

Hadley Learning Community - Primary Phase

Waterloo Road, Hadley, Telford, TF1 5NU

Inspection dates

18–19 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Children in the Nursery and Reception classes make outstanding progress from very low starting points.
- Pupils in Key Stages 1 and 2 make good progress.
- Writing is a particular strength across the school.
- Pupils are supported well personally and in their learning and so they feel safe and well cared for.
- Behaviour in lessons and around school is good.
- Pupils' come to school much more often than most pupils.
- Teaching has improved and is good with examples of outstanding practice.
- The school's leaders have successfully improved teaching and learning since the last inspection.
- The Principal, headteacher and deputy headteacher work together well. They have built a strong staff team with the drive and skills to make the school even better.
- Governance is good because the governing body has a good grasp of the school's strengths and weaknesses and holds the school accountable for pupils' achievement.

It is not yet an outstanding school because

- The teaching of mathematics is not as consistently good in Key Stage 2 as it is in Key Stage 1 because there are too few opportunities for pupils to use numeracy in other subject lessons, so progress is not as good as it is in reading and writing.
- More-able pupils in Key Stage 2 are not always given work that is hard enough in mathematics.
- Pupils do not always have opportunities to follow up teachers' marking in mathematics to improve their work.

Information about this inspection

- This inspection was carried out with one day’s notice.
- Inspectors observed teaching and learning in all classes. They visited 31 lessons, two of which were observed jointly with the headteacher and deputy headteacher. Playtimes and lunchtimes were also observed.
- Discussions were held with the Principal, headteacher, other staff, pupils, members of the governing body and a representative of the local authority.
- The views expressed in the 17 questionnaires completed by staff were taken into account.
- Inspectors took account of 21 responses to the online questionnaire (Parent View). Inspectors also sought the views of parents and carers through informal discussions at the start of the school day.
- Inspectors looked at a wide range of documents, including: the school’s raising-attainment plan and self-evaluation, information on pupils’ progress and attainment, school policies, teachers’ plans and work in pupils’ books.

Inspection team

Helen Morrison, Lead inspector	Additional Inspector
Tracey Kneale	Additional Inspector
Alan Brewerton	Additional Inspector

Full report

Information about this school

- Hadley Learning Community Primary Phase is a larger-than-average primary school which is federated with a secondary school to form the Hadley Learning Community.
- It is located in accommodation which is shared by the secondary school, a special school, children's centre, community day nursery, public library, and community arts, sports and learning facilities.
- The federation is led by a Principal, although the primary school has its own headteacher.
- The proportions of disabled pupils and those who have special educational needs who are supported at school action is average. Around one in five of the pupils, which is an above-average proportion, receive either extra help at school action plus or have a statement of special educational needs, the majority of whom have speech, language and communication difficulties.
- The proportion of pupils from minority ethnic backgrounds is above average, and a well above average proportion speak English as an additional language. The proportion of pupils who join and leave the school at different points in the school year is above average.
- The proportion of pupils known to be eligible for the pupil premium (additional funding provided to support the learning of particular pupils) is much higher than average.
- The school meets the government's floor standards – the minimum standards set for pupils' attainment and progress.
- The school operates breakfast and after-school clubs on site.
- The secondary and special schools, children's centre and community day nursery are inspected and reported upon separately.

What does the school need to do to improve further?

- Make the teaching of mathematics consistently good or better in Key Stage 2 to raise pupils' attainment and progress even more in this subject, by:
 - sharing the skills of outstanding teachers across the school so all teachers aim high for what pupils can achieve and the speed at which they make progress in mathematics
 - providing pupils with more opportunities to practise their mathematical skills in all subjects
 - always giving the more-able pupils harder work so that they always reach the high standards of which they are capable
 - making sure pupils are given enough time to act on the good advice they are given by teachers so they can improve their work.

Inspection judgements

The achievement of pupils is good.

