

**Hadrian Primary School**

**School Self Evaluation**

**Date of Last Inspection:** 2008

**Overall Effectiveness:** Grade 1 (Outstanding)

**Areas for Improvement:**

* **Ensure marking of work consistently gives pupils a clear indication of what they need to do next to improve.**

**Brief Summary of Actions Taken**

* The School marking and feedback policy has been rewritten, implemented and regularly reviewed. Monitoring provides evidence of greater consistency across classes.
* Staff CPD on effective marking and feedback was arranged shortly after the inspection. This has been revisited on a regular basis as new staff joined the team and the curriculum changed. These training sessions have provided opportunities for sharing good practice. This has helped staff reflect on the effectiveness of their written feedback. As a result pupils are clearer about how well they are doing and what they need to do to improve.
* Regular scrutiny of marking and pupil work is embedded in school monitoring procedures. This helps to ensure consistency in practice.
* The school ensures that good practice is shared in-house but also makes good use of support provided by the Local Authority School Improvement team.

**Other improvement points which were not made areas of improvement:**

* **Continue to improve and develop the environment and provision within the Early Years.**

**Brief Summary of Actions Taken**

* Internal and external areas of the nursery have been redeveloped and improved. The school has invested a high level of funding to ensure furnishings and resources purchased are good quality and age-appropriate.
* The external area of the reception class has been developed to support learning. This has had good impact on children’s physical development and their PSED.
* Local Authority support provided within the Early Years setting has helped new staff develop their EY pedagogy and practice.
* A range of CPD and training has been provided for Early Years staff including targeted interventions such as BLAST (Boosting language, auditory skills and talk), TALKBOOST and the Child Development programme..
* There have been some staffing changes since the last inspection. The nursery teacher retired. The school’s EAL lead has taken over the role. Her expertise in this area has been very valuable as many children enter nursery with limited or no English.
* There is greater evidence of challenge for more able children in nursery and reception classes. Though pupil outcomes at the end of EYFS are below national, there is an upward trend and there are some children who exceed Early Learning Goals in prime and specific areas of learning.
* **Further develop the School improvement plan to ensure focused clear targets and actions linked to the key priorities – Good progress is noted against this action point. The improvement plan has evolved over time. Actions are reviewed regularly in consultation with staff and governors.**

