



# Inclusion Quality Mark (UK) Ltd

15<sup>th</sup> October 2015

Mr Scott Brown  
Head Teacher  
Hadrian Primary School  
South Shields NE33 2BB

**Assessment Date: Thursday 8<sup>th</sup> October 2015**

**“Hadrian Primary School is an outstanding school where pupils make outstanding progress” (Ofsted 2009)**

Hadrian Primary School is a warm and welcoming, outstanding school. The inclusive ethos is tangible and every child and family is valued for who they are and respected for what they can contribute to the school. Its calm, purposeful learning environment supports learners, ensuring progress for all groups of learners.

The clarity of the school’s vision is inspirational. The way the school caters for all of its children and their families’ differing needs is commendable. The vibrant learning environment is pleasing to the eye, engaging learners in the most creative ways. All children are involved in all aspects of school regardless of need, culture or background. The local community is a rich resource in terms of enhancing the curriculum and maximising children’s learning potential. All coordinators contribute something to help children and families relating to the school.

Staffing structures and deployment reflect the school’s priority to meet the needs of all individuals. *‘Systems to support and guide pupils, particularly the most vulnerable and those with learning difficulties and or disabilities are exceptional’ (Ofsted 2008)*. The support offered to families is presented in many ways such as having access to an emotional resilience worker, an e-safety committee to ensure parents, children and staff are aware of the danger relating to ICT. To support EAL families, the school has outstanding links with the ‘Apna Ghar Women’s Centre’. The lead worker for this centre is well known in school and to families, which benefits the impact of her support.

I am of the opinion that the school meets the standards required by the Inclusion Quality Mark. The further recommendation is that the school works towards the suggested targets, improving their inclusive practise further. Focusing on sharing and celebrating their practises within their South Tyneside authority and community in order to become an IQM ‘Centre of Excellence’. I recommend that the school be awarded the mark and be assessed in 3 years’ time.

**Assessor: Miss Laura Smith**

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**

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Joe McCann MBA NPQH  
Director of Inclusion Quality Mark (UK) Ltd

Name of School	Hadrian Primary School
Head Teacher	Mr Brown
Inclusion Manager	Mrs Annette McStea
Date of Assessment:	Thursday 8 <sup>th</sup> October 2015

## **School Context**

Hadrian Primary School is a slightly larger than average primary school located in the coastal town of South Shields. It is located at the far North Eastern point of the Borough and offers learning opportunities for 267 children from 3 years of age to 11 years, through an onsite nursery provision located in the vast school grounds.

The school is surrounded by a wealth of educational landmarks, being located on the banks of the River Tyne, near the port, a stone's throw from the coast and located opposite to Arbeia, the South Shields Roman heritage site all of which are fully integrated successfully into the school curriculum.

The Beacon and Bent Ward, in which the large majority of the pupils live, is an area of high social deprivation. This ward has an 'Index of Multiple Deprivation' ranking 563 where the borough average is as high as 1161. There is overcrowding in 12% of the families' households, with only 17% of households in higher social classes. The percentage of children at free school meals is 30.9%, indicating a high level of social deprivation and poverty. There are a high number of ethnic minority children within the school population. The majority of this group of children come from a Bangladeshi background however they also have French, Polish and African families. The annual census figures indicate that 50.4% of the school population is from an ethnic background. However, when considering the foundation stage children with the Census data, this percentage increases to 53.6%. Hadrian's Primary School educate 12.5% of all ethnic minority children in the borough. It has the highest number of EAL children in South Tyneside. This has significantly increased over the last 14 years whilst the current Head Teacher has been in post, from 27% to 51%.

The school is located near 'Ocean Road', a road famous for its restaurants in South Shields where many of the school's families work. This varies from restaurant owners' children to children of kitchen porters. Many families speak no English at all when their children begin Hadrian Primary School. Consequently, many of the children have very low starting points with regards to communication and language.

Cultural awareness is essential for all staff working at Hadrian Primary School in order to successfully meet the children and their families; needs. The school work very hard to ensure training in these areas.

