

22nd October 2018



Mr Scott Brown
Head Teacher
Hadrian Primary School
Baring Street
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Tyne And Wear
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Date of Assessment: 11th October 2018

Summary

Hadrian Primary School is a slightly larger than average primary of 317 pupils. It is located opposite Arbeia Roman Fort and heritage site in an area of significant cultural, historical and geographical significance, being close to the River Tyne and coast. The school takes many of its pupils from the Beacon and Bents Ward, an area of high social deprivation. A higher than average percentage of pupils, 29%, were eligible for free school meals within the last six years according to census. There is a very high percentage of pupils who do not have English as their first language, being mainly of Bangladeshi origin. Many pupils enter the nursery with little or no language. Hadrian Primary was last inspected in 2008, when it was graded as Outstanding. It has since had an interim assessment in 2011 indicating performance has been sustained. *“Hadrian Primary is an outstanding school where pupils make excellent progress.” Ofsted 2008.*

Hadrian Primary School is an excellent example of inclusive practice in action. The welcoming reception, clear signage, ease of access and positive interaction gives parents and visitors a good first impression of the school.

The ‘family ethos’ continues within school. With the support of a strong and experienced Governing Body, the Head Teacher leads by example and his team is committed to driving forward their vision of excellence and enjoyment for the pupils in their care. There is a clear ethos of high aspiration, support and challenge which, when combined with the high priority given towards the wellbeing, social, physical and emotional needs of pupils, sets the tone for the inclusive framework. The whole school team strives to make this a place where pupils can thrive and, in doing so, they provide a happy, stimulating learning environment in which pupils become independent learners. As one parent said, *“This is a school where everyone is helped to flourish.”* The Inclusion Leader plays a major role in creating the climate of success for SEND pupils and works very closely with parents and families. She has identified and deployed an extended team who recognise the need to support the wellbeing and emotional health of vulnerable learners, offering excellent support. Staff are very positive about the school and go the extra mile to maintain the inclusive ethos, which is

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evident within all of its policies, systems and practices. Collaboration and a strong CPD programme are planned to support them professionally and to develop in-house expertise. Parents appreciate the advice the Inclusion Leader gives and that they are fully involved in all decision-making processes for their child. *"Systems to support and guide pupils, particularly the most vulnerable and those with learning difficulties and/or disabilities, are exceptional". Ofsted*

Pupils show respect for one another, for their teachers and visitors. They are proud of their school and of the many ways in which it continuously improves and makes changes to meet their needs and interests. There is a calm, purposeful and happy atmosphere in school and pupils are trusted to make choices and be independent. There was much enjoyment to be seen and heard on the day of the assessment as pupils genuinely enjoyed the company of the adults supporting them; in classrooms, the lunch hall and playground. They have a clear understanding of the Golden Rules, applying the 'Good to Be Green' principles within work and play. Pupils say they feel safe and cared for and enjoy participating in the wide range of after school clubs which place no barriers in the way of access. This has a positive impact on attendance.

The school uses a wide range of digital resources to good effect. This includes a well-stocked computer suite, iPads, laptops, video cameras, a green screen. The website provides a wide range of online resources linking home and school.

The richness of diversity and the many opportunities provided by the community has allowed the school to enhance the curriculum in many ways and celebrate its diverse culture. The school hosts an annual Mela, where the local community is brought together to celebrate the Asian festival of music, dance and culture. Throughout the year children will participate in Eid celebrations as well as harvest and Christmas. They observe Remembrance Day, sing carols, showcase performances at the Custom's House, visit churches, mosques and temples. These are all planned so that pupils can gain a deeper understanding of, and insight into, the customs, cultures and faiths within the community.

Displays within classrooms and other learning areas are often stunning and show pupils' work at its best, providing evidence of the broad, balanced and rich curriculum on offer. For example, a study of Shakespeare gave a focus for learning the origin of English words and phrases and resulted in a wonderful display giving opportunity for pupils to engage in many different types of beautifully presented writing from love letters to journalistic reports.

