

Hadley Learning Community - Primary Phase

Inspection report

Unique Reference Number	134262
Local Authority	Telford and Wrekin
Inspection number	360612
Inspection dates	5–6 October 2010
Reporting inspector	John Carnaghan

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

The registered childcare provision, 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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	420
Appropriate authority	The governing body
Chair	Malcolm Boulter
Headteacher	Gill Eatough (Principal)
Date of previous school inspection	30 January 2008
School address	Waterloo Road Hadley, Telford TF1 5NU
Telephone number	01952 387088
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Email address	admin@taw.org.uk

Age group	3–11
Inspection dates	5–6 October 2010
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**Number of children on roll in the registered
childcare provision**

**Date of last inspection of registered
childcare provision**

Not previously inspected

Age group	3–11
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Introduction

This inspection was carried out by four additional inspectors. They observed 18 lessons and 16 teachers. Meetings were held with staff, pupils and governors. Inspectors observed the school's work, and looked at its records, policies and assessments. They analysed questionnaires from staff and pupils, and 153 from parents and carers.

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

- Do recent assessments indicate that pupils' progress is improving rapidly enough?
- Is teaching effective in promoting faster learning and progress?
- Have provision and progress in the Early Years Foundation Stage improved?

Information about the school

The school is part of the Hadley Learning Community, a federation with a shared executive Principal and governing body. The inter-linked buildings include accommodation for a secondary school, a children's centre and a special school, as well as primary and nursery education. Facilities for sports, arts, lifelong learning and a public library are also shared. Separate inspection teams inspected the primary and secondary phases and the children's centre at the same time. Under the shared principal, the primary phase is led by its own headteacher.

Approximately one third of pupils are from minority ethnic backgrounds. More than a quarter of pupils have special educational needs and/or disabilities, an above average proportion. The largest group in this category comprises pupils who have speech, language and communication difficulties. The proportion of pupils who speak English as an additional language is well above average. Mobility of pupils is very high: fewer than half of the pupils who complete Year 6 started Year 1 at the usual time.

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?

3

The school's capacity for sustained improvement

2

Main findings

The school provides a satisfactory education. It has a number of good features, including pupils' personal development and the care, support and guidance it gives them. Attainment has been very low for the last four years. The school has worked hard to address this, notably through developing teaching. The impact the school can have on attainment in Year 6 has some limitations because of the turbulence within the school's population; some pupils arrive at the school only a short time before testing. Nevertheless, in the majority of lessons learning is good because pupils are largely well taught and progress is improving rapidly as a consequence. There has not been sufficient time for this more rapid learning to overcome a legacy of slower progress and lift attainment much above its present low levels. Apart from the Early Years Foundation Stage, where outcomes are good, the achievement of all groups of pupils is satisfactory.

The school's exciting curriculum benefits from links with the federated secondary and special schools. It engages pupils' interests with its creative mixture of subjects, emphasis on literacy and numeracy, and enriching experiences. Teaching is strong but has some inconsistencies in the level of challenge offered to pupils of different abilities. A small number of lessons do not focus well enough on what needs to be learned. In both these cases, learning slows. Nevertheless, assessment is used well on a broad front to plan the curriculum, identify trends and highlight areas for improvement. At a personal level, pupils' books are consistently well marked so they know how best to improve their work.

Extremely effective arrangements within the Learning Community smooth children's transition into the Early Years Foundation Stage. New arrivals elsewhere receive immediate care, but arrangements to support them into the classroom and into learning are not developed to such an outstanding level.

Pupils and parents like the school and express few concerns. Pupils are happy, well behaved and admirably cared for. Activities such as the swimming gala and the 'bikeability' scheme are popular and contribute to pupils' understanding of what it takes to grow up healthily. Pupils appreciate the benefits of a balanced diet with plenty of fruit and vegetables. Those members of the 'growing club' are particularly knowledgeable about fresh food and its origins.

Leadership and management are good and have strengths in the school's engagement with parents, partnerships with others and, especially, safeguarding which is outstanding. The school runs very smoothly day to day because it has good management systems. Self-evaluation is accurate, and has led to good improvements in teaching and the curriculum. Monitoring of lessons is regular and effective but sometimes lacks fine-tuning, in that it can focus more closely on teaching than on learning. Leaders and managers effectively embed ambition amongst all staff and drive for improvement. The essential systems to

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promote improvement are in place and are not dependent on only a few staff. The school's capacity for improvement is good.

What does the school need to do to improve further?

