

# Inspection of a good school: Hadleigh Community Primary School

Station Road, Hadleigh, Suffolk IP7 5HQ

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Inspection dates:

7 and 8 July 2021

## **Outcome**

Hadleigh Community Primary School continues to be a good school.

## **What is it like to attend this school?**

Pupils enjoy attending school; it is a safe, happy and fun place to be. Behaviour in classrooms and around school is exemplary. Pupils have respect for each other and staff. They are polite, courteous and well-mannered.

Staff explain to pupils what positive relationships look like. Pupils appreciate the care and attention that staff give them. If they get stuck, they know that a member of staff will be there to help them.

Pupils say that bullying does not happen at this school. They know what bullying is because teachers have taught them about it. Pupils say that they learn about tolerance and respect in lessons.

Pupils receive a broad curriculum that is enhanced by specialist knowledge in areas such as music. Older pupils talk fondly of their love for reading and the wide selection of books that are available for them to read.

## **What does the school do well and what does it need to do better?**

Leaders want all pupils to 'Reach for the Stars'. School values such as resilience, using your imagination and taking risks underpin the school curriculum. Pupils talk openly about how the music curriculum gives them confidence and teaches them that making a mistake is okay.

Leaders place value on pupils' personal development. Staff provide a broad and rich curriculum that is accessible to all pupils, including those with special educational needs and/or disabilities (SEND). Excellent use is made of the school grounds, with pupils enjoying high-quality outdoor learning in the woodland area. Pupils learn to take risks and

work cooperatively. A good selection of clubs is available. Over 100 pupils make up the school choir, which performs locally and nationally.

Leaders have thought carefully about what pupils need to know. They have looked at the curriculum and made changes where necessary. Pupils are learning things in the right order. This is the case in most subjects, but some further work is still required for some subjects.

Leaders provide ongoing training for staff. They make sure that staff share what works well with each other. Pupils benefit from the positive culture that leaders have created as staff are motivated and want to do their best for each pupil.

Parents are overwhelmingly positive about the school. Responses to Ofsted's Parent View questionnaire reflect how happy they are with the school. Parents feel that staff went 'above and beyond' with the support they and their children received during the partial opening of the school during the pandemic.

Governance is effective. The chair of the governing body meets regularly with the headteacher to provide support and keep abreast of current issues. Governors hold leaders to account by asking challenging questions about finance and educational performance. They take a keen interest in the curriculum and want to know what pupils are being taught. A named safeguarding governor undertakes safeguarding checks and supports the designated safeguarding leader. This provides an extra layer of vigilance and monitoring.

Teachers check what pupils know and do not know so they have accurate information about what to teach next. Leaders, including the special educational needs coordinator (SENCo), work closely with teachers to track and monitor pupils' performance. For pupils with SEND, carefully planned targets are chosen specifically to meet individual needs. These are continuously monitored to make sure that pupils with SEND are receiving learning that will help them to improve.

The planned reading curriculum is well sequenced and progressive. Pupils enjoy reading all sorts of books. Expectations are high. Pupils begin to learn about letters and the sounds they make from the beginning of Nursery. However, due to the pandemic the full roll out of a new phonics scheme has been delayed in some year groups. Leaders must ensure that all staff are trained and able to deliver the new scheme consistently across all relevant year groups.

Most subjects have detailed plans showing a progression of knowledge, vocabulary and skills. Leaders have checked the implementation of some subjects, such as mathematics and music. This monitoring is showing a positive impact. Other subjects, such as design and technology, art and computing are less developed. Leaders must ensure that teachers have access to further subject training. This is to enable pupils to achieve consistently well in all subjects.

In discussion with the headteacher, the inspector agreed that the wider curriculum and reading may usefully serve as a focus for the next inspection.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have created a culture where everyone knows that safeguarding is their responsibility. They talk of a 'telling school', where staff and pupils are encouraged to discuss any worries or concerns they may have. Ongoing training and regular safeguarding updates help all staff to be clear about their roles and responsibilities.

Leaders have clear systems in place to record incidents and records are regularly checked by a named safeguarding governor.

Leaders know families well. They communicate with them effectively and liaise with appropriate external agencies swiftly when required.

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

### **(Information for the school and appropriate authority)**

- The curriculum is not as strong as it could be in all subjects. Because of this, pupils may miss out on the high-quality opportunities for learning that are planned in other subject areas. Leaders must make sure that subject training and curriculum development takes place in subjects such as design and technology and art.
- Prior to the pandemic, a new phonics scheme was introduced into early years. This is now embedded but the planned rollout into key stage 1 has been delayed. Leaders must ensure that staff are trained to implement this scheme. This is to ensure that pupils are taught a consistent approach to reading across early years and key stage 1.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that a good school could now be better than good, or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in May 2016.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for published performance information about the school [here](#).

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	124559
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10193977
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	530
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Mandy Gowers
<b>Headteacher</b>	Gary Pilkington
<b>Website</b>	<a href="https://hadleighcp.school/">https://hadleighcp.school/</a>
<b>Date of previous inspection</b>	25 and 26 May 2016, under section 5 of the Education Act 2005

## Information about this school

- This is a larger than average-sized primary school.
- The proportion of pupils with an education, health and care plan is below the national average.
- The school has an on-site nursery, providing morning and afternoon sessions for children.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- The inspector did deep dives in the following subjects: early reading, mathematics and music. He spoke to leaders about the curriculum and met with teachers from the lessons visited. He looked at pupils' work and spoke to pupils.
- The inspector listened to a range of pupils read from different year groups.

- The inspector met with the special educational needs coordinator (SENCo), members of the local governing body and spoke to a representative from the local authority.
- The inspector looked at the single central record and spoke to leaders, teachers, governors and pupils about safeguarding.
- The inspector considered the 108 responses made by parents to Parent View, Ofsted's online questionnaire, including 98 free-text responses. He also considered the 54 responses to Ofsted's staff questionnaire and 54 responses to Ofsted's pupil questionnaire.

### **Inspection team**

David Milligan, lead inspector

Her Majesty's Inspector

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