Breakout spaces are tidy and create a sense of atmosphere and immersion in a theme, they draw pupils in and are excellent examples of providing prompts for language development and talk for writing.

The spacious outdoor learning environment is imaginatively resourced to suit different interests and has been planned to consider the emotional, social, physical and mental health of pupils. There is a MUGA, Trim Trail, playground games equipment, buddy benches, large field and a quiet garden area. There is a real sense of team play, friendliness and cooperation here as well as full accessibility so that wheelchair users are fully included.

Throughout the day, pupils could be seen undertaking roles of responsibility across school; in the role of monitors who helped to prepare classes and set out equipment and as buddies, caring for other children. Those who represent the school body as School Councillors do so with diligence and maturity. Pupils have a voice in Hadrian Primary School.

Progress is monitored rigorously and targets are set for all pupils. The Head Teacher and Governing Body use all available data to identify areas in which they can improve and look for ways in which all groups of pupils can be supported to do better. They consistently refine monitoring and evaluation processes to keep a sharp focus on improvement priorities. For example, school leaders recognised the need to improve achievement and progress in Writing across school. Knowing the school well, they identified that to do so they should improve Reading. The subsequent focus on roles and responsibilities, the curriculum and high-quality interventions has led to an increase in the latest average point scores for Reading and Writing. Disadvantaged pupils do well as a result of the impact of targeted Pupil Premium funding. In 2018 the school exceeded National Expectations in Key Stage 2 for all three areas. There has been a year on year improving trend across school culminating in positive achievement across all phases in 2018, demonstrating good progress for disadvantaged pupils. The Head Teacher has a realistic view of the school's position and the challenges faced and, as a result, children have access to high quality adult support, assistive resources and aspirational targets. Improving pupil progress lies at the heart of the school's policies and practices. This provision is highly valued by the community and is instrumental in maintaining strong home/school links.

Excellent relationships have been fostered with parents who value the opportunities they have to be involved with their child's learning, for example through workshops, drop-ins and courses. Communication with parents is strong and a variety of strategies is used to achieve this; website, Facebook, Twitter, ParentMail and newsletters all serve to maintain the strong partnership. They appreciate the enrichment which comes from trips and visits, visitors who bring in new experiences in the arts and culture and the many ways in which they can get together to celebrate diversity. There is an active Friends of Hadrian group who work tirelessly to raise funds for pupils and to create a welcome for hard to reach parents through social events.

Links with extended services are exemplary and a strength of the school. The school has appointed personnel who can draw on many supportive networks. Hadrian Primary School staff collaborates purposefully to remove barriers to learning, seeking out the appropriate resources, professionals and multi-disciplinary teams to bring about success. Those who are brokered to support do so with diligence and commitment, gaining an understanding of the school community and the individuals within. This results in an extensive range of services from established teams, equipped to address the social, welfare, health and emotional issues faced, thus building resilience. Staff within school are keen to take advice and work upon suggestions offered to create the right climate for success. There are close links with local schools with a view to sharing best practice, supporting with moderation, teaching and learning and transition to the benefit of all.

Hadrian Primary misses no opportunity to find partners within its locality, strengthening relationships and promoting community cohesion. The curriculum is

enriched through participation in memorable learning experiences, supporting the personal development of pupils. This also helps to contribute to many awards the school has achieved over time, which raise aspirations and of which all stakeholders are rightly proud.

I am of the opinion that the school continues to meet the standards required by the Inclusion Quality Mark. The areas for development outlined in this report are taken from the school's own development plan. I recommend that the school be awarded the Mark and be reassessed in 3 years' time.

I also recommend that the school consider applying for the Centre of Excellence status, which I would fully endorse. This would be subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forward.

