



Hadleigh High School

Inspection Report

Unique Reference Number 124795
LEA SUFFOLK LEA
Inspection number 281805
Inspection dates 2 November 2005 to 3 November 2005
Reporting inspector Dr. Ian Seath LI

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

Type of school	Comprehensive	School address	High Lands Road
School category	Community		IP7 5HU
Age range of pupils	11 to 16		
Gender of pupils	Mixed	Telephone number	01473823496
Number on roll	748	Fax number	01473824720
Appropriate authority	The governing body	Chair of governors	Mrs.Marilyn Watsham
Date of previous inspection	15 May 2000	Headteacher	Mrs. Cathy Tooze

Age group 11 to 16	Inspection dates 2 November 2005 - 3 November 2005	Inspection number 281805
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors together with three Additional Inspectors.

Description of the school

Hadleigh High School is a mixed comprehensive school for students aged 11 to 16. At the time of inspection it had around 750 students. Of these, about 97% are from white British backgrounds and less than 1% speak English as an additional language. The number of students with special educational needs is slightly higher than would be expected for a school of this type and size. The school serves the town of Hadleigh and surrounding rural area in south Suffolk.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Hadleigh High is a good school with many strong features. Most students achieve well, and results for most subjects show an improving trend, in some cases markedly so. Students enjoy their time at the school, which is well-regarded by parents. The school and its students are well supported by a range of good links with external agencies including local post-16 providers. The school has a positive and welcoming atmosphere. Students are well cared for. They feel welcomed and safe. Standards of behaviour are very good and there is very little disruption in classes. Students are attentive and calm, and show respect both for their peers and teachers. The school has a pleasant and well-maintained campus. All teaching observed during the inspection was at least satisfactory, and much was good. Planning for lessons is good, although it sometimes does not cater adequately for all students. Feedback to students on what they have done well and what needs to be improved is generally good but varies and in some places is weak. The school has recently achieved specialist science status. This has successfully enabled standards to be raised in this area. Students speak highly of their science classes. New equipment and resources have enriched the experience of students and enabled staff to teach in more imaginative ways. The school has successfully addressed issues of poor performance in mathematics at Key stage 4. Performance of students in this and most other subjects improved markedly in 2005. Managers have demonstrated good capacity to improve. The school's self-evaluation is largely accurate, and provides a secure basis for development. However, the school's ability to judge its own performance could be strengthened even further through the identification of measurable outcomes for all issues. The school has the potential to become an outstanding one.

What the school should do to improve further

- Further improve the quality of teaching by the sharing of good practice. - Ensure that all self evaluations identify and monitor clear actions and outcomes. - Make more effective use of marking and feedback so that all students are clear about their progress and how to improve.

Achievement and standards

Grade: 2

Overall, achievement and standards are good despite poor performance in mathematics in 2004. In a few subjects, including English, they are very good. When students enter the school in Year 7 their standards are slightly higher than the national average. Overall, students make good progress at Key Stage 3. Progress is good for all core subjects, with English showing an improving trend. All groups of students progress at least as well as would be expected, including those with special educational needs. At Key Stage 4 however, their overall progress was lower in 2004 mainly due to poor performance in mathematics. The proportion of students achieving five or more grades A* to C also fell in 2004, though it remained significantly above the national average.

However the proportion of students achieving five or more grades A* to G increased. The overall results for GCSE mathematics declined, but English GCSE results remained strong. Standards improved significantly in 2005. GCSE pass rates at grades A* to C showed a marked increase in most subjects. In addition, most pass rates were significantly higher than that expected for similar schools. In mathematics, pass rates improved around 10% from significantly below the national average to close to it. In addition, many more students achieved the highest grades A* and A.

Personal development and well-being

Grade: 2

Inspectors agreed with the school's evaluation that the provision of spiritual, moral, social and cultural education is good and that students enjoy their time at the school. They are keen to learn, and their behaviour in lessons is good and often exemplary. Student attendance improved last year and is now above the national average. Students take full advantage of the opportunities which the school has to offer. For example music and drama are important parts of school life. The school's swing band is very popular and performs a programme of concerts for the community. Students value and participate in the school choir and there are regular drama productions. Such events build on the already good relations between staff and students. The school has a calm and ordered atmosphere. Students make good contributions to school life and the school council is active. Students are continually encouraged to help others, whether it be their younger counterparts or through charities, both home and abroad. A significant amount of fundraising has been undertaken. Arrangements for students to gain work experience prepare them well for their future adult life. Students participate in a wide range of extra-curricular activities. The school encourages them to adopt a healthy lifestyle. School meals have improved and students welcome the healthier eating options. They speak well of the quality of food, and inspectors agreed.