- Improve teaching so that it is good or better in a higher proportion of lessons, by:
 - ensuring lessons challenge the full range of abilities in the class
 - ensuring that activities focus closely on what should be learned next
 - refining the monitoring and evaluation of classroom practice to focus more effectively on the impact of teaching on pupils' learning.
- Explore additional opportunities to support the induction and integration of pupils who arrive during the course of the school year, in order to raise their rate of progress.
 - Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Children enter Year 1 with attainment that is below average; this is an improvement on earlier years. Current pupils in Years 3 to 6 started Year 1 with attainment that was well below average. Attainment at the end of Key Stage 2 for the past four years has been significantly below average in all subjects and is now showing signs of improvement. For example, Year 6 pupils have recently made good gains in writing. In many lessons pupils learn well, such as in a Year 4 mathematics lesson where they were excited by helping the mythical 'Ralph' who was camped in the corridor nearby, assisting him to plan his expenditure. However, in some less-effective sessions the pace of learning falls. Good and outstanding learning is not yet consistent enough to overcome fully the legacy of slow progress. As a result, learning and progress are judged satisfactory, and this is the case for all groups of pupils. Those with special educational needs and/or disabilities, including speech and language difficulties are effectively supported and learn well in most lessons.

Pupils are unfailingly courteous and respect adults and their peers. Good behaviour contributes strongly to the calm working atmosphere in lessons. Their social development is especially effective. They listen to each other well in lessons, and within this pupil population from a highly diverse range of cultures and backgrounds, there is a strong ethos of mutual respect and understanding. Pupils also know right from wrong and these factors help promote a harmonious community. Pupils report the school environment is a safe place for them and even the youngest ones know the importance of playing safely. They are aware of dangers in everyday life and know how to find help and advice if necessary. Pupils take on responsibilities and enjoy playing their part on the school council. They have some influence on decisions about school, although the council is not particularly active and has not met this year. Pupils' good behaviour promotes the school's image in the wider community. The future economic well-being of pupils is well supported by 'financial capability week' and they make satisfactory progress in acquiring the basic skills of literacy, numeracy and computing.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

The curriculum is imaginatively organised around a set of themes, such as a study of Hadley. Literacy and numeracy are woven into other subjects; for example work on agriculture led to the measurement of the perimeter of a local farmer's field. The curriculum is well planned to meet pupils' needs and interests. The federation provides specialist secondary staff to deliver some elements of the curriculum, such as modern foreign languages and engineering. There are good opportunities for visits and visitors to enliven studies. For example, a trip to the Severn Valley Railway inspired pupils' persuasive writing. Numerous after-school clubs, including those in sport and the arts, are well attended.

The large majority of teachers are confident practitioners and display good subject knowledge. Most plan very thoroughly to provide varied, interesting activities that support and challenge all levels of ability. Pupils are usually highly motivated, and well-deployed adult support helps all of them to engage in lessons, including those with speech, language and communication difficulties and those who do not speak English as their mother tongue. Much teaching is of high quality but there remain inconsistencies and occasionally lessons are not fine tuned to what different abilities should learn next.

Marking of pupils' work is most effective and provides very useful feedback. In consequence, pupils' work in books is very well presented, they can articulate their next steps in learning and know what they need to improve.

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The ebb and flow of pupils moving schools affects every class. Many newly admitted pupils have little chance of accessing the full curriculum quickly because they speak no English. Though in some ways they are addressed well, and the school is very sensitive to pupils' needs, these issues pose particular challenges to class teachers and support systems. The active help for pupils from student support staff and the special educational needs co-ordinator makes a good contribution to pupils' well-being, behaviour and attitudes. The school is a calm, welcoming environment, and a haven for the vulnerable. The progress of pupils identified for support is regularly reviewed, helping these individuals learn at a similar rate to their peers. Teaching assistants are well-trained and competent and provide effective help for pupils both in and out of lessons. The federation provides numerous opportunities for pupils to visit and work in the secondary school, effectively demystifying the switch to secondary education.

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?

Leadership is strengthened by the federation structure of an overall Principal and a headteacher for the primary phase. The strongly motivated and cohesive leadership team have developed thorough systems to monitor the school and ensure it runs smoothly. Monitoring is accurate and has promoted improved teaching, good marking and well-ordered books. Lessons are regularly seen and fully reported on. However, monitoring sometimes places too much emphasis on what teachers do and insufficient focus on pupils learning. Thus, while teaching is good, some inconsistencies remain. The school has detailed and appropriate plans to tackle areas of weakness. The school's emphasis on providing for all groups of pupils ensures satisfactory equality of opportunity.

The governing body serves all schools in the federation. It is supportive and analyses information from the school and other sources thoroughly. The governing body's work on safeguarding is highly effective. Safeguarding is outstanding. There are very comprehensive systems that are regularly quality assured. Risk assessments are exemplary. Staff are regularly trained and display a comprehensive awareness of safeguarding issues. Pupils are well briefed on potential hazards and feel safe on the premises, largely because the site is very secure.