The school has achieved the Inclusion Quality Mark in the past and has found it to be a means of reflecting on, and evaluating, the school's hard work with regards to inclusion. The school constantly strive to improve and strengthen their practise and use the audit to review systems and procedures.

## Element 1: The Inclusion Values and Practice of the School

Evidence was gained from a tour of the school; learning walk; scrutiny of documents and strategic interviews with staff, parents, governors and pupils.

### Strengths:-

- School grounds are very appealing to the eye and accessible to all. A variety of activities can be enjoyed appealing to the energetic child (trim trail/climbing equipment) a specific football area in which it was observed younger and older children interacting appropriately supporting social skills before school.
- The school presents as a safe and secure environment for all children with purposely planned and built disability access.
- At Hadrian Primary School each member of staff contributes to the inclusivity of the school.
- The school website is clear, accessible to all and a very informative site for both parents and children.
- The school uses limited space in doors creatively, with every square metre being used purposefully to enhance learning. Focus areas are deployed flexibly to enhance support for example the relocation of the whole school library area, a maths focussed intervention room for group work.
- Family support is central to everything the school does. Thus showing the school's commitment to their families.
- Curriculum is planned, adapted and resourced to meet the needs, interests and cultures of all pupils in the school.
- Staff present as having very good relationships with pupils, able to have fun and familiar whilst maintaining appropriate respect for all.
- Senior Leaders, in particular the Inclusion Manager, have embedded policies and procedures to identify children with special educational needs and have adapted these in line with the new code of practice. The resources she has developed to monitor the progress of the children with SEND are being shared as a best practise model with other schools in South Tyneside.
- Achievement by all, in many areas, is celebrated through the weekly praise assembly. Children are associated to houses, creating families within the school family.
- The school website shares its inclusive values, how funds such as pupil premium are spent and the school's SEND Information Report. It is accessible to all, regardless of their language.

- Individual differences are valued in school. There is personalised transition arranged between year groups, Team Around the Family meetings are arranged where needed and resources purchased on a needs' basis.
- The Inclusion Manager is part of the Senior Leadership Team and has an active role in school improvement.
- The school has excellent links with external services.
- The school creates the provision to meet the needs of its children proactively. For example they have a nurture intervention group, which was originally funded externally, however it has had such an impact that the school has continued to fund this provision.
- Pupil Premium has an identifiable and measurable impact on pupil progress as reported by Raise Online. A report of pupil premium and sports' funding spending is available to all stakeholders via the informative school website.
- Effective safeguarding processes are in place. An audit of this provision is completed annually to ensure consistency and efficiency of provision.
- The school has 51% EAL pupils, the majority being Bangladeshi. In response by the school staff have received a significant amount of training relating to this culture to ensure they are correctly meeting the families' needs and understanding their ways.

#### Areas for Development:-

- To continue to celebrate and promote the school's inclusive ethos to the wider community through pairing with local schools to strengthen current practise, possibly using the Centre of Excellence as a vehicle to facilitate this.

## Element 2: Learning Environment, Resources and ICT

Evidence was gained from classroom observations during a tour of the school with the Head Teacher and interviews with strategic members of staff and interviews with parents and pupils.

### Strengths:-

- Every part of the school is a learning resource. The school was not designed for the number of children it now houses or the growing children of today, however it makes extremely good use of every inch of space to maximise learning indoors and has developed the outdoor areas exceptionally to bring learning outdoors.
- The extensive grounds are well used and are under constant development to be enhanced. Recently, the school has updated their MUGA, has expanded the school garden and has installed an outdoor gym – after successfully securing some funding.
- The learning areas are spacious, creatively planned and, in some cases, accessible in all weathers.
- There is a purposeful, calm working environment throughout the school.
- There is a culture of mutual respect between staff and children. Children recognise and celebrate differences.
- An extensive outdoor area enriches the curriculum with a range of organised areas – such as an outdoor classroom, story-tellers' space, a sensory garden, musical instruments, vegetable garden, orchard and outdoor gym. There is also a trim trail and MUGA for more energetic activities. There is something for every child and every interest.
- The school is a safe and secure learning environment for all.
- The Learning Environment's display reflects the broad and balanced curriculum offered to children with many chances for celebrating diversity and individual differences whilst promoting the development of children's resilience and aspiration.
- Learning areas are vibrant and interesting with interactive display. The school benefits from a team of extremely creative support staff who pride themselves on their display and the role it has in engaging children in their learning.
- Classes benefit from touch screen interactive whiteboards to enhance pupil engagement and learning opportunities for all.
- Classroom layout supports the different learning needs of all pupils i.e. pupils in hearing impairment are in a room with appropriate acoustics. Learning areas lend themselves to supportive group work activities with concentration stations available for those children who prefer to work independently without distraction.