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| **OVERALL EFFECTIVENESS – Outstanding**   * The Quality of teaching, learning and assessment is consistently good or better * There is a well-established highly committed staff team. The school constantly reflects on the quality of provision and takes prompt action to address any issues * Achievement is broadly in line with national averages in all key areas. * There is an improving trend in EYFS and KS1 * Progress at the end of Key Stage Two is above national year on year * The Personal development, welfare and behaviour of pupils are exemplary at all times. * Leadership and management are highly effective and distributive at all levels including governance. * There is very effective spiritual, moral, social and cultural development. * There is an exciting and creative curriculum with lots of enhancement and opportunities for children to use and apply their skills in purposeful and relevant contexts. |
| **EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT - OUTSTANDING** |
| **Leadership and the drive to improve:**   * The Head teacher, governors and staff are highly ambitious for the school. The Head teacher leads by example and is a visible presence throughout the day. * Senior and middle leaders use their secure knowledge of the school’s strengths and areas for development to effectively plan and secure improvements in their subjects and areas of responsibility. * There is an effective and strong leadership team; sharing the Head’s drive to continually improve and raise standards. They demonstrate an increasing commitment to the school vision and set good examples to the school community, resulting in motivating all staff to set aspirational targets for all pupils and work hard to achieve them. * Distributive leadership has secured a highly motivated team, an increased capacity for improvement and the consistent raising of standards. Morale within the team is very high. There is a very stable and experienced staff team sharing a belief in the school’s drive for success. * Leaders understand and use data well to identify strengths, gaps and key areas for improvement. They model or identify exemplary practice to support less experienced colleagues      * The school is committed to growing new leadership and invests heavily in staff CPD and professional development for teaching and non-teaching staff. * Governors are effective in evaluating, challenging and supporting the school. They hold leaders to account through their questioning and attention to detail within meetings. Good systems are in place for governors to gain first as well as second hand knowledge about the school. They are professional, understand their strategic roles and have relevant experience for their committee and specific responsibilities. This is exemplified by regular scrutiny of school targets, effective financial management and rigorous performance management. * All statutory duties are fulfilled; key policies are up to date, safeguarding and safer recruitment practices are followed rigorously and there is full compliance on the school website including an outline of how the school promotes British values. * Full governing body and subcommittee agendas allow governors to challenge key data such as RAISE online, SEF judgements and school improvement evidence. Governor relationships with staff are constructive. * The governing body is self-reflective and there is evidence that regular on-going training is taking place. Governors, for example have used the Governor mark criteria to self-evaluate their strengths and areas for development and use outside agencies to support self evaluation. * Self-evaluation is based on a thorough analysis of data and school monitoring with reference the school’s unique context. This feeds into the identification of priorities and informs school development planning. * Teaching is outstanding overall. There is no teaching requiring improvement. 56% of teaching is judged consistently good and 44% is outstanding, ensuring the vast majority of pupils are motivated and engaged in learning with the large majority of teaching securing good or better progress. * Regular monitoring of teaching and learning, including observations, scrutiny of pupils’ work and planning, together with analysis of assessment outcomes ensures that judgements are validated as well as providing valuable development opportunity for staff. * Performance management systems run well and help ensure each member of staff is appropriately trained and developed so that they contribute positively to the success of the school. Everyone is given ambitious objectives to achieve which are geared around ensuring pupils make good progress and achieve well when compared to their peers nationally. * Parent partnerships are excellent. School leaders are committed to open communication, proactive relationships and continuous refining of procedures. This starts in nursery and continues throughout the child’s school life. * The school's systems for keeping parents informed are good. This ensures parents and carers have coordinated, up-to-date, accurate information (newsletters, termly curriculum newsletters, web site and class information).      * Children's progress is supported through regular consultations and end of year reports as well as an 'open door' policy where parents are invited to talk to the staff at the start and end of each day. Pupil targets are shared with parents each term and key learning objectives for the year are shared at the start of each academic year. * Pupil Premium is used to employ staff to deliver targeted interventions and to support activities such as nurture groups, external visits and booster activities. As a result gaps in pupil learning successfully narrow by the end of KS2. * Funding from the PE and Sports Grant received has enabled the school to enhance the way PE is taught, teaching children the importance of healthy living and how to adopt healthy attitudes to eating and exercise. A dedicated sports coach works alongside each class. The school also buys into a service level agreement with a local secondary school. This secondary school provides sports coaching and festivals for all schools in its cluster. Additional funding has paid for resources and training courses in PE. These activities help children develop collaborative skills as well as supporting healthy lifestyles. * The school holds a number of awards including Healthy Schools, International Schools, Arts Mark Gold, School Games Gold and has been recently reaccredited Inclusion Mark and ICT mark. * Opportunities are planned for pupils to explore their role and responsibilities within their local, national and international communities. Community engagements include: Attending Remembrance Day services, British Citizenship ceremonies and events at the local church. There are very strong links with South Tyneside Council, The Sage Gateshead, St Stephen’s and St Paul’s church, The People’s Mission and The Mission for Seamen.   **Evidence base: (2015-2016 Parental Questionnaire)**   * **92% of parents agree the school responds well to concerns they raise.** * **94% of parents agree the school keeps them well informed about the curriculum and school.** * **92% of parents agree the school helps make sure my child is well prepared for the future.** * **100% of parents agree the school is well led and managed.** * **100% of parents agree the school meets the particular needs of their child.** * **100% of parents are happy with their child’s experience at our school.** |
