

# Hadley Learning Community - Secondary Phase

Inspection report

---

<b>Unique Reference Number</b>	133708
<b>Local Authority</b>	Telford and Wrekin
<b>Inspection number</b>	360577
<b>Inspection dates</b>	5–6 October 2010
<b>Reporting inspector</b>	Lynne Blakelock

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

---

<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	824
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Malcolm Boulter
<b>Headteacher</b>	Gill Eatough (Principal)
<b>Date of previous school inspection</b>	30 January 2008
<b>School address</b>	Waterloo Road Hadley, Telford TF1 5NU
<b>Telephone number</b>	01952 387000
<b>Fax number</b>	01952 387007
<b>Email address</b>	admin@taw.org.uk

---

<b>Age group</b>	11–16
<b>Inspection dates</b>	5–6 October 2010
<b>Inspection number</b>	360577

---

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 assesses 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 0300 1234 234, or email [enquiries@ofsted.gov.uk](mailto: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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

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

T: 0300 1234 234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by five additional inspectors who observed 38 teachers over 40 lessons. Meetings were held with staff, groups of students and members of the governing body. The inspectors observed the school's work, and looked at documentation relating to students' achievement, their work, the school development plan, and minutes of the governing body. The inspectors analysed staff and student questionnaires and 252 questionnaires returned by parents and carers.

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

- The extent to which the school's provision is accelerating students' attainment and progress in literacy and numeracy, including through independent learning and the application of mathematical skills.
- How effectively leaders and managers at all levels and all aspects are addressing the achievement of students from all groupings.
- How effectively specialist school status is broadening students' personal development and aspirations.

## 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 nursery and primary school, a children's centre and a special school, as well as secondary 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 secondary phase is led by its own headteacher.

An above average percentage of students are from minority ethnic groups. The percentages of students with special educational needs and/or disabilities and students who speak English as an additional language is well above average. A high proportion of students join or leave the school at other than the usual times.

The school achieved re-designation as a specialist Engineering College in 2010. It is the hub of the North Telford School and Community cluster. As an extended school, it provides a wide range of activities for students. There is joint provision for students aged 14-16 with a neighbouring secondary school, sixth form college and further education college. The school achieved Healthy Schools status in 2009. It also holds the Information and Communication Technology (ICT) Chartermark, Bronze and Silver Eco-schools status, the Football Association Chartermark, and Investors in Careers 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, moving forward ever more confidently. The quality of the school's work continues to strengthen and students are making good progress. As a result, their attainment has risen for the last three years, and standards are now broadly average. It is the very strong leadership of the principal and headteacher that is driving the improvement, with full support from the determined staff and effective line management by senior and middle leaders. Their accurate and rigorous monitoring of the school's work has resulted in good teaching throughout the school. This, together with prompt and well focused intervention and a careful choice of learning activities, often practical, has enabled the good achievement of all groups of students. In addition, the single governing body leads the federation effectively because it knows the two phases well and challenges its work. Consequently, the school demonstrates a good capacity for further improvement.

Just as important to the success of the school are the growing aspirations of the students in a 'can do' culture of high expectations, in which all students are valued, encouraged, nurtured and therefore empowered. They feel exceptionally safe, due to excellent care, guidance and support, outstanding safeguarding, and a broad ranging programme that informs them how to stay safe. Students see specialist school status as increasingly relevant to their learning, personal development and helping them to relate learning to everyday situations. It drives the curriculum effectively and through the partnership work with other schools, gives all year groups greater opportunities to represent their school, practise leadership and become responsible citizens. Students work and play harmoniously in this inclusive school, respecting each other's religious and ethnic differences. Their cultural development is satisfactory, as is the school's promotion of community cohesion, although the school does not yet have a structured programme to promote students' knowledge and understanding beyond the local community. As a result of the federation, pupils' are helped to make a very smooth transition to the secondary phase, which is facilitated by shared systems, including assessment, sharing of resources, and a number of teachers taking lessons in the primary phase. However, planning for the latter is not always effective. It does not ensure that pupils have mastered some specific skills in literacy and numeracy they need in Year 7 to get off to a quicker start.

The students' improving attainment in literacy and numeracy is based on effective lesson planning across subjects, with English and mathematical skills built into all learning. Problem solving engages students because they can usually relate to the start point they are given, while at the same time it extends their communication and mathematical skills. Students spend a large proportion of every lesson learning for themselves, which they enjoy most. However, tasks in some lessons, especially in Key Stage 3, do not offer a sufficiently high degree of challenge to enable students to make the rate of progress of which they are capable. This extends to students with specific gifts and talents, who do not receive specific provision. There is a closer focus on matching tasks very closely to

**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

students' ability through Key Stage 4, and this results in accelerating progress as students move through the school.