- Resources to support the curriculum and children's learning are plentiful whilst being accessible and organised for all. Many forms of QFT methods are implemented across the school such as finger spacers, timers, handwriting aids and disc-o-sit cushions.
- Differential resources for individuals are evident. Some children using laptops to record extended pieces of work, iPads used as a means of communication and FM systems to promote better listening for HI pupils.
- The use of ICT is fully exploited by all staff in school. They are knowledgeable and enthusiastic in using it as both a learning and teaching tool. The school continues to expand its ICT resources, recently purchasing a Green Screen and podcasting hardware.
- The school library is central to the school and is decorated in such a way that leads you in to explore.
- An interpreter is available in school for EAL parents in meetings and reviews. The Teaching Assistants with a responsibility for EAL speak many languages such as Punjabi and Hindi which is extremely helpful for new intake families' induction.
- Teaching Assistants offer a wide range of support across the school. They are allocated to meet the needs of the children and are flexible in their approach to the differing children's needs. There are specific TAs for EAL children and children with specific learning needs.
- The school uses ICT to enhance learning across all abilities, such as 'Nessy Spelling', LEGO software, Coding and software for children with SEND and EAL.
- There is a wide range of clubs, most of which are oversubscribed. Trips to France, Thurston and London are also planned into the school calendar, adding to the children's experiences.
- The school invest in a full package from the local authority for Educational Psychology. They have also invested heavily in a nurture provision, 'Incredible Years' to support social, emotional, behavioural difficulties and Magic Maths intervention.

### Areas for Development:-

- To ensure the impact of the school's vast outdoor areas on learning and subsequently progress in literacy and numeracy by accessing research to maths and literacy opportunities outdoors.

## Element 3: Learner Attitudes, Values, and Personal Development

Evidence was gained from a learning walk; visiting the lunch hall; interviews with strategic members of staff and interviews with pupils.

### Strengths:-

- Children are enabled, valued and listened to at Hadrian Primary School.
- Children are empowered to contribute to society in later life through the many roles and responsibilities they take very seriously such as Head boy and girl, School Council, Buddies, Prefects. These children wear their badges with pride and are eager to explain about their role and the impact they have in school.
- Pupils care, listen to and respect one another. The Prefects support the younger children during wet playtimes.
- Children respect one another and appreciate children's different needs. Children enjoy participating in multicultural events such as Eid celebrations and during the carols by candle light, a yearly event in the school, the Bangladeshi families get involved cooking a meal for everyone.
- Children are confident and articulate well about their school.
- The children have clear rules and boundaries and know where to find support. Pupils stated they would find a teacher, a buddy or a school council member if they had a good idea to develop the school.
- Offsite experiential learning is facilitated, through trips in the local area and abroad.
- There is an embedded school culture of celebration of achievement and efforts. There are weekly achievement assemblies with merit awards, class assemblies, attendance awards. Multi-cultural assemblies are shared focusing on the children's religious celebrations.
- Effectively planned induction and transition is in place for new and existing pupils.
- Spiritual, moral, social and cultural understanding is developed well through the school's curriculum, assemblies and whole school events.
- Children have a 'cultural curiosity'. They are very knowledgeable of festivals such as Eid and enjoy receiving cards from their friends at these times.
- Children are central in their learning journey at Hadrian Primary School. They attend parents' evenings with their parents and contribute to the meeting.
- Pupils' attitudes and behaviour are frequently commended to school staff when they are on visits in the community. For example; '*children were responsive, eager and*

*enthusiastic.....they are wonderful and a real credit to your school' Families and Intergenerational Working Manager.*

- The school targets children requiring development of communication and social life skills. They attend a nurture activity once a week where they visit somewhere in the community. This intervention has proved very successful.
- Hadrian Primary School work proactively to plan into their curriculum opportunities to raise aspirations for their youngsters. They participate in a “Raising Aspirations’ Programme” with local universities for years 5 and 6. School display reflects past pupils’ personal achievement and presents life aspirations for their children.