- Pupils' achievement has improved since the last inspection as a result of leaders' strong and successful focus on improving teaching. However, although pupils make good progress in mathematics in Key Stage 1, their progress in Key Stage 2, although often good in lessons, is slower than that in English. This is because mathematics teaching does not always give more-able pupils hard enough work and pupils are not regularly given enough opportunities to use their numeracy skills in other subjects.
- Children enter the Nursery with skills that are well below those typical for their age, particularly in communication, language and literacy. They settle quickly and make rapid progress in the Early Years Foundation Stage because staff provide exciting activities that capture children's interest.
- Teachers in the Early Years Foundation Stage use every opportunity to extend children's speaking and listening skills. For example, when making leaf prints they talk about colours and shapes, and count the points on the leaves. Consequently, children enter Year 1 with skills and abilities much closer to those expected nationally.
- Pupils' progress in Key Stage 1 has greatly improved since the last inspection. They now achieve well, particularly in writing. Pupils also enjoy reading and a regular programme for the teaching of the sounds letters makes ensures that pupils readily acquire essential reading skills. More-able pupils are given more challenging books to read and they make rapid progress as readers.
- Progress in Key Stage 2 is good overall. Progress in mathematics is slower than in English, although good support for those who find mathematics difficult ensures they make good progress. Attainment at the end of Year 6 is improving from very-low levels in the past and is now close to average, particularly in writing.
- Although the many pupils who arrive during Key Stage 2 receive good support from teachers and other staff, they often join knowing very little English and do not have time by the end of Year 6 to reach standards achieved by pupils who have been at the school for longer. However, most gain confidence in speaking and writing in English and are able to make good progress and learn successfully in classes alongside other pupils.
- Pupils throughout the school write well for a range of purposes and audiences, using wide-ranging vocabulary. Grammar and spelling are usually accurate, handwriting is neat and pupils take pride in presenting their work well.
- Considerable investment has been made in extra staff, who make a valuable contribution to the learning of new arrivals and pupils at an early stage of learning English.
- Pupils eligible for the pupil premium are given extra teaching in small groups. This tuition is often directed at individuals, and close analysis of what learning difficulties these pupils must overcome ensures that adult help is very well targeted to help them improve their rates of progress. Consequently, these pupils make, at least, good progress, particularly in English.
- Extra help for pupils who are disabled and those with special educational needs is well directed to help them learn and make progress. Results and observation of learning during the inspection show good progress and achievement by these pupils, especially in language learning.

The quality of teaching is good.

- Teaching is good because teachers use their good subject knowledge and assessment of pupils' learning to plan lessons that build on what pupils have learned before so they make good progress and achieve well.
 - Teachers usually pitch work at the right level for the range of pupils' abilities. Consequently, pupils are able to make progress at their different levels and all gain knowledge and understanding of the subject taught. In well taught mathematics lessons, for example in Year 6, pupils of differing abilities are made to explain their ideas and reasoning in the subject. However, in other mathematics lessons in Key Stage 2, more-able pupils find work too easy and, occasionally, they do not make as much progress as they should.
 - Pupils' work is regularly marked. Writing is marked thoroughly and pupils are clear about what they need to do to reach the next level. Teachers make good use of questioning to check pupils' understanding and correct errors. Although teachers often identify the next steps pupils should take in mathematics, sometimes learners are not given enough time to act on the advice they are given or to try out the additional questions teachers pose. As a result, pupils do not always make good progress in mathematics lessons in Key Stage 2.
 - Pupils' communication, literacy and numeracy skills are very well promoted through the school. For example, in a Year 2 lesson, adults' skilful questioning extended pupils' vocabulary as they enjoyed finding and describing mini-beasts.
 - Teachers are skilled, enthusiastic and encouraging, so pupils are confident to contribute their ideas. Pupils are encouraged to persevere with tasks, help one another, and listen to different viewpoints. These helpful learning situations contribute effectively to pupils' spiritual, moral, social and cultural development.
 - The teaching of writing has improved because of staff training and is now often outstanding. Effective use is made of a variety of objects, materials and real-life experiences to stimulate pupils' curiosity and creativity. For example, Year 5 pupils write imaginatively about an emergency happening in the countryside, using their 'forest school' experience and knowledge gained when a police officer visited the class.
 - Teaching assistants are skilled and work in close partnership with class teachers. They contribute well to the good progress of newly arrived pupils, including those for whom English is an additional language.
 - The pupil premium funding is used well to give additional teaching to particular pupils. Carefully planned teaching in small groups ensures that these pupils are well supported and achieve well, particularly in English.
 - Work is carefully matched to the individual learning needs of pupils with disabilities and those with special educational needs. They receive individual help based on a careful analysis of what will help them to learn and make good progress. Arrangements are successful because staff commitment and care are well directed to help these pupils make the good progress they should.
-

The behaviour and safety of pupils are good.