## What does the school need to do to improve further?

- Raise standards further by ensuring that:
  - tasks in lessons always provide a good level of challenge to students of all abilities
  - there is a planned programme for gifted and talented students so that they can develop their skills
  - specialist teachers in English and mathematics from the school provide specific teaching to pupils in the primary learning community to ensure that they have the skills to make a prompt start to their learning in Year 7.
- Develop a programme to promote the national and international dimensions of community cohesion across different socio-economic, religious and ethnic contexts, so that students have a broader understanding of the diversity of the world beyond the school and local community.

## Outcomes for individuals and groups of pupils

2

Consistently good teaching, a relevant and engaging curriculum and prompt and effective support for those who are under-achieving, are resulting in rapidly improving attainment. Boys' progress is accelerating because courses suit better their interests and aspirations. The good planning of literacy and numeracy in developing skills across subjects has been fundamental to rising attainment in literacy and numeracy. The school's targets were achieved in 2010, including for specialist school subjects. Students with special educational needs and/or disabilities, and those who speak English as an additional language make good progress. The most able students achieve well, their progress accelerating in Key Stage 4. The good learning and progress in the classroom is closely related to the way students see the relevance of what they are doing. In an English lesson, students concentrated extremely well because their interest was raised by a very appropriate story. As a result, their progress in understanding the ingredients of a good story accelerated. Similarly, students made significant progress in their understanding of the role of engineering in daily life when a humanities topic, linked the construction of Roman roads to engineering. In a physical education lesson, students showed real ownership of their learning through excellent self and peer assessment, and made quick progress.

Students enjoy school, valuing the opportunities that they are given to take responsibility, which are built into school life and the local community. In particular, the school parliament is an effective vehicle for students to bring about improvements and to develop a wide range of personal and inter-personal skills. The students speak enthusiastically of their role in fund-raising to support charities of their choice, demonstrating their good social and moral development. Students have an excellent understanding of how to keep safe through the curriculum and believe the school environment is very safe. They behave well. Their attendance is average and improving as they increasingly realise the importance of good attendance. A large majority of students try hard to adopt healthy lifestyles, illustrated by their participation in sport and their take-up of the nutritious lunches. The breakfast club provides a nutritious start to the day.

**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

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> 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 school provides excellent accommodation for learning. Most teaching is good and some is outstanding, leading to good and accelerating progress through the school. There are common strengths in lessons. Relationships between staff and students are positive, teachers' subject knowledge is very secure and there is a brisk pace. A major strength is the focus on the purpose of learning in lesson planning. The involvement of teaching assistants in planning enables them to support students well towards achieving the lesson objectives. Problem-solving activities are well established, promoting literacy and numeracy development effectively in their regularity and relevance. Students most enjoy learning for themselves, and focused questioning by staff helps them to extend their learning. Though planned tasks do not always take full account of what students can already do, especially for those in Key Stage 3, assessment is used very well to give guidance. Students know the levels at which they work, their targets, and how to achieve them. Marking almost always tells students what they have achieved and the next steps in learning.

The curriculum has been carefully planned to take into account the needs of the students, both academically and in their personal development. In Year 7, learning across themes continues from the primary phase. Although some opportunities are missed to boost pupils' basic skills during transition work, it does result in promptly set-up support groups

**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

in literacy and numeracy within Year 7. The Key Stage 4 curriculum offers a range of courses and pathways, well matched to students' aspirations and interests, whether vocational or academic. They praise the choice of subjects available, which ensures that they have a balanced curriculum, including ICT and English linked to other subjects, studied at the appropriate level for them. Effective partnerships with other providers extend the range of courses and the levels at which students can study, with a new creative partnership offering, for example, an 'I Media' GCSE qualification. Specialist school status drives curriculum improvement through a range of subjects, with engineering a popular and successful area valued by the students. Extra-curricular activities are popular and wide-ranging. Students have opportunities to study additional GCSE courses after-school, including triple science, providing further evidence of the flexibility of the curriculum. Provision for students with special educational needs and/or disabilities is good through the school. They are supported effectively by knowledgeable teaching assistants.

The school's excellent systems and communication channels ensure that staff know the needs of individual students exceptionally well. Students speak extremely positively of the care and interest that the staff show them, promoting their sense of being valued, their security, confidence and ultimately their good personal development. Students joining the school part way through are very closely supported and helped to settle. A comprehensive range of help is in place in the school, strengthened by the work of specialists from outside agencies. The student support staff play a vital and effective role in working with class teachers and tutors to address attendance, behaviour, and social and emotional issues with parents and carers. Those students who learn at other schools as part of their timetable at Key Stage 4 are cared for and supported equally well, with monitoring of attendance and reviews of their progress and safety while travelling built into the system.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## **How effective are leadership and management?**

The principal, headteacher and senior team have a very secure understanding of the school's performance, because monitoring of its work is accurate, rigorous, and the findings acted upon promptly. This includes teaching and learning, which continues to improve and is now good. Nothing is left to chance in this ambitious school, which is led strongly but also with sensitivity. Equality of opportunity and freedom from discrimination are effective because the school's work, based on good knowledge of its students, has resulted in a three-year improvement in students' attainment, across all groups, and accelerating progress. The senior team has the support of staff, who share its vision and are driving improvement priorities effectively, aided by professional development opportunities that match the school's priorities in the improvement plan.