### Areas for Development:-

- To continue to develop, a consistent marking system across the school, in order for the children to understand what they need to do to improve their work.
- To develop children’s ability to self-assess through reflecting on the effort, presentation and achievement towards the learning objective. Titles could be developed to a ‘Can I...’ for the learning objective then children can answer the question at the end of their work. In KS1, a face system could be used to reflect on their achievement towards the objective. In KS2, possibly marking each area out of 5 at the end of their work, using symbols to represent each area or writing a reflective comment in relation to the title and success criteria – again ensuring children are constantly questioning how to improve.

## Element 4: Learner Progress and Impact on Learning

Evidence was gained from the scrutiny of documentary evidence; classroom observations; interviews with strategic members of teaching staff; interviews with strategic members of support and discussions with parents and pupils.

### Strengths:-

- There is evidence of good achievement across all identifiable groups through school data documentation.
- Efficient use of 'Classroom Monitor' enables all staff to analyse the progress of all learners.
- The Inclusion Manager monitors the progress of children with SEND termly and responds to this information through reviewing and planning the impact of intervention.
- The school has teaching assistants specifically trained in 'Making Maths Magic' and this has had a significant impact in school since 2007.
- Management of SEND provision is outstanding, ensuring parents are fully informed and plans reviewed happen every term.
- Assessment systems ensure that teaching and learning is evidence based at an individual level. Termly assessment procedures review targeted intervention and enable early intervention.
- Monitoring of planning, termly work scrutiny and regular lesson observations by senior staff ensure a triangulation of evidence in the achievements of all pupils.
- Children have the opportunity to learn through a variety of methods using a variety of activities that support the different learning styles.
- Staff knowledge of their children is impeccable ensuring maximised learning opportunities.
- A variety of teaching and learning approaches are evident such as trips to the local comprehensive schools to enrich the science, DT, art and music curriculum whilst preparing children for transition.
- Gifted and Talented learners have opportunities to develop their skills through science and aim higher activities through Sunderland and Northumbria Universities.
- The school prepare their children to be successful in society. Enterprise is embedded into the curriculum. The school has an annual enterprise day. In addition to this a school governor has set up a school tuck shop through 'Fruits and Shoots' with year 5 pupils.

- Learners are regularly assessed and attainment recorded. This feeds directly into the targeted support and intervention programmes available.
- Targets for children are set for literacy, numeracy and for an agreed personal outcome. The children take ownership of this target.
- The new SEND Code of Practice has been shared with all staff and SEND Support Plans have been written to meet the needs of all pupils. Parents and pupils contribute to these plans.
- The Inclusion Manager has recently implemented a SEN Support Plan system, which is being shared across South Tyneside, as a model of good practise, by professionals who have worked in the school.
- External agencies are used very well to ensure the school can meet the needs of all learners.

## Areas for Development:-

- To consider creating a set of lesson observation criteria for what inclusion should look like at Hadrian Primary School. As part of the school's monitoring timetable, plan one observation a year specifically focussing on inclusion.
- In order to maintain the positive impact of current interventions, streamline systems and ease of evidencing impact through identification grids to complement the current plan, do, review systems.
- To identify and implement interventions 'to close the gap' in phonics and reading (possible interventions to investigate further BR@P, Lexia).

## Element 5: Learning and Teaching

Evidence was gained from the scrutiny of documentary evidence; classroom observations through a learning walk; interviews with strategic members of teaching staff; interviews with strategic members of support and discussions with parents and pupils.

