explore materials, express their opinions and make choices for themselves.
- Children learn in a safe environment and are taught how to take risks. The outside area is spacious and well supervised. It provides plenty of opportunities for children to explore nature and develop their physical skills well.

School details

Unique reference number	137027
Local authority	Essex
Inspection number	10011799

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

Type of school	Infant
School category	Academy converter
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	299
Appropriate authority	The governing body
Chair	Gwynn Williams
Headteacher	Brenda Dalley
Telephone number	01702 557979
Website	www.hadleigh-inf.essex.sch.uk
Email address	admin@hadleigh-inf.essex.sch.uk
Date of previous inspection	21–22 January 2014

Information about this school

- The school is larger than the average-sized infants school.
- Most pupils are from a White British background and very few speak English as an additional language.
- The proportion of pupils supported by the pupil premium is well below average. The pupil premium is additional funding for those pupils known to be eligible for free school meals and children who are looked after by the local authority.
- The proportion of pupils who have special educational needs or disability is below the national average.
- The early years provides part-time Nursery education and full-time education for children in the Reception class.
- The school meets the government’s current floor standards, which set the minimum expectations for attainment and progress.

Information about this inspection

- The inspectors observed learning in each class. They visited 13 lessons to observe learning and talk to pupils about their work. Senior leaders joined inspectors for seven of these observations. Five short visits were made to lessons, three with the headteacher, and work scrutinies were carried out in each classroom. The headteacher accompanied the inspectors looking at books in key stage 2.
- Inspectors listened to a group of pupils read and talked to them about their reading. They also observed two one-to-one reading support lessons.
- Inspectors visited two assemblies.
- Formal discussions were held with two groups of pupils, along with informal conversations with others at break and lunchtime.
- A range of documents were examined, including the school's analysis of its own work and its improvement plan, information on pupils' academic progress, and documents relating to the quality of teaching, staff training, behaviour, attendance and safeguarding.
- Discussions were held with the headteacher, the early years leader, the leaders of English and mathematics, the learning mentor and five members of the governing body. The lead inspector also met with a representative of the local authority.
- The inspectors took into account the 122 responses to the online questionnaire, Parent View. They also spoke to a number of parents informally at the start of the school day.
- The views expressed in the questionnaire returned by 12 members of the school staff were considered.

Inspection team

Caroline Pardy, lead inspector	Ofsted Inspector
Elizabeth Chaplin	Ofsted Inspector
Linda Bartlett	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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