- Parents and carers who responded to the online questionnaire and responses given to the school's own questionnaire show they hold positive views about the behaviour and safety of pupils. Inspection findings support these views.
- Adults set an excellent example to pupils of how to behave responsibly. Staff invariably manage pupils' behaviour well in and out of classrooms. Consequently, pupils behave well in lessons and rarely become restless.
- Pupils are polite to visitors and courteous to each other and to adults. The school's records show that behaviour seen during the inspection is typical of that found every day. Pupils enjoy school. One pupil summed this up as, "HLC" stands for happy learning children.' Pupils' enjoyment, together with the school's strong action to reduce absence, results in attendance being high, and most pupils are consistently punctual.
- Pupils have a good understanding of different types of bullying, such as persistent name-calling, relating to gender, race, disability or special educational needs, and cyber-bullying. They say any instances of bullying are dealt with well, so they feel safe in school.
- The school ensures all pupils are included in its activities and has suitable policies and procedures for tackling discrimination should it arise. The school's records of the few instances of racist name-calling show it does not tolerate bullying and takes firm action to deal with it.
- Pupils have a good understanding of how to be safe and look after themselves out of school, particularly with regard to road safety and when using the internet.
- The school provides high levels of care and support for pupils with social and emotional difficulties. It also gives very sensitive support to pupils and families whose circumstances make them vulnerable and who otherwise might not do well.
- Pupils who attend the breakfast- and after-school clubs enjoy stimulating, interesting and constructive activities.

The leadership and management are good.

- The Principal, headteacher and senior leaders aim for all pupils and staff to do their very best and the enthusiastic response has successfully improved pupils' achievement.
 - The Principal of the federation and headteacher of the primary phase have a good working partnership and a good understanding of the needs of the local community. Together they have prioritised the importance of good teaching across the federation and, as a result, teaching in the primary phase has improved and is now consistently good with examples of outstanding practice.
 - Close links between schools in the federation ensure that primary pupils are familiar with the secondary school and its staff, so that they move confidently to the next stage of their education in the secondary school.
-

- School self-evaluation is accurate and is used as the basis for the raising-attainment plan which sets out priorities and targets for school improvement. Consequently, direct action taken has led to much improved teaching and higher standards in writing.
 - Systems for checking pupils' progress are thorough. Teachers' individual targets, set to improve their practice, are linked carefully to evidence of the progress made, so that they are held accountable for the progress of pupils they teach.
 - Senior staff check the quality of teaching thoroughly and follow up any weaknesses. Training is linked well to the school's priorities and newly qualified teachers are supported very well to gain confidence and develop their skills in classrooms. Decisions made about increases in teachers' salaries are based on the quality of their teaching related to the progress made by the pupils in their classes.
 - Staff are usually well supported in improving their skills. The local authority gives good support and, for example, has provided good coaching for middle leaders in observing lessons and this has improved their skills. However, the outstanding teaching found in the school is not always shared with other teachers as well as it should be. Consequently, the good teaching in mathematics seen in many lessons has not been used enough to make the teaching of this subject consistently good in all Key Stage 2 classes.
 - Effective use is made of additional funding to support the many pupils who are eligible for the pupil premium by taking on more staff so that pupils are taught in smaller groups. As a result of this individual teaching the gap between their attainment and that of other pupils has closed in writing and is narrowing in reading and mathematics.
 - The range of subjects taught is extensive and gives the pupils exciting learning experiences. Close links with the secondary school enable primary pupils to benefit from its specialist facilities and staff, for example in drama and modern foreign languages.
 - Pupils' spiritual, moral, social and cultural development is successfully promoted. Pupils from different backgrounds and cultures are valued and pupils get along well together. Pupils from the on-site special school within the federation take part in some lessons and this successfully promotes understanding of the needs of others.
 - **The governance of the school:**
 - Members of the governing body have the skills, knowledge, experience and confidence to challenge and support the school. They use their professional expertise unstintingly in support of the school and undertake training when necessary to advance their skills as governors. They work well with senior leaders and hold them to account for the quality of teaching and pupils' progress, so that the school is prompted to continue to improve. They contribute well to school self-evaluation and are always very thorough in ensuring that promotion up the salary scale is justified by staff performance and results. The best teachers are those who receive the highest salaries. Members of the governing body understand and endorse school priorities for using the annual budget. They consider carefully how best to use the pupil premium funding. They check regularly that use of this extra spending is justified by the results arising from the work of the additional staff employed with this money and that the pupils are making the better progress intended.
-

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	134262
Local authority	Telford and Wrekin
Inspection number	406561

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

Type of school	Primary
School category	Community School
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	442
Appropriate authority	The governing body
Chair	Malcolm Boulter
Principal	Gill Eatough
Headteacher	Erica Aston
Date of previous school inspection	5 October 2010
Telephone number	01952 387088
Fax number	01952 387007
Email address	HLCadmin@taw.org.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 123 4234, 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 information 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'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