Assessor: Lesley Colthart

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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



Element 1: The Inclusion Values and Practice of the School

Strengths:-

- The Headteacher and Inclusion Leader set and maintain the vision of what a fully inclusive community school should look and feel like, promoting exemplary standards in personal development, behaviour and welfare throughout the school. They are ably supported by all staff and the Governing Body.
- Hadrian Primary School is accessible both indoors and outdoors and the building has been well adapted to suit all abilities and cater for disability access needs. Disability aids are in place such as Wombat chair.
- There is a clear designation of duties which supports the smooth day to day running of the school with good systems in place to help everyone understand their role.
- Teachers know their children very well and make effective use of all the assessments available to them. They share best practice, ideas and resources with one another to develop pupil ability. The contribution of non-teaching staff is also valued highly. They have well defined roles leading to measurable outcomes. All staff are highly aware of the social and emotional problems of pupils and their consequent educational difficulties.
- The website is very clearly designed for ease of access and offers translation to other languages. Pages for parents and pupils are uncomplicated and have a comprehensive range of information.
- The Inclusion Leader works tirelessly to ensure that parents and staff are well informed of the inclusion agenda, providing opportunities within and without the school day for communications. She is part of the Senior Leadership Team and has an active role in school improvement.
- A strong intervention programme is in place which is delivered by an effective team and is built upon the premise that all pupils can make progress. The school works hard at finding interventions and these are evaluated frequently for success.
- Personal support and mentoring for pupils is exemplary, for example through the support of the Emotional Resilience Officer who offers nurture within a broad area of needs for SEND and SEMH.
- The Inclusion Manager draws upon the skills and provision of a wide network of professionals and agencies. The team of EPs, Teaching Assistants, EAL support, Sensory team, OT, SALT, ASD outreach and Family Outreach workers share the vision and offer exemplary support for pupils and their families. Their contribution adds much value to the inclusivity of the school, for example the EP delivers neuro-diversity CPD.
- There are two teachers within school who have SENDCo accreditation. This shadowing of the role increases the time and support given to parents and pupils.



- The school is safe and secure as a result of strong policies and practice within safeguarding and health and safety. This is monitored by the link Governor. The school has recently invested in CPOMs which is streamlining safeguarding processes and is already impacting on good practice.
- Pupil Premium is planned, reviewed and evaluated thoroughly to ensure disadvantaged children achieve well and the funding is targeted rigorously to good effect. The Pupil Premium Plan is accessible to view on the website.
- The school is adept at talent spotting and investing in training. Many parents have become school employees or have an active role in supporting the school as volunteers.
- One to one after school support is given to pupils to help them catch up, for example if they have missed education because of medical issues.
- Curriculum planning is innovative, motivational and appealing to different cultures and interests within school.
- Support for higher ability pupils and those who are gifted and talented gives consideration to the appropriate curriculum challenges and high level questioning to match need.
- Where there have been staffing changes there has been high quality mentoring and support to ensure the school's aims and ethos is promoted.
- Support for the whole family is given high priority. The school is innovative in its approach to sourcing appropriate networks of support. For example, the support given by the Family Entrepreneur is exemplary. She provides hands on support for a wide and varied range of issues and challenges for the best outcomes. Her extensive network helps her to match support with need as she strives to improve life chances for children with positive results.

Areas for Development:-

- To embed the use of CPOMs throughout school as a tool to aid inclusion.
- Increase opportunities for parents and extended family members of SEND and EAL to further engage with school and staff.



