

# Hadnall CofE Primary School

Astley Lane, Hadnall, Shrewsbury, SY4 4BE

**Inspection dates** 2–3 April 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Pupils' achievement throughout the school is good. They make good progress in reading, writing and mathematics and are set to reach above average standards by the end of Year 6 this year. Pupils are well prepared for secondary school.
- Teachers show that they have high expectations by setting pupils demanding tasks. They plan and teach lessons that pupils find very interesting.
- Pupils say they are very happy and feel very safe in school. Their behaviour in class and around the school is good. Pupils are very keen to learn and enjoy taking responsibility.
- Pupils have many opportunities to develop their spiritual, moral, social and cultural awareness.
- Parents are very happy with the quality of education the school provides.
- Leaders' checks on the quality of teaching and pupils' achievement are frequent and rigorous. Their plans to improve the school and the training given to staff have been successful. The school is very well placed to improve even further.
- The governing body provides a good level of challenge and support to the headteacher and staff. It makes sure that the school meets all legal requirements.

### It is not yet an outstanding school because

- Marking does not always provide pupils with detailed instructions about how they can make their work even better and pupils are not always encouraged to take notice of their teachers' comments.
- Progress in mathematics is not as rapid as it is in English because pupils' skills at solving mathematical problems are not fully developed and older pupils do not all know their targets in the subject.

## Information about this inspection

- The inspector observed the teaching in all classes. He visited eight lessons taught by five teachers, as well as sessions for small groups of pupils led by teaching assistants. The headteacher joined him for one of these visits.
- The inspector held discussions with pupils, the headteacher, other teachers, the Chair of the Governing Body and one governor. The inspector met with a representative of the local authority.
- The inspector heard pupils read and looked at a range of evidence, including records of pupils' progress, safeguarding documentation, records of behaviour and the results of the school's checks on the quality of teaching. He also examined the work in pupils' books.
- The inspector considered the views of the 15 parents who completed the Parent View website survey. He took account of the views of 10 parents with whom he talked at the start of the school day and the several who contacted him by letter.

## Inspection team

Gerald Griffin, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Hadnall is a smaller than average-sized primary school.
- Nearly all pupils are from White British backgrounds.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding for pupils who are known to be eligible for free school meals, in local authority care or from a family with a parent in the armed forces) is below the national average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

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

- Help pupils to make even better progress, by making sure that:
  - marking consistently show pupils how to improve their work
  - pupils are encouraged always to take account of the comments teachers write in their books.
- Improve progress in mathematics by:
  - providing more opportunities for pupils to practise solving mathematical problems
  - making sure older pupils understand their targets in mathematics so that they know what they can do to make gains in this subject.

## Inspection judgements

### The achievement of pupils is good

- The levels at which children start school vary from year to year because cohorts are small. In the last two years they started school with levels of knowledge, skills and understanding that were typical for their age. Children make good progress in the Reception class and last year reached attainment that was above average in all areas of learning. More-able children do particularly well. For example, by the time they start Year 1, they write interesting paragraphs using a good range of vocabulary and accurate spelling and punctuation.
- Because teaching is good, pupils make better than expected progress in Years 1 to 6 in reading, writing and mathematics. On average pupils in Year 6 are four terms ahead of where they are expected to be in reading and writing and Year 5 are three terms ahead. Pupils in both years are around two terms ahead in mathematics. The current Year 6 are on track to reach above average attainment.
- Attainment in Year 6 last year was below average because the small cohort had a high proportion of disabled pupils and those who have special educational needs. The test results showed that progress had been slow in mathematics for disabled pupils and those with special educational needs.
- It is not appropriate to report on the individual achievement of disabled pupils and those who have special educational needs, and the impact they had on mathematics achievement, as that would risk identifying individual pupils. The inspection looked closely at the school's past records of these pupils' progress and found that their progress was not slow. However this group, for good reasons, were unable to do their best in the tests. The tests showed progress near that expected nationally in English.
- Progress for current pupils is good in writing because pupils' skills at using vocabulary to express themselves clearly are well developed, for example, in accounts, plays and stories. Spelling and punctuation are improving, because the school is successfully tackling the matter.
- Pupils enjoy reading and do so regularly. Pupils' skills in phonics (linking letters to the sounds they make) are well developed. The results of the phonics screening check at the end of Year 1 in 2012 were above the national average. In 2013 they were below average, reflecting the ability of this small intake. Pupils in the current Year 2 are making good progress in reading.
- Disabled pupils and those who have special educational needs work hard in lessons. They make similar progress to their peers because of good teaching by well-qualified adults who know their needs well.
- The number of pupils known to be eligible for the pupil premium is very small and it is not appropriate to report on their individual attainment as that would risk identifying individual pupils. The inspection looked closely at their progress in English and mathematics and found this to be as rapid as their classmates. This shows the school uses the pupil premium money effectively, for example to provide individuals with additional teaching to remedy any relative weaknesses in their learning.
- More-able pupils make good progress throughout the school. For example, all those who left the Reception class with above-average attainment in 2011 reached the higher levels in the Key Stage 1 tests in 2013. The good challenge provided for older pupils means that this year, for the

first time, several Year 6 pupils are on track to reach the higher Level 6 in the tests.

- Progress in mathematics, while good, is not as rapid as it is in English. Pupils' calculation and mental arithmetic skills are well-developed but their ability to solve mathematical problems is a weakness. This is because they do not spend enough time learning this skill. Additionally older pupils are not all clear about their targets in the subject.