Middle managers have been innovative in engaging parents and carers in their children's education. Regular 'parents' lounges' for each year group provide opportunities to meet staff in comfortable surroundings. Parents benefit from workshops on phonics and many say they feel better equipped to help their children learn. Year group and whole school newsletters maintain a good flow of information. Effective partnerships with the

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contiguous secondary and special schools are mutually beneficial. Sharing of accommodation provides access to facilities that are rarely available in primary schools, such as a dance studio. Secondary staff provide subject expertise in areas like music and French and pupils' understanding of others is improved when visiting pupils from the special school participate in some lessons. Very good links with local agencies, such as social services benefit pupils facing emotional difficulties, such as bereavement.

The school actively promotes community cohesion within its own federated community and there is good evidence that it is largely free from racism. The school promotes cohesion within the local community and has developed links with other schools in contrasting environments, in the United Kingdom and abroad. It has appropriate plans to develop these further.

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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children make good progress in the Early Years Foundation Stage from very low starting points. When they enter Year 1 their attainment is below average. They enjoy their activities and work independently, confident in their relationships with other children and all adults. They are happy, safe and secure. They make healthy choices at snacktime and enjoy physical exercise. Their behaviour is good and they quickly learn to co-operate and share effectively.

The Nursery and Reception environment is welcoming, interesting and well equipped. It is particularly inclusive of children who do not speak English readily, with signs in numerous languages for the benefit of children and parents alike. Teaching is good and adults are well deployed to engage with all groups of children. Effective planning provides a variety of attractive learning experiences, including the good use of information and communications technology. It also ensures the correct balance between adult-led and

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child-initiated activities and between indoor and outdoor work. Thorough assessment keeps an eye on the progress of all children so that all staff develop a good grasp of each child's needs, based on careful data analysis.

The Early Years Foundation Stage is improving well. It is well led and managed by staff, who have a very good understanding of the requirements of this age range. Adults share a clear vision and a common sense of purpose. Relationships with parents are good. 'Stay and play' is very effective in encouraging children's stress-free transition as they enter the Nursery.

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

A large majority of the parents' and carers' views are favourable and few questionnaires expressed concerns. Most say their children enjoy school and are happy with their child's experience there. A very small minority expressed concerns over behaviour and the way the school takes account of their suggestions. The inspection finds that behaviour is good and has no evidence that the school is unresponsive to parental suggestions or concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hadley Learning Community - Primary Phase 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 153 completed questionnaires by the end of the on-site inspection. In total, there are 420 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	90	59	57	37	3	2	3	2
The school keeps my child safe	96	63	54	35	1	1	2	1
My school informs me about my child's progress	77	50	62	41	12	8	1	1
My child is making enough progress at this school	72	47	67	44	13	8	1	1
The teaching is good at this school	76	50	65	42	8	5	1	1
The school helps me to support my child's learning	70	46	72	47	7	5	3	2
The school helps my child to have a healthy lifestyle	67	44	77	50	4	3	2	1
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)	59	39	75	49	3	2	3	2
The school meets my child's particular needs	73	48	66	43	9	6	3	2
The school deals effectively with unacceptable behaviour	55	36	76	50	11	7	5	3
The school takes account of my suggestions and concerns	56	37	78	51	12	8	3	2
The school is led and managed effectively	65	42	76	50	1	1	4	3
Overall, I am happy with my child's experience at this school	81	53	62	41	7	5	2	1

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 pupils' 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.



7 October 2010

Dear Pupils

Inspection of Hadley Learning Community - Primary Phase, Telford,

TF1 5NU

The inspectors would like to thank you for your kind welcome when we visited your school recently. We would like to congratulate you on your courtesy and good behaviour and hope you can keep up your positive attitudes because they really help you to learn. We were pleased to hear how much you enjoy school.

We found a lot about your school that is good, such as teaching, the curriculum and the way you are cared for. The school is well led and managed and greatly benefits from being part of a larger federation. However, attainment is very low when compared with other schools and has been for a number of years. Your progress is satisfactory and good teaching is ensuring that it is now improving quickly. This means that your achievement is satisfactory.

To help it improve quickly I have asked the school to focus on:

- developing new ways of helping new pupils to settle in quickly
- checking up on how well you are learning in lessons
- ensuring that work in lessons challenges you all and what you do helps you move on in your learning.

You can help by continuing to try hard.

Once again, thank you for your warm welcome.

Yours sincerely

John Carnaghan

Lead inspector

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