Element 2: Learning Environment, Resources and ICT

Strengths:-

- The physical learning environment is of a very high quality. Classrooms are organised for accessibility and the different learning needs of pupils. Teachers demonstrate good subject knowledge and ensure that pupils understand clearly what they have to do, work is well matched to different levels of ability. Teaching is lively and shows pace of learning, pupils say they enjoy lessons. The Head teacher places a high emphasis on quality first teaching.
- Resources for pupils with barriers to learning are wide ranging and personalised; for example, through provision of wireless assisted hearing devices, concentration stations, finger spacers, handwriting aids and disc-o-sit cushions. Staff are also well trained to support with medical conditions.
- Support staff have specific skills recognised, valued then utilised. One example is the valuable service provided by the TA for EAL. Data indicates that year on year the school population is consistently composed of just under 50% of EAL pupils, the majority being Bangladeshi. The TA accompanies parents in meetings and reviews, translating and interpreting many languages and giving support with induction. Pupils whose first language is not English are very well supported by the interventions she provides.
- Dedicated support staff have built up a range of resources and interventions as a result of getting to know each child. These include comfort boxes to calm and reassure pupils, Relax Kids, LEGO therapy and Theraplay.
- Hadrian Primary has introduced a new resource to their armoury of interventions; Teddy and Chip are Support/Therapy dogs. This is in response to academic research and is aimed at teaching responsibility, developing academic skills specifically in reading, improving social skills and increasing calming behaviours.
- There are examples of stunning displays and creativity which reflects the school's drive to value the work of all pupils and in support of SMSC and PSHE.
- IT is used to support learning in all areas of the curriculum. This is evident for SEN and EAL also. The school moves to implement new initiatives in this area so that pupils are given the latest resources and are kept up to date, for example using QR codes and Green Screen technology. Pupils were keen to show me their own areas on computers where they keep up to date with learning and can practice new skills. Interactive whiteboards are used to support in all classes and the school has a commitment to upgrading these to Smart screens.
- Pupils have shared access to a mini bus, which gives frequent opportunities for groups to access other valuable experiences and environments within the locality and further afield.
- The library is placed centrally, is inviting and attractive and is well stocked according to pupil interest and favourite authors.



- There is a high focus on being healthy, with sports teams, clubs, adventurous activities and healthy eating information. The school was preparing for Bikeability over the next week and has bicycle storage on site.
- Classrooms and shared areas are tidy and organised. Resources are accessible within classrooms, working walls reflect learning objectives and give prompts and examples of how to achieve targets. Washing Lines give prompts that pupils can refer to throughout lessons. Learning resources such as vocabulary, number lines and spelling etc are available and accessible. Teachers have responded to advice from the EP to create classrooms which are effective and enjoyable learning environments, particularly suitable for pupils with additional needs.
- Support staff provide strategies so that pupils can increase their independence. They aim to give the right amount of support and encouragement to give pupils the skills and confidence to work on their own. One member said *"We step back as much as we can. We build their confidence and trust them to show us what they can do"*.
- There is access to a generous outdoor space which has been resourced imaginatively and provides many opportunities for pupils to be sociable and physical. Pupils make good use of the MUGA, field, Trim Trail and yard, playing cooperatively with fixed and free equipment. There is also a tranquil allotment area which can be used by pupils and parents together to learn about the rewards of producing food from seed to plate.
- Throughout the school there are wonderfully creative and immersive displays which create atmosphere and which add value to the learning. Talking with pride about the creative props within her classroom, one pupil commented *"The displays in my room help our imaginations grow bigger"*.
- The whole learning environment, including display is used to celebrate difference and diversity, encourage high standards and provide challenge, for example through use of QR codes. WOW learning in the Foundation Stage shows the importance of home and school working together to raise aspiration.
- The school draws upon the support and advice of the Local Authority Educational Psychologist as well as the supplementary services of an additional EP who has a deep working knowledge of the school. The work undertaken to support staff with identification and sustainable action, as well as the variety of bespoke training offered has had a very positive impact on SEND and the wider school.

Areas for Development:-

- To enhance opportunities within computing and coding to enhance enjoyment of cross curricular learning.
- To support parents more with the aspects of E-safety to prevent exploitation and radicalisation.