**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

Specialist school status is a key factor in the good effectiveness of the school, with focused leadership ensuring that students from the primary as well as secondary phase benefit through the provision. The federated governing body is influential in driving further improvement in the school's effectiveness. They bring a wide range of skills and knowledge to governance and are able to challenge its work confidently and influence its direction. Safeguarding, which is high priority and fundamental to the work of the school, is outstanding because it is comprehensive and based on extremely rigorous systems for checking procedures and practices. Shared resources, including teachers and one budget strengthen the efficiency and effectiveness of the federation, so that both phases benefit. Partnerships are a strong aspect of the school's work, strengthened by the close working relationships with the primary phase, businesses and outside agencies. Students' good progress is testimony to the quality and breadth of the partnership work, which includes parents and carers. The school has been successful in promoting far more positive relationships between home and school than were evident at the last inspection, by its obvious valuing of parents and carers as partners in their children's learning. Community cohesion has been promoted well with respect to the school and immediate locality but lacks the same depth of attention to the national and international contexts.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

Most parents and carers returning questionnaires were satisfied with the schools' work. In particular, they wrote that their children were safe and that the school was well led and managed. Several concerns were voiced, mostly about behaviour that could make it more difficult for students to learn. Behaviour was good during the inspection. Another concern was the quality and regularity of homework and marking of homework. While inspectors had insufficient evidence to draw a conclusion, this is being addressed by the school. Although the identity of all parents and carers have remained confidential, the principal

**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

was made aware of any individual worries of parents and carers. There were numerous positive comments relating to outstanding teachers, the excellent transition arrangements into Year 7, and 'the excellent quality of education.'

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hadley Learning Community - Secondary 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 252 completed questionnaires by the end of the on-site inspection. In total, there are 824 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	83	33	152	60	12	5	1	0
The school keeps my child safe	92	37	143	57	11	4	1	0
My school informs me about my child's progress	85	34	137	54	21	8	3	1
My child is making enough progress at this school	77	31	147	58	18	7	2	1
The teaching is good at this school	64	25	161	64	17	7	1	0
The school helps me to support my child's learning	63	25	148	59	28	11	3	1
The school helps my child to have a healthy lifestyle	51	20	157	62	24	10	4	2
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)	62	25	151	60	18	7	2	1
The school meets my child's particular needs	52	21	167	66	18	7	3	1
The school deals effectively with unacceptable behaviour	63	25	126	50	46	18	8	3
The school takes account of my suggestions and concerns	41	16	152	60	29	12	10	4
The school is led and managed effectively	78	31	146	58	14	6	4	2
Overall, I am happy with my child's experience at this school	92	37	140	56	10	4	3	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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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 Students

**Inspection of Hadley Learning Community - Secondary Phase, Telford, TF1 5NU**

Thank you for your helpful contribution to the recent inspection of your school. We enjoyed our visit, particularly being able to talk to you and find out about the education you receive and how it benefits you. You realise how fortunate you are to be educated in such a modern, well-resourced building. We were pleased to see that you make good use of its facilities. Your school is a good school where you make good progress. This is helped by the primary and secondary phases working closely together. Standards are rising because teaching, assessment of your learning and the curriculum are all effective. Courses are popular, especially at Key Stage 4, because they match your interests and career hopes. Specialist school status is broadening your education by giving you more courses to learn from and opportunities for you to develop your personal skills. The quality of care, guidance and support is excellent. The school is well led and managed by the principal, headteacher and the senior team who check carefully all the work of the school. All staff work hard for you and help the school to move forward. Your personal development is good, leading to you having many skills that will help you when you enter employment.

There are further improvements to be made. On behalf of the inspection team, I have asked your headteacher to make sure that your work is always challenging enough to enable you to make quick progress. I have asked her to make sure that those of you with particular gifts and talents are well provided for so that you can reach your potential. I also want the school to make the most of the visits staff make to the primary phase, in order to improve some of your literacy and numeracy skills before you start secondary. We were delighted that you work together well, whatever your background and culture. The next step is to make sure that you have a programme of learning that helps you to have a broader understanding of the diversity of our world, beyond the school and local community.

You can help by always setting your sights high.

Yours sincerely

Lynne Blakelock  
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](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).