| **THE QUALITY OF TEACHING, LEARNING AND ASSESSMENT – OUTSTANDING** |
| **Quality of teaching:**   * Teaching is overall inclusive, well planned and creative. This heightens pupil enjoyment and sets high aspirations for pupil progress. * Teaching is at least good and a large proportion is outstanding. The pace of learning and strong relationships ensure that pupils are motivated and engaged in learning, with the majority of teaching securing both rapid and at least good progress. As at summer 2016 - 56% of teaching is judged consistently good or better and 44% is outstanding. * The judgment of teaching quality is triangulated with evidence from regular joint lesson observations; book/planning scrutiny, lesson observations and progress data, all of which are securing increasing standards and expectations of planning, learning and teaching. * Teachers know their pupils very well as individuals and understand how they learn and what motivates them. As a result, pupils approach their work with high levels of confidence and self-esteem, incorporating an ethos of inclusion. * Teaching is well planned, based on thorough and accurate assessment, with very good subject knowledge and awareness of different learning styles, very good use of open/closed questions to assess understanding during a lesson so that support can be targeted, has ensured that expectations remain high. * Pupils are provided with quality marking and feedback, consistently shared through effective plenaries, ‘next step’ marking and verbal feedback. * There is regular key stage and Whole school moderation. This is supplemented by staff attendance at local authority moderation events and cross-school moderation. One member of staff is part of the local authority KS1 moderation team and another is an LA KS2 writing moderator. Their expertise is valuable in school-based moderation sessions and has helped with the change to assessment without levels. * Good systems are in place to secure effective transitions. Regular meetings, data exchange, skills/curriculum audit to bridge increase in concepts/pitch of new curriculum, staff meetings and courses are ongoing to ensure effective continuity and progression across the school. * Professional development of staff is linked to the priorities of the school development plan and performance management issues. The school is fully committed to the professional development of its staff in order to achieve its aims. * Staff share good and outstanding practice freely and coach each other to inspire pupils and build their understanding. Lesson observation is done by peer mentoring and is seen as a supportive process. The school has high levels of expertise in key areas and there is a team approach to ensuring that good teaching standards are maintained and improved. * All teachers have a good subject knowledge and experience which is continually being refined through focussed CPD and weekly professional development; this enthuses and challenges most pupils and contributes to their good or better progress by the end of KS2.      * In order to accelerate progress, teachers carefully select a range of effective styles to enhance learning such as: talking strategies, peer learning partners, effective questioning and impact plenaries - rewarding, recapping and reassuring pupils ensuring lessons and learning are interesting with well-planned activities that capture pupil interest and provide opportunities for collaborative learning. * Support staff are involved in delivering daily quality interventions in order to provide support for pupils’ learning and are regularly trained increasing their confidence and success in pupils reaching higher levels of attainment and demonstrating accelerated progress. * Homework is set regularly. This is at an appropriate level and across all subjects, resulting in learners demonstrating increasing personal responsibility and organisation. * The school uses encouragement, praise and rewards for all pupils in order to create this success; nurture gifts and talents in every child and reinforce strong pupil identities through the use of positive language and a supportive culture. * Highly effective use of the internal and external Learning Environment has enhanced the calm approach to learning. This establishes a clear and consistent ethos. * Teaching Assistants are used effectively, supporting, motivating and teaching pupils, making a significant contribution to the quality of learning. Interventions are carefully timed, utilise staffs strengths and work not only on developing knowledge and skills but also in developing a child’s ownership and responsibility for their own learning. * Pupils experience success through engaging with the wider topic curriculum and this success raises pupils’ self-esteem, self-motivation and self-confidence, impacting positively on performance in the core subjects. * Teaching is enriched by many visits and/or visitors, the use of our community and local environment to develop high levels of independence both socially and academically in pupils. These visits/ visitors include amongst other things: Theatre groups, Peripatetic teachers, themed days, visits from local religious leaders. * British values threads through the school’s curriculum. The teaching of pupils’ rights and responsibilities, within our community, for example, is supported by involvement of local services (Northumberland Police and Fire services, Road Safety Team, School Nurse, Dentist, Anti-Drugs, Religious Visitors).   **Evidence base: (2015-16 parental & pupil questionnaires)**   * **100% of parents agree their child makes good progress at school.** * **100% of parents agree their child is taught well at our school.** * **96% of parents agree the school helps them to support their child’s learning at home.** * **98% of pupils feel that their teachers know them and value what they say.** * **94% of pupils are learning and enjoy lessons.** * **96% of pupils like school.** |
| **PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE - OUTSTANDING** |