Element 3: Learner Attitudes, Values, and Personal Development

Strengths:-

- Behaviour is very good throughout school. There is a palpable buzz of learning and engagement around school and relationships between adults and pupils are excellent. Pupils benefit from the guidance provided by the Golden Rules which are clearly understood and adhered to and engage in the Good to Be Green reward scheme. Pupils are courteous and respectful, holding doors open for visitors and taking great pride in being part of their learning community. *“Politeness, good manners, mutual respect and tolerance are hallmarks of pupils’ behaviour”.* Ofsted
- Relationships are excellent and staff are role models for the behaviours they wish to see, promoting good structures with well embedded routines within classrooms.
- The curriculum is planned to help pupils learn through experience by facilitating access to residential trips and many exciting visits off site, using the best of the local area and also further afield. Pupils were excited to talk about their recent trip to Thurston outward bound centre.
- The school is a happy, safe and secure place for pupils to work in. Pupils are very clear about who to ask for help should they need to, citing all adults in school as being able to “sort out anything’. They say bullying or racism is rare and feel assured that staff are here to keep them safe. One pupil commented *“This school helped me when I was new. Everyone looked after me and I made lots of friends.”*
- Targets are set for and agreed with pupils. Books display these for reflection and pupils are guided towards making incremental improvements. Pupils are encouraged to respond to feedback and have the confidence to do so.
- The Seesaw App is being used in some classes as a platform for pupil engagement. Pupils were eager to demonstrate their work through their online portfolio and showed a performance from ‘The Greatest Showman’ with pride. This is a great tool for reinforcement and revisiting learning.
- There is specific advice for bullying in its different forms, including cyberbullying offered on the website. The school has activities planned for anti-bullying week and brings in support from local constabulary.
- The Good to Be Green scheme promotes positive behaviour effectively, rewarding those who consistently behave appropriately and helping pupils to manage their behaviour through a fair and consistent approach. Rules and boundaries are clear.
- The school never misses an opportunity to celebrate achievement and success in all areas. There are Merits, Certificates, Assemblies and the website publishes the ‘Star of The Week’ for all to see.
- Praise and rewards are valued but there is also an intrinsic motivation for pupils to behave appropriately and act supportively towards one another. A pupil said, *“We do have rules to make us more sensible and safe, but usually we just know what to do.”*



- Behaviour in the playground and the lunch hall is exemplary. Lunchtime support staff know every child and are caring and sensitive to needs. Children were eager to include the assessor in their conversations and made room for others to sit alongside. In the playground lunchtime support staff helped children in their games as they shared and cooperated with one another.
- The school has a democratically elected School Council who are excellent role models and who represent all ages. They show responsibility, taking initiative where necessary to implement positive changes. For example, they were instrumental in the introduction of water bottles within school. They are responsible and responsive to other children's suggestions. Pupil voice is valued and acted upon. Children say they are always able to raise issues or offer suggestions with adults. Pupils attend Parent/Teacher meetings and reviews and contribute to these.
- There is a buddy system, monitors and prefects within school who show caring attitudes when looking after younger pupils and who help to prepare classrooms for learning. During the IQM Assessment, many pupils were engaged in roles of responsibility which they undertook with pride. Provision for the pupils' spiritual, moral, social and cultural development makes a very good contribution to their personal development.
- The school holds an Enterprise Day where parents and outside agencies come into school to share their working roles as midwives, nurses, IT technicians, accountants, communications and business owners. They give ambition and aspiration to pupils and encourage them to value education and imagine the future.
- The school provides many opportunities to participate in celebrations which allow pupils to show respect and to understand similarities and differences and these are attended by all families. There are multicultural assemblies and events, Eid celebrations and a Candlelight Carol service which is a popular feature for all families in the school calendar.
- Pupils participate in a wide range of community activities to help them become responsible citizens of the future. They link with local care homes, sing in the community, work alongside museums, are partners with Sunderland AFC and participate annually in Holocaust and Remembrance events as examples. Their behaviour is always commented on when they are representing their school.
- Induction is strong, particularly within Nursery, with teachers conducting home visits and forming strong links with pre-school providers. This helps families feel welcome and promotes the sense of belonging.
- Transition is well planned as pupils move up through school and moving on to their next phase. Everyone is kept informed and shares relevant information which impacts on pupil future welfare and attitude.
- The deployment of a well-qualified and experienced Emotional Resilience Office, who provides a range of therapies and interventions aimed at removing barriers to learning has much impact on the positive attitude and behaviours of pupils. These