### Strengths:-

- Hadrian Primary School rigorously monitors the teaching and learning in school termly through a range of strategies, PM meetings, coaching and mentoring.
- Hadrian Primary School is an outstanding school with 90% of its lesson being rated as good or better. The Local Authority recognises this and has rated the school as '1' in its need for support.
- The curriculum foci are adapted to meet the needs and experiences of all learners, utilising the locality extremely well. Opportunities for cross-curricular learning are found where possible to embed children's understanding.
- Learning styles are considered well in planning to meet the needs of all learners.
- Hadrian Primary School is consistently adapting their practises to meet the needs of all learners as they arrive at the school.
- Children value the use of success criteria and recognise and vocalise well how it supports their learning.
- Outside expertise is sourced to enrich extracurricular provision and understanding of learners' needs.
- Staff have accessed CPD in many areas including SEND, CP and a variety of courses relating to teaching and learning.
- Learning areas add enhancement to strategies and are well resourced.
- Rooms provide vibrant visual learning contexts, which both celebrate and support learning.
- Communication within the classroom effectively supports learning. Teacher-child relationships create a safe classroom climate.
- Adults work well together to meet the needs of all learners. As the Inclusion Manager explained staff from across the school think inclusively and coordinators will suggest intervention and club opportunities to better the attainment of all learners.
- Data is shared with all teachers through the 'Classroom Monitor' used for analysis and this is used to inform planning.

- ALL teachers are accountable for the progress of all pupils, linking to rigorous performance management.
- Staff know their children well and plan to meet the individual needs of all learners.
- Lessons have a clear structure with WALTs, success criteria and appropriate differentiation to ensure all children know what is expected.
- The use of ICT enhances learning opportunities and pupil participation in lessons.

### Areas for Development:-

- To develop and reflect on the impact of the Teaching Assistants to support pupil progress through a long term monitoring programme to measure their impact on learning – termly observations, learning walks.
- Further develop performance management for Teaching Assistants to include whole school issues and pupil progress to develop their understanding of their accountability in pupil progress.
- To create a support staff network within school, led by the Inclusion Manager to build their capacity as an inclusion team, share good practise and allow them to lead in areas of specialism.

## Element 6: Parents, Carers and Guardians

Evidence was gained from; scrutiny of available documentation, an interview with parents and children and a discussion with the “Friends of Hadrian”.

### Strengths:-

- The school has an open door policy to parents.
- Hadrian Primary School recognise parental support is integral to a child’s progress, therefore they aim to develop many opportunities to encourage parents through pupil-parent workshops/clubs, parental volunteers, Friends of Hadrian parent group.
- Parents are invited to parents’ evening, SEND reviews and access support in school from many services.
- Parents’ views are valued. They are asked for their views regularly. Questionnaires’ responses show parents are confident that their children are valued and included.
- Two way communication supports inclusion for all by presenting itself in a variety of means such as newsletters, phone calls, website, information sessions for trips.
- The school has recently employed a parent in school, who has been volunteering in the school and who is now completing a foundation degree.
- Parents are keen to take part in school events. The school has several parent governors and a newly established ‘Friends of Hadrian’ group – set up and managed by 2 parents, who meet regularly and arrange coffee mornings and fundraising events to support the school.
- Families are encouraged to participate in activities with their children through family gardening. The school has recently, on a weekend, held a ‘Hadrian Harvest’ for the community, where they have sold and celebrated the produce.

### Areas for Development:-

- To continue to try to reach hard to reach families by exploring systems such as Facebook, ‘Schoop’ and school text systems. Possibly organising less threatening events with targeted children facilitating these opportunities. This target could be shared with the well-established school council who has in the past had a significant impact in resolving parking issues with parents.

## Element 7: Governing Body and Management – External Accountability/Support

Evidence was gained from the scrutiny of documentary evidence, interviews with members of and the Chair and Vice-Chair of the Governing Body.

