

Hadnall CofE Primary School

Inspection report

Unique Reference Number	123478
Local Authority	Shropshire
Inspection number	314608
Inspection date	9 October 2007
Reporting inspector	Gerald Griffin

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4-11
Gender of pupils	Mixed
Number on roll	
School	77
Appropriate authority	The proprietor Charles Bolland
Headteacher	Jane Hughes
Date of previous school inspection	1 October 2007
School address	Astley Lane Hadnall Shrewsbury SY4 4BE
Telephone number	01939 210323
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Hadnall Church of England Primary School is smaller than the average primary school. There are three mixed-age classes. All pupils are from a White British background. Pupils' skills and experiences on entry are generally average but do vary from year to year. The proportion of pupils with learning difficulties is above the national average. The headteacher has been in post since September 2006.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Hadnall Church of England Primary is a satisfactory school and is improving as a result of the headteacher's good leadership. Pupils' achievement is satisfactory and standards are broadly average. The headteacher has taken effective action to eliminate recent underachievement in science. Progress is slower in mathematics than in English because pupils' problem-solving skills in mathematics are relatively weak. Children in Reception make satisfactory progress and most reach the expected goals for learning by the time they start Year 1. Pupils thrive in the school's happy Christian atmosphere and their personal development is good. They enjoy school and this is reflected in improvements in their behaviour, which is good, and in the above average attendance. Pupils feel very safe, make good efforts to maintain a healthy lifestyle and are keen to take responsibility and contribute to the community. There is overwhelming support for the school from parents. They are particularly pleased with the recent improvements and the quality of education the school provides. Teaching and learning are satisfactory overall rather than good because there are inconsistencies in the level of challenge in lessons. For example, teachers do not always plan work that actively involves pupils in their learning by providing time for them to discuss ideas and to learn through research, trial and error. As a result, pupils are sometimes over-reliant on the teacher and this lack of independence slows their progress. In lessons, relationships are good and pupils are keen to learn. The satisfactory curriculum supports aspects of pupils' personal development well, for example extending their understanding of a healthy lifestyle in science and physical education lessons. However, there are insufficient opportunities for pupils to practise solving problems in mathematics. The popular residential and day visits broaden pupils' horizons and extend their experiences well. Staff provide sensitive and effective support for pupils, and parents rightly say that the school's pastoral care is good. A well-structured programme ensures that pupils with learning difficulties and/or disabilities participate fully in school life. Care, guidance and support are satisfactory overall because there are inconsistencies in the quality of academic guidance given to pupils, which means that they are not always sure about what they need to do improve their work. Staff enthusiastically share the headteacher's determined drive to improve standards and the quality of education. Many of the improvements have been led singlehandedly by the headteacher. Subject leaders have been appointed recently to broaden the school's leadership and management. They have not been in post long enough to raise standards in their areas of responsibility and this means that leadership and management are satisfactory overall. The record of recent gains shows that the school is satisfactorily placed to make further improvements.

Effectiveness of the Foundation Stage

Grade: 3

Children make satisfactory progress overall in the Reception Year. Best progress is made in physical development and knowledge and understanding of the world because of the many opportunities children have to share experiences with older pupils. The immature behaviour of some boys means that whilst their progress is satisfactory, it is slower than that of the girls. Parents are happy with the wellstructured measures that help children settle into school. Relationships in the classroom are happy and positive. Teaching and learning are satisfactory rather than good because activities are predominately led by the teacher, with insufficient opportunities for children to initiate their own learning. These factors, together with restrictions

to the outdoor learning facilities in poor weather, limit children's opportunities to gain independence and become less reliant on adult help.

What the school should do to improve further

- Extend the opportunities for pupils to practise their problem-solving skills in mathematics.
- Ensure that all teachers plan work that is consistently challenging.
- Give pupils greater guidance on what they need to do to improve their work.
- Ensure subject leaders play a full part in raising standards in the school. A small proportion of the schools whose effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory overall, including those with learning difficulties and/or disabilities. Standards in English, mathematics and science are broadly average by Year 6, although they vary from year to year because of the small numbers involved. Recent underachievement in science has been remedied by ensuring that the curriculum covers all the prescribed work. This is giving pupils a clear understanding of topics that were not sufficiently covered in the past. Progress in English is better than in mathematics. Pupils do not have enough opportunities to apply their mathematical knowledge to solve problems and work out the answers to longer questions. Reading is a relative strength. Pupils in Years 5 and 6 make good progress in writing longer pieces of work, such as stories, by linking sentences together well so that the tale flows. In Years 1 and 2, these links are not as well developed, with longer pieces of writing sometimes being difficult to follow.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Pupils respect each other, adults and the world around them. They cooperate well and readily help each other in lessons and around school. A clear understanding of right and wrong forms the basis for pupils' good behaviour although they sometimes chatter when they find their work lacks interest. Pupils are respectful of people with religions and traditions different from their own. Pupils know they are well looked after at school and say that they can readily turn to an adult if they have a problem, knowing that their concerns will be resolved sympathetically and quickly. They report that the rare incidences of bullying are rapidly and effectively dealt with. Pupils have a good understanding of how to keep themselves safe. Pupils enjoy educational visits and participate readily in the many clubs on offer. They enjoy most lessons and the way achievements are valued and celebrated. They have a good understanding of healthy living. Most take regular exercise and make sensible choices about what they eat. Pupils maturely accept responsibility and contribute well to the school and wider community. For example, the school council is making decisions about school lunches and the decoration of the toilets. Pupils readily collect for charity and take part in village events. Their participation in mini-enterprise schemes makes a positive contribution to pupils' preparation for their future lives. However, average standards in English and mathematics, and restricted opportunities for independent work in class, mean that this area is satisfactory overall.