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include nurture group, counselling, CBT, Bereavement Counselling and one to one tutoring for pupils who miss learning as a result of medical appointments.

Areas for Development:-

- To continue research into, and implementation of, peer to peer tutoring, ensuring that match is beneficial to both parties and that pupils develop their skills of self-evaluation and assessment.
- Explore the potential of Seesaw to reinforce learning, encourage pupil engagement and to give opportunities for pupil voice.



Element 4: Learner Progress and Impact on Learning

Strengths:-

- The school has scrutinised and analysed all data to identify where it can improve, then implements plans. This has resulted in the school's most recent achievements for Key Stage 2 Assessments being above National Expectation with pupils' scores being well above average. Gaps are closing due to the clarity given to planning next steps and reflection on what has worked and what could be better. A focus on Reading within Key Stage 1 has shown impact with Year One Phonics and Year Two Reading showing good outcomes. The percentage of pupils in the Foundation Stage achieving a Good Level of Development shows an improving trend. This progress has been aided by a strong commitment to Basic Skills which underpins the curriculum.
- The school uses software to help it track progress and analyse carefully how groups and individuals are performing and how the school can do better. The teachers are informed of this through 'Know Your Class' data and aim to identify barriers and narrow any gaps swiftly.
- Assessments are frequent and are informed by a range of methods such as peer and self-assessment, talk partners and group work. Pupils use 'Plickers' to give instant feedback to teachers all of which is used to inform the teachers' understanding of children's progress within lessons. An example of this was a display encouraging pupils to reflect at the end of their learning using the prompts "What was our focus? What strategies helped us? Any tips and advice?"
- The curriculum is planned to engage all pupils and to cover a range of themes often linked to motivational texts. Teachers use a good range of stimulus, for example when studying authors such as Roald Dahl. Older pupils were enthusiastically preparing for a Poetry Slam on the day of assessment.
- Work in books is generally neat, demonstrating pride in presentation. There is evidence of mind mapping to enable the children to organise their thoughts and demonstrate their learning.
- The aspirations in school are to promote Quality First Teaching which will engage all pupils and help them make progress. Performance Management processes support this drive.
- Teaching Assistants contribute to planning and deliver interventions in small groups or as one to one. This shows impact and allows many pupils to catch up and join their peers and starts at the earliest stage.
- The leadership of SEND is outstanding, and the Inclusion Leader is relentless at finding solutions which will help vulnerable learners make progress. The recommendations of the EP are taken into planning and implemented within practice. The EP refers to staff as "*educational detectives, always wanting to find out more and move forward.*"



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- Higher ability pupils and gifted and talented pupils are supported to achieve their potential through differentiation and challenge and through Aim Higher links with Sunderland and Northumbria University.
- CPD is planned to create 'expertise' within school and TAs are confident and competent delivering programmes, such as Making Maths Magic or planning their own bespoke units of work aimed at providing catch up.
- The school constantly looks for ways to enhance learning opportunities by bringing in a wide range of visitors and planning trips out of school which will broaden their experience. These include residential visits and well-established links with local high schools to enjoy specialist support and equipment.
- Early Help and SEND Support reviews outline planning for inclusion with parent and pupil making contributions towards targets. SEND Support Action Plans have aspirational, realistic targets.

Areas for Development:-

- The school should continue its drive to identify where gaps exist and look to research from EEF and Sutton Trust to determine best value interventions and teaching programmes.
- To consider ways in which pupils can develop mastery and achieve greater depth.