### Strengths:-

- The Governors of this school are enthusiastic, committed to the school, its pupils and maintaining links with the community.
- The Governing body is a strong team, many of whom have held a position for a number of years. They play an active part in the school.
- Link governors support coordinators by helping them reach their aims and looking at resources within the community.
- Governance ensures a safe and secure environment for all pupils.
- The Governors attend school regularly and attend assemblies and social events.
- The Governors are very eager to ‘keep up to date’ and have undertaken training across a range of needs.
- There is a full complement of governors, including one specifically recruited for her financial expertise. There is a spread of expertise and skill represented on the Governing body.
- The school has healthy links with other schools (Marine Park and Laygate) to support with moderation and provision for EAL pupils.
- Teaching Assistants with EAL as a specialism have been seconded out to support other schools.
- Senior Leaders are drawing effectively on external support from the local authority. The school has lead teachers in literacy and numeracy and accesses support through a School Improvement Partner.
- There are systems in place for reporting on inclusive practises to Governors through the Head Teacher’s report. Termly meetings with link governor for Inclusion, EAL and Safeguarding are well established.
- The governing body has played an active role in supporting the School Council. The governors recognise it is “**their school**” and that they have a role in developing their school.
- Governors see themselves as “**caretakers of the next generation**” and have worked proactively to share their skills from their previous workplaces.

- A parent governor has recently developed ‘Friends of Hadrian’, a group to support fund raising in school and engage families of the school. They have had many events, which they have led or supported such as car wash, film nights, coffee mornings, Christmas and summer fayre.

**‘The Governing Body is very effective and fully involved in monitoring.’ (Ofsted 2008)**

**“We are a family of governors, a family of teachers that support families in the community – we compose the school family.” (Vice Chair of Governors)**

**“Life is about change. As governors we move with the changes and prepare ourselves through training.” (Chair of Governors)**

Areas for Development:-

- In order to make governors more accessible to those who need them with issues as they arise:-
  1. Photographs of governors on the school website in order for parents to recognise them at events.
  2. Governors’ comment box in the main entrance and at annual events for parental feedback and opportunities for meeting the governors.

## Element 8: The School in the Community

Evidence was gained from scrutiny of documentation; interviews with members of staff; a tour of the school; an interview with parents and children.

### Strengths:-

- The school makes full use of the community and their neighbouring resources.
- Community links have been made with local schools in East Boldon, Marine Park and Ridgeway Primary School.
- The school engages with the local community through hosting a ‘Mela’ annually, which give opportunities for local people to enjoy multi-cultural experiences. This can be the one time in the school calendar when some of the Bengali mothers attend the school. The school take this as an opportunity to advertise local services to families.
- The school regularly looks for opportunities to engage with the community such as through the ‘Hadrian Harvest’ and ‘Carols by the candlelight’.
- The local beach and parks are used to enrich learning opportunities.
- The children perform annually at the “Customs’ House”, a local theatre. They perform to parents and the local community.
- Enterprise day relies heavily on the local community to come into school to share their experiences and teach the children their skills.
- Local universities and the feeder secondary schools are used to enrich the curriculum and provide opportunities for gifted and talented learners.
- Excellent use of community clubs and organisations by teachers at Hadrian Primary School ensure a broad and balanced curriculum. They have recently had a local artist to work with year 5.
- Links between the school and the Adult and Children Disabilities Service ensure support for these families.
- Bangla classes for numeracy and literacy take place in school.
- The school Nurture group use the local community weekly to develop the children’s social, emotional and behavioural skills, preparing the children for later life.
- Embedded systems are in place to canvas the local area for opinions. They also give existing children the school questionnaires in order to recognise impact of the school and improve provision for future students.



## IQM Self-Evaluation Report



- Secure links are in the process of being made with the Apna Ghar Women's Centre through a relationship with a past member of school staff to develop a 'Brighter Future' intervention for year 5 and 6 girls.

**'Feels like home.....everyone is friendly and welcoming'** (a parent described how the school was for her).

### Areas for Development:-

- To start BSE girl youth group in and out of school, in order to make the girls aware of their skills and in the longer term hope that these girls will not be strangers to the school.
- To consider working towards becoming an IQM 'Centre of Excellence' in order to spread the Inclusive ethos and values beyond the immediate school and into the community.