### **The quality of teaching** is good

- Teachers show that they have high expectations. They plan work, including homework, that is challenging and deepens pupils' knowledge and understanding.
- Teachers' questions make pupils think deeply and demand answers of more than a few words. They make sure all pupils are involved in class discussions.
- The work that teachers plan is engaging. Work is made relevant to pupils' lives. For example, pupils in Years 4, 5 and 6 were learning about measuring, scale and angles by planning the layout of furniture in a newly paved area adjacent to their classroom. As a result, relationships are positive, and pupils enjoy lessons and work hard.
- In the Reception class, children have clear, challenging targets for their work. They work well, both on their own and also cooperatively with other children. Teaching prepares children well for the more formal learning that is provided in Year 1. In observations made during the inspection, children worked hard both inside the classroom and outdoors. In one instance, children were making good progress in spelling, reading and writing words with the silent letter 'b' in them.
- Staff in the Reception class make good use of regular and accurate assessments of children's skills to plan challenging next steps in their learning. Their assessments of the standards attained at the end of the year have recently been independently checked for their accuracy.
- Teachers give pupils many opportunities to develop their spiritual, moral, social and cultural awareness. For example, this year older pupils reflected maturely about the morality and cost of war in their study of Remembrance Day.
- Teaching assistants give valuable support, especially to disabled pupils and those who have special educational needs and those eligible for the pupil premium. For example, they know their needs well and keep notes on pupils' progress, which are used by the teacher for future planning.
- The quality of marking varies. At its best it gives pupils very specific guidance about how to improve their work and is especially effective when pupils show the teacher they have understood their comments by correcting errors. This is not the consistent picture across the school and not all pupils are encouraged to act upon their teachers' guidance.

### **The behaviour and safety of pupils** are good

- The school's work to keep pupils safe and secure is outstanding. Pupils feel extremely safe in school. They understand how to keep themselves safe, for example when using the internet.
- The behaviour of pupils is good. Behaviour in lessons and around the school is good. In all classes, learning proceeds almost without interruption because misbehaviour is rare.

- Pupils say that bullying in school is unheard of, and pupils are confident that staff would resolve any incidents effectively. Older pupils understand its different forms, such as cyber-bullying, and how to respond to them. Pupils feel very well looked after and supported by adults.
- Pupils are keen to accept responsibilities around school. In the Reception class, children take responsibility for collecting the resources they need for their activities. Older pupils enjoy taking responsibility as members of the school council and by collecting money for charity.
- Attendance is above average this term, as it has been over recent years. This reflects pupils' enjoyment of learning.
- Pupils have positive attitudes towards learning. They need little or no supervision when working on their own. They ask teachers questions to make sure their work is of a good standard. They take pride in their work; most books are neat and tidy. In English, older pupils compare their current work to their challenging targets and make sure their progress towards them is good. This is not as well developed in mathematics because pupils are not all clear about their targets.

### **The leadership and management** are good

- The headteacher, other leaders and the governing body show their high expectations by setting very challenging targets for teachers. These targets are taken on board by the staff, who work successfully to achieve them. Staff morale is high.
- The leader of the Reception class has successfully trained teaching assistants in the skills of accurately assessing children's capabilities and planning work in all areas of learning. The leadership of the teaching of pupils who have special educational needs is good. This is making sure that the help and guidance provided for these pupils are effective so that they make similar progress to their classmates.
- Teaching is improving because of the effective work of leaders. They make rigorous checks on teaching and the quality of learning. The follow-up actions from these observations successfully tackle any weaknesses and improve teachers' skills. For example, specific training has been successful in improving the teaching of writing.
- The local authority's contribution to the improvement of the school has been good. For example, in confirming standards across the school and improving teaching and management skills.
- The way subjects are taught strongly promotes pupils' spiritual, moral, social and cultural development. For example, the school provides many opportunities for pupils to reflect on right and wrong. The school does not provide enough time for pupils to practise solving mathematical problems.
- Pupils thoroughly enjoy physical education lessons, which make an important contribution to their healthy physical development. Leaders are spending the new primary school sports funding very well. For example, it is used to improve the teaching of physical education, pay for coaches and supervisors to broaden the range of lunchtime and after-school sports clubs and increase pupils' participation in school games.
- The overwhelming majority of parents expressed positive views about their children's education. Several parents told the inspector how well the school looks after and educates their children who are disabled pupils and have special educational needs. The school provides a wide range of

workshops for parents to help them support their child's learning at home and these are very well attended.

- Leaders have a very clear commitment to combating discrimination and promoting equality of opportunity. This is shown in the good progress made by all groups of pupils from all backgrounds. The school fosters excellent relationships with other schools, for example, the local secondary school, to improve pupils' life chances even more.
- Child protection training for staff is thorough, and leaders implement child protection policies rigorously. The school completes all statutory checks on the suitability of staff to be employed.
- **The governance of the school:**
  - The governors have an accurate picture of how well the school is doing compared with other schools through their regular visits to see the school at work and their clear understanding of data on pupils' progress. They use this information well to ask leaders searching questions about its performance. For example, they are taking a keen interest in progress in mathematics and of disabled pupils and those who have special educational needs. Governors check that the management of teachers' performance is rigorous. Only those teachers who have met the challenging targets set by the school, including those for pupils' progress, are considered for pay increases and promotion. Governors make sure that the school is spending the pupil premium funding on those eligible for it, and that it brings benefits through higher achievement.

## 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

<b>Unique reference number</b>	123478
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	439728

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	81
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Neil Duxbury
<b>Headteacher</b>	Lynne Potts
<b>Date of previous school inspection</b>	10 November 2010
<b>Telephone number</b>	01939 210323
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