Quality of provision

Teaching and learning

Grade: 2

Inspectors agreed with the school that teaching and learning are good overall and that the school's evaluation of lessons is accurate. In the most successful sessions teachers use interesting activities to hold students' attention, and students are clear about their progress and what they need to do to improve. The achievement of Science Specialist School status has had a significant impact on teaching and learning in that area. New resources have enabled an imaginative approach to teaching based on practical work. The planning of lessons is generally good, though in a few instances it does not pay sufficient attention to meeting the needs of all students. The marking of students' work is usually good, but occasionally is not detailed enough so that students have little indication of what steps they should take to improve. Most students understand how well they are doing; however in mathematics they are often unsure of this. The school recognises that the expertise and good practice, clearly present in

some areas, should be spread more effectively throughout the school. Opportunities for students to develop numeracy skills in subjects other than mathematics are not often exploited except in science. Teachers' good subject knowledge helps students to achieve well in external tests and GCSE examinations. Teachers maintain good relationships with students and this has a positive impact on their motivation, self confidence and progress. Teachers and students are effectively supported by teaching assistants.

Curriculum and other activities

Grade: 3

The school meets the requirements of the national curriculum for students, including those with special educational needs. Satisfactory attention is given to providing students with opportunities to improve their skills in speaking and listening, reading and writing, and information and communication technology. However, opportunities and support to acquire the skills of numeracy are developed less well. Students in Years 10 and 11 have access to a satisfactory range of examination subjects, and the provision for vocational courses is adequate. The schools' provision for students to gain work experience prepares them well to contribute to their future economic well-being. The provision for personal development is good. The school provides an outstanding range of additional activities and educational visits that enhance students' learning very well. For example they enjoy drama, school productions, music and physical education.

Care, guidance and support

Grade: 2

Inspectors agreed with the school's evaluation that care, guidance and support are good. Staff know students well and relationships are positive and friendly. Students speak warmly about the school and they have a strong sense of belonging. Support for students who have specific learning needs is good. The school provides homework clubs as well as trained support staff who support both individuals and groups. The extent to which guidance encourages students to reach high standards is not consistent across the school. In the best examples students understand how to improve. They are set demanding, but achievable, targets. The extent to which marking explains how homework can be improved varies, and in a few examples it is weak. The marking of the best work rarely gives indications of how to improve even further. The school has effective links with local further education and post-16 providers. Students receive good careers advice. Procedures for child protection are in place and the school meets statutory requirements. There is little or no bullying and students are aware of what they should do if they experience any.

Leadership and management

Grade: 2

Leadership and management are good. The recent appointment of senior staff, including the headteacher, has improved the willingness and motivation of staff to improve further. Quality assurance issues identified in the last inspection have largely been addressed, but are not yet effective in all areas. For example a few self-evaluations lack measurable outcomes or actions and are of limited use as a means of improving standards. Through paired and direct lesson observations, inspectors agreed with the school's own evaluation that teaching and learning overall are good. There is an appropriate emphasis on the development of teaching. However feedback to teachers following lesson observations is not always clear on how teachers should improve and there is often insufficient emphasis on the learning of students. Resources are efficiently deployed to achieve good value for money. Staff are suitably qualified. The adequacy and suitability of specialist equipment are at least satisfactory, and the provision of computers for teaching and learning is good. The extent to which good practice is identified and shared is not sufficiently well developed. Though it is often shared informally within subject areas, there is insufficient sharing across the school. In those instances where this has happened, it has been successful and students have benefited. For example the teaching of mathematics has benefited from the inclusion of science teachers in that subject. The recent fall in achievement at Key Stage 4 in 2003-04, mainly in mathematics, has led to decisive intervention by managers. Strategies and changes have been made and clear and significant improvements have resulted. However, the school recognises that it has some way to go to restore this area to achievement levels seen in other subjects. It is too early to be sure that the improvements seen in mathematics in 2005 can be sustained. However GCSE results improved significantly in most subjects in 2005. Governors and senior managers have a clear vision of the future for the school and its students. They are realistic about weaknesses which need to be addressed, and are rapidly developing ways to improve performance. In order to be successful in achieving their vision, managers need to ensure that the challenging targets they set are interpreted and met through subject planning. The school's self-evaluation states that Hadleigh High is a good school which has the capacity to become outstanding, and inspectors agree.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Earlier this week I visited your school for two days with three other inspectors. We talked, and listened, to many of you. We sat in on lessons, watched assemblies and registration, and had many letters from your parents. Throughout all this your behaviour was exemplary. Thank you for being courteous, helpful and calm. Hadleigh High School is a good school, and you and your parents are right to be proud of it. It has many strengths, one of which is you. The teachers provide good care. They teach you well, and you all have a very high chance of being successful in GCSE examinations. Most of you enjoy your lessons, and find some of them very interesting. One of the ways in which the school can improve is to make sure that these lessons are shared with the whole school so that teachers can swap ideas. One of the things we discovered, partly because you told us, is that not all of you are told exactly what you need to do to improve further. The school will be working to improve this, but they will need your help. If you are unsure or do not understand what you are being taught, or do not understand your homework, you should not be afraid to say so and ask for help - it is in your interests to do so. The new headteacher, and her staff, think that Hadleigh High can become an outstanding school and we agree. Teachers will need your help to make this happen. You should work hard at your studies so that you get good GCSE grades and are successful afterwards. You told us that the amount of bullying is very low. You can keep it that way by talking to teachers and your parents if you are affected, and by treating those around you with respect. We wish you all well, and thank you again.