| **Pupils’ attitude to learning and behaviour:**   * Overall behaviour is exceptionally good in school, evidenced through consistently thoughtful behaviour towards one another, staff and visitors, both in and out of the classroom; intrinsically linked to the positive school ethos related to the ‘Buddy System’. The good behaviour in class and around the school leads to a calm, purposeful ethos with pupils displaying positive attitudes towards learning and making at least good progress. As a result, the overwhelming majority of pupils are polite and courteous, supportive of one another and their level of engagement in both independent and collaborative learning is good. * Pupils’ encourage one another to conduct themselves well, supported by the school’s caring community ethos, extensive rewards system and secure procedures for administering sanctions. There is a clear behaviour policy which is reinforced in partnership with parents. Consequently, there is excellent management of behaviour, ensuring all pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity.      * The provision for pupils' SMSC development is excellent. This is evidenced through their supportive behaviour towards their peers, their involvement in charitable initiatives and community projects. The pupils’ have a strong sense of community. Respect for each other is paramount and everyone helps everyone else. * The safeguarding of pupils is excellent. The school has secure safeguarding procedures, risk assessment systems and pupil routines. These are regularly monitored and evaluated. * Governors and staff receive regular training on safeguarding, including child protection. As a result, a realistic and proportionate approach to safety and safeguarding permeates all aspects of the school's life. * The school's collaborative working with other key agencies is good, resulting in issues being dealt with efficiently, documented thoroughly and communicated professionally. The school has key links with many outside agencies, these include: the school nurse, physiotherapists, speech therapists, Language and Learning Support Service, the school psychologist, CAHMS and a school counsellor, the Sensory Needs Department, Social Services. The Headteacher and deputy have recently completed Operation Encompass training. * Pupils have a good understanding of how to keep themselves and their peers safe. There have been many opportunities to develop these skills: Fire Safety, Road Safety Weeks, Non-Smoking Days, Drug Awareness, ‘Safety in Action’, ESafety. A large majority of parents and carers strongly agree that school keeps pupils safe. Pupils are well prepared for secondary school due to regular events such as these. * Overall attendance for most pupil groups is consistently good over time due to the effective actions and early intervention, despite the on-going challenges of extended holidays. * Monitoring and evaluation are excellent and highly influential in maintaining and improving the school's effectiveness. We ensure our effectiveness through regular questionnaires for all stakeholders * The school has recently been reaccredited with the Inclusion Mark and is being put forward as a centre for excellence. * The school’s ability to promote equality and tackle discrimination is good, placing these issues at the heart of all of its work. These aspirations are understood and acted upon consistently at all levels. There is little evidence of discrimination and where there has been any evidence of inequality, this has been tackled exceptionally well. * There is a robust anti-bullying policy and rigorous procedure for reporting and dealing with any incidents; parents agree this matter is dealt with well by the school. Most pupils resolve conflicts intelligently and seek consensus while accepting the right of others to hold different opinions and beliefs. * The school community is very diverse. This helps to enhance positive celebrations of different cultures. It also helps pupils develop an excellent appreciation of faiths, cultures and traditions that might be different from their own * The school council effectively provides the mechanism for pupils from a wide range of groups to voice the opinions of their class, the council highlight issues important to the children and bring them to the forefront of discussion in school expressing their rights, taking responsibility and making a significant contribution to the running of the school, empowering the children to initiate change. ‘Buddies’ have given an opportunity for many pupils to demonstrate responsibility and show initiative in supporting other pupils within school, contributing to the outstanding levels of behaviour by all pupils.   **Evidence base:**   * **Internal and external risk assessments, weekly diaries, staff code of conduct.** * **Single central record, in/out of school risk assessments, child protection and first aid training record.** * **SEN/Inclusion file and Child Protection files..** * **Effective strategies are actioned to deal with persistent absentees.** * **Overall attendance and attendance for all groups of pupils is improving.** * **Racial incidents this year = 0; bullying incidents this year = 0** * **100% of parents feel their child is safe at school.** * **100% of parents agree the school meets the needs of the child and they are included.** * **100% of parents agree their child is well looked after at school.** * **94% of parents agree that there is a good standard of behaviour at our school.** * **98% of pupils are learning and making progress.** * **94%% of pupils feel they like lessons.** * **98% of pupils know there is someone to talk to at school if they are worried.** |
| **OUTCOMES FOR PUPILS – GOOD** |
| * In Early Years, there is an upward trend of improvement over five years. Though outcomes are below national these results represent good progress from children’s starting points. A number of children are judged to be exceeding in particular areas of learning. This is because practitioners ensure that there is a good level of challenge in mathematics and literacy for the more able children.     **Year 1 Phonics Screen**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Year** | **% passed** | **% boys passed** | **% girls passed** | **National Average** | | **2013** | 67 | 65 | 66 | 69 | | **2014** | 75 | 80 | 71 | 74 | | **2015** | 67 | 75 | 59 | 77 | | **2016** | 83 | 71 | 90 | 81 |   **Key Stage One**   * Attainment is below average at the end of Y2; however, prior to this year, there has been an improving picture over time. * There is a high level of mobility within this group. Filtered data (without children joining since reception), shows results across all subjects improve markedly. * Although attainment at the end of KS1 has dipped this year, over time it has been rising steadily in all areas; data suggests at least good progress from starting points * Attainment of pupils working at greater depth is below average. * Boys attainment in writing was higher than that of girls at expected standard +, but girls attainment was above boys at expected + in reading: no overall trend. * There was a dip in performance of disadvantaged pupils in 2016 but there is not a decline over time. * Although there are no issues with SEN attainment over time, in 2016 7 children are recorded as having SEN support and attainment is below national for expected progress + in reading, writing & maths.   **Transience**  The filtered data, showing attainment and progress without those children not on roll in Reception shows a more positive picture in all subjects.  **Key Stage Two**  **Attainment**   * Standards are average over time by the end of Year 6. There was a higher than usual level of mobility with this group. * Writing attainment for all children, including disadvantaged, is sig+ above national for low, middle and high prior attainers. * 30% of children in KS2 2016 are assessed as “working at greater depth” in writing. This compares well with national (15% nationally). * Attainment in reading for expected or above and high, for all children is above national. * Reading attainment for all pupils is above national 71% (66% national), with the scaled score slightly above national. * Boys’ attainment is broadly in line with girls at the expected standard + for reading, writing & maths (boys 60% girls 62%). All pupils are above national 61% (53% national). * Standards reached by disadvantaged pupils in reading writing & mathematics at the expected standard + for reading, writing & mathematics are above national 62% (national 60%). * M.E/ EAL do well over time. In 2016 their performance is above national at expected standard + compared to national in reading, writing & mathematics. * SPaG results for all pupils are above national 80% (72% national), with no gender difference. Attainment of disadvantaged children was also above national, 85% (national 78%)      * The overall combined indicator in reading, writing & mathematics at expected standard + is higher than national (61%, compared to 53% national).     **Progress**   * 2016 progress measures are positive and evidence improvement. Reading +1.2, writing +3.9, mathematics +0.9 * Progress at the expected level for disadvantaged children compares favourably with other disadvantaged children nationally. |
| **Pupil outcomes are good because:**  **Key Points:**   * Pupils make good progress from their starting points. Children enter nursery well below typical. Many are at a very early stage in learning English. They get off to a good start in EYFS. The school has high expectations for all children and take prompt action to address any gaps in learning. There are some issues with pupil mobility. A number of children from the 2016 KS1 & KS2 cohort, for example were not on roll in Reception or KS1 respectively. * The progress of disadvantaged pupils is good taking into account their individual starting points. * The progress of pupils currently on roll is good. The leadership team has carried out extensive scrutiny of books and given staff developmental feedback on what needs to be done to make further improvements. Work scrutiny reports show positive improvements. * Outcomes overtime are improving at KS1, despite a dip in 2016 and are generally high at the end of KS2. The proportion of children who achieve the expected standard in the national phonics check is also improving over time and by the end of year 2 almost all children have met this standard. * The proportions meeting expected standard + at KS2 is above national figures. * Over time the achievement of children who are on roll at KS1 is in line with or above national. EAL children do particularly well, often outperforming all children nationally. |
| **EARLY YEARS FOUNDATION STAGE** |
| **Overall Effectiveness: Good moving to outstanding**   * Many children enter nursery with little or no English. They get off to a fast start in nursery where staff have a good understanding of EYFS pedagogy and of supporting EAL children. * Children’s Learning and Development on entry to nursery is below typical. There are significant gaps in their PSED and Communication and language. At the end of the reception class some children are still below typical but gaps have narrowed and they have made good progress from their starting points * There are excellent links/transition procedures between nursery and reception and other feeder pre-schools and nurseries. The EY team are committed to continuous professional development. This ensures that they continually reflect on their practice, are up-to-date with any changes and are highly skilled in the delegation of their duties. * There is an improving trend in the numbers of children achieving a Good Level of Development at the end of EYFS. Pupil achievement is closer to national and gaps between FSM and non-FSM are closing. There is good analysis of data which is used to inform planning for the whole class, groups and individuals. Targeted interventions such as BLAST (Boosting language, auditory skills and talk) have good impact. * All teaching is good or better. Adults' excellent knowledge of learning, development and welfare requirements relating to EYFS effectively promotes children's learning, social, physical and economic well-being. * Nursery and reception offer an interesting, stimulating, well equipped and welcoming environment indoors and outside. This successfully promotes children’s learning, and their social, physical and emotional wellbeing. High quality planning and organisation ensure that every child is suitably challenged; activities are well planned, based upon thorough and accurate observations and assessment and matched to the full range of children's needs. This challenge is reflected in the increasing number of children exceeding Early Learning Goals. * Considering the very low starting points, increasing numbers of pupils make good progress in all areas as a result of very good teaching, where there are pupils at risk of underachievement, implementation of successful actions are actioned to counter possible underachievement. * In-house and external moderation helps to ensure that assessment is accurate and is used effectively to plan next steps.      * Transition arrangements between Reception and Key Stage 1 ensure progress is consistent. Effective liaison between our own nursery, feeder Pre-schools, other nurseries and home visits enables starting points for children in Reception to be assessed securely, ensuring starting points for measuring value added and progress is accurate. * Safeguarding of children in EYFS is rigorous and effective. Robust steps are taken including day to day risk assessments and vetting of all adults working with the pupils. Parents are fully informed of procedures. Child protection, for example, is explained at induction meetings. Policy and procedures is explained in parent-friendly terms on the school web site. |