

Behaviour and Safety

The behaviour and safety of the pupils in school is outstanding

Pupil's behaviour is outstanding, evidenced through consistently thoughtful behaviour towards one another, towards staff and towards visitors in and out of the classroom context, which is intrinsically linked to the positive school ethos. Pupils encourage each other to conduct themselves well, supported by the school's ethos extensive rewards systems and secure procedures for administering sanctions when necessary.

Teachers' excellent management of behaviour results in learners that are self confident and keen to do well, ensuring all pupils have an equal and fair chance thrive and learn in an atmosphere of respect and dignity. The school's ability to promote equality and tackle all forms of bullying and harassment is outstanding, placing these issues at the heart of all it's work.

The curriculum has a positive impact on all pupils' behaviour and safety and makes an outstanding contribution to their spiritual, moral and cultural development.

Pupils understand very clearly, safe and unsafe situations, including e-safety and are highly aware of how to keep themselves and others safe.

All safeguarding arrangements, including the SCR, meet statutory requirements.

Leadership and Management

Leadership and management is outstanding

The leadership team are outstanding, due to the consistent pursuit of excellence in all of the school's activities and success in inspiring the school community to share a strong sense of vision, purpose and direction.

Self evaluation informed by constructive feedback from governors, staff, parents and pupils helps shape the strategic vision of the school leading to an accurate understanding of areas for development.

All the leaders and managers, including those responsible for governance, are highly ambitious for pupils. They base their actions on a deep and accurate understanding of the school's performance and of staff and pupil's skills and attributes.

Governor's School Development Plan Update 2016-2017

Hadrian Primary School Improvement Plan Key Priorities 2016-2017

The school improvement plan at Hadrian Primary School allows staff to prioritise developments within the school, both curricular and non-curricular in any given academic year. Within this, each year, four key priorities are identified. These are shared with staff so they are aware of the school's focus. Within the school development plan, the key priorities can be tracked by the colours shown below.

To develop and improve the quality and delivery of EY education

- To increase the number of children gaining GLD in EYFS to 66%

To develop English with a particular focus on:

- Improve standards in writing by the end of KS1 to at least 55% of children reaching expected standard.
- Increase the number of pupils reaching the expected standard in

To raise standards of achievement across the school

- To raise the number of RWM combined at the end of KS1 to 50% (39% '16)
- To raise the number of RWM combined by the end of KS2 to 75% (61% '16)

To improve standards of marking and feedback to ensure consistency across the school

Attainment and progress

Attainment Early Years

End of Early Years Key Stage Data

	2014-15	2015-2016
Reading	75%	72%
Writing	60%	62%
Number	75%	59%
Shape space & measure	68%	67%
Good level of development (GLD) National average for 2015-2016 %	35%	56%

Attainment Key Stage One

End of Key Stage One Data

	2014-2015			2015-2016		
	L1	L2B+	L3	Below expected standard	Met or expected standard	Above expected standard
Reading	1%	90%	26%	34%	66%	21%
Writing	2%	61%	16%	55%	45%	8%
Maths	3%	84%	19%	39%	61%	21%

Development to Enhance the Quality of Teaching of Mathematics

- New **medium term plans** issued to ensure coverage of new Mathematics curriculum, across the whole school.
- **Basic skills programme** used to track progress of each child, across the whole school, focusing on Key Stage One and Key Stage Two skills.
- Regular **sharing of good practice** in staff meetings
- Frequent **book scrutinies** - highlighting training and development needs
- **Moderation** of all teachers assessments ensuring accuracy - highlighting training and development needs
- **Coaching sessions** - S Sheppard and J Pattison, with a focus on Y3
- Staff issued with **Mental and Written Calculation policy**
- Purchase of **new resources**

Numicon for KS1
My Maths
Abacus new curriculum
Mental Maths new curriculum

- **Guided reasoning** to be introduced across the school
- **Staff training**
- **Maths Clubs**

I love Maths clubs (Y4/5)
Y6 Mental maths club
Y6 basics skills club

- **Progress of mental maths tracked for all pupils**
- **Maths displays** take prominent position in school to raise profile of subject

Early Years Progress Summary 2016-2017

The majority of children came into nursery emerging into the 22-36 month age band, (below age related expectations) or 16-26 (significantly below).