Quality of provision

Teaching and learning

Grade: 3

Pupils usually find their work interesting, try hard in class and are keen to do well. While there is some good teaching, teachers' plans do not always ensure that the work stretches the pupils enough. Plans do not provide enough opportunities for activities such as gathering information, group discussion, the evaluation of ideas and using previous knowledge to explain observations and to solve problems. The rate of progress made by pupils is not accelerating consistently and remains satisfactory overall because their learning is too reliant on the teacher. Occasionally, work does not sufficiently match the needs of the most able pupils, with it sometimes being too easy or too hard. Teachers mark work regularly and praise good work. Marking does not usually tell pupils about their progress towards their targets. Teachers' class management is improving and behaviour in lessons is generally good. Teaching assistants make a valuable contribution to the learning of pupils with learning difficulties and/or disabilities.

Curriculum and other activities

Grade: 3

The curriculum supports pupils' personal development well. For example, regular church services encourage pupils to reflect on spiritual matters. Religious education lessons and visitors to school provide pupils with a good understanding of different religions and cultural diversity. Opportunities to use computers to research information are limited. To redress this, the school is in the process of purchasing new computers. It is also bringing subjects such as history and geography together into topics to add greater interest to lessons. It is too early to judge the success of these changes, although early signs are that they are beginning to make work more engaging to pupils. The many clubs, sports activities and visits to places of interest, such as museums, give relevance to their learning and raise pupils' aspirations.

Care, guidance and support

Grade: 3

The detailed knowledge of the needs of individual pupils amongst staff ensures that pupils are cared for effectively. Health and safety measures and child protection procedures are robust and regularly reviewed. The school works well with a wide range of external agencies to support pupils' welfare and education. For example, close liaison with experts ensures that pupils with hearing impairments receive effective help from staff so that they can take full part in school life. The quality of academic guidance varies too much, although it is satisfactory overall. Pupils are not clear about their targets and do not always get specific advice through teachers' marking or other feedback on how they can make their work better.

Leadership and management

Grade: 3

The headteacher provides clear direction to the school. She has established rigorous procedures for checking and evaluating the quality of education, giving the school a clear understanding of its effectiveness, its strengths and areas for development. This has resulted in many improvements. For example, she has worked with staff to sharpen their class management skills

so that lessons are no longer interrupted by poor behaviour. Improvements to the buildings, wall displays and play areas are making the school a more comfortable and stimulating place in which to learn. These improvements have been led and managed largely by the headteacher and until recently she was overstretched by this workload. The new subject leaders are beginning to provide support to the headteacher by checking standards and progress in their areas and developing improvement plans. It is too early to judge the full impact of their work. The school is beginning to set challenging targets but it is too early to judge their success in raising achievement. However, the targets are being used well to check pupils' progress each term and ensure any underachievement is quickly spotted. Pupils whose progress slows receive effective additional help so they catch up. Governance is satisfactory. Governors are very supportive and work hard on behalf of the school. They have a clear grasp of the standard of education the school provides. Through their developing understanding of data, they are beginning to challenge the school more rigorously over its performance.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

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

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

- 10 October 2007 Dear Pupils Hadnall Church of England Primary School, Shrewsbury, SY4 4BE We enjoyed our visit to your school. You were very polite and friendly and you made us feel most welcome. We enjoyed the discussions we had with you about the work and activities you do at school. You clearly get on with each other and the adults in school well and you are rightly proud of the school's happy atmosphere. We think Hadnall is a satisfactory school. We also think it is improving. Here are some of our findings:
- you make satisfactory progress in your lessons in Years 1 to 6 and satisfactory progress in Reception
- the satisfactory teaching helps you to reach average standards in English, mathematics and science
- you really enjoy school and feel very safe and secure
- you behave well
- you have good relationships with your teachers and you work hard for them
- the curriculum provides many visits that extend your ideas well
- adults in the school look after you well
- the headteacher leads the school well and teachers are working hard to make sure the school gets better. We have asked the school to do four things to help it improve further:
- help you improve your problem-solving skills in mathematics
- improve teaching so that you all make good progress
- make sure you know how to make your work better
- ensure that those teachers with responsibilities for subjects check on the work that you do. You can help the school by continuing to behave well and try your best in lessons. We wish you all success in the future. Yours sincerely Gerald Griffin Lead inspector



10 October 2007

Dear Pupils

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You can help the school by continuing to behave well and try your best in lessons.

We wish you all success in the future.

Yours sincerely

Gerald Griffin

Lead inspector