Element 5: Learning and Teaching (Monitoring)

Strengths:-

- The Head Teacher and his team set targets to improve the quality of teaching and there is a focus on strengthening practice through peer coaching and mentoring. Performance Management objectives set are linked to the school development plan and measurable outcomes are identified. Staff are clear about their roles within school and are accountable for outcomes. This has demonstrated an impact on standards seen in the latest assessments.
- Monitoring and Tracking systems are used to inform staff about the progress of all groups and help adults 'know your children'. Disadvantaged pupils are tracked carefully to measure the impact of Pupil Premium. This has led to a tighter focus on what has been provided leading to improved results. The Head Teacher ensures that the monitoring of this is frequent so that the plan closes the gap for these pupils.
- Teacher feedback/peer and self-assessment, talk partners and group work are common features of lessons. AOL and AFL are used to reinforce learning.
- Regular developmental marking is expected to create next steps for learning, feedback often requires pupil written response/challenge. This is beginning to show impact.
- The school welcomes feedback which will help it improve and has recently undergone a positive 'health check' by the Local Authority, recommendations from which are incorporated into development plans.
- Staff are very committed to the school, some very experienced and knowledgeable about families. They are reflective practitioners who collaborate and share information with the aim of improving pupil progress.
- Peer coaching and mentoring aims to create a supportive, non-threatening environment where staff can share good practice and encourage even better practice.
- All staff have access to high quality CPD which is aimed at personal and professional improvement.
- Lessons have a clear structure with Learning Objectives displayed. Pupils know what is expected of them and questioning helps them deepen understanding. Success criteria and appropriate differentiation is in place to ensure all children know what is expected.
- Teachers provide swift intervention and differentiation following 'check ins' at classroom level and challenge through questioning.
- Attendance is monitored by the BIP manager and action taken to improve this for individuals and groups. Family Gateway also provide a valuable service in



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encouraging the most vulnerable families to enjoy regular attendance. The website reflects the attendance of each class on a weekly basis and there are celebration assemblies and rewards for success.

Areas for Development:-

- The school has expressed an interest in updating its current data monitoring system. This will assist in collecting precise information linked to the new assessment framework and 'point in time' approaches to assessment.
- Continue with coaching of teachers and TAs, linked to PM to create an environment where teaching is consistently outstanding.



Element 6 - Parents, Carers and Guardians

Strengths:-

- The open-door policy gives parents confidence that they are valued and that they will be heard. They are overwhelmingly supportive of their school and are proud of the relationship they have with professionals within it. A parent said, *"This school will welcome you with open arms, they find what suits you"*.
- Parents are appreciative of the efforts the school makes to communicate effectively and the many forms this takes. This was much appreciated when pupils were on their recent residential visit and parents were able to see they were happy and cared for through regular 'Tweets'.
- The school has a clear website, uses Twitter, Facebook and Parent Mail which parents use frequently but they also appreciate the friendly faces at the beginning and end of the school day. Two parents were keen to describe the role the school played in providing a warm welcome when they came as newcomers to the school community.
- Parents of pupils with SEND appreciate the work of the Inclusion Leader who they describe as proactive and tenacious. She has helped parents become fully informed of the opportunities available, engaged appropriate agencies who are well matched to their child's needs and challenged others to get the right support.
- Strong support is offered for EAL pupils through specific programmes, access to IT and support for translation/interpretation. EAL parents feel they are valued and are supported to share their customs and celebrations, for example the school hosts an annual Mela and helps all pupils celebrate Eid.
- The way that the curriculum incorporates trips, residential visits, the arts, cultural and sporting opportunities are appreciated. Parents say this helps pupils gain confidence, develop social skills and build character. There is also a wide and varied range of after school clubs, suited to all interests. Some of these use external support and expertise. Particularly valued was the homework