58% of class are summer births
50% of cohort are boys
33% of the boys are summer births
44% of cohort EAL

Attainment and progress

End of Year One to End of Year Two

	2014-2015			2015-2016		
	1 sub level+	2 sub level+	3 sub levels+	Did not reach	Achieved target +	Exceeded target
Reading	100%	93%	52%	15%	85%	41%
Writing	97%	93%	34%	18%	82%	15%
Maths	97%	93%	52%	21%	79%	29%
English & Maths	93%	86%	24%	29%	71%	6%

End of Key Stage Two Progress Data

	2014-2015			2015-2016		
	1 sub level+	2 sub level+	3 sub levels+	Did not reach	Achieved target +	
Reading	100%	95%	30%	10%	90%	
Writing	100%	98%	40%	5%	95%	
Maths	100%	90%	53%	5%	95%	
English & Maths	100%	83%	8%	17%	83%	

Early Years to End of Key Stage One Progress Summary 2015-16

	Met age related expectations 2014	Met or exceeded targets
Reading	53%	85%
Writing	39%	82%
Maths	45%	79%
Combined	GLD 37%	Eng & Maths 71%

Quality of Teaching

End of Key Stage Two Progress Data

Key Stage	Evaluation
Early Years	Good
Key Stage One	Good/Outstanding
Lower Key Stage Two	Good/Outstanding
Upper Key Stage Two	Good/Outstanding

How We Know:

- [Learning Walks](#) are carried out regularly regularly by the whole school community HT/DHT/ SMT/SIP/subject co-ordinators and subject link governors. This allows the monitoring of all aspects of teaching and learning.
- All staff are encouraged to further develop their professional skills (CPD) linked to the school priorities by attending relevant [training](#) courses.
- The school embraces [Local Authority Support](#):
 - Enid Fairbrother, School Improvement Partner
 - Margaret Armstrong, Lead Primary Advisor
 - Pat Camsey, Early Years Specialist
 - Steve Roberts, Maths Advisor
 - Anna Hawkins, English Advisor
- Regular [book scrutiny](#) highlights children's progress and attainment; effective use of new marking policy, moving children on in their learning. Frequent moderation of teacher assessments. Both internal and external, across the whole school, ensuring accurate data.
- [Coaching programmes](#) to develop staff and share good practice.
- HT/DHT/SMT/co-ordinators and governors carry out [pupil interviews](#) to ascertain children's views of the quality of teaching and learning.

Developments to Enhance the Quality of Teaching of English

- Type to enter text
- New **medium term plans** issued to ensure coverage of new Mathematics curriculum, across the whole school.
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Attainment

End of Key Stage Two Data

	2014-2015			2015-2016		
	L4b+	L5+	L6	Below expected standard	Met or expected standard	Above expected standard
Reading	78%	30%	0%	29%	71%	17%
Writing	93%	20%	3%	15%	85%	29%
SPAG	83%	58%	10%	20%	80%	22%
Maths	75%	38%	15%	24%	76%	10%
R,W,M	63%	15%	-	34%	66%	5%

Attainment in Non SAT Year Groups

Year group		2014-2015			2015-2016		
		Below	Expected	Exceeding	Below	Expected	Exceeding
Y1	Reading	45%	55%	-	19%	64%	17%
	Writing	51%	49%	-	34%	66%	-
	Maths	54%	46%	-	19%	70%	11%
Y3	Reading	21%	32%	47%	80%	20%	-
	Writing	47%	28%	25%	84%	16%	-
	Maths	23%	51%	26%	97%	3%	-
Y4	Reading	31%	33%	36%	19%	52%	-
	Writing	53%	19%	28%	24%	66%	10%
	Maths	47%	25%	28%	48%	47%	5%
Y5	Reading	12%	50%	38%	40%	60%	-
	Writing	50%	38%	12%	50%	50%	-
	Maths	38%	57%	5%	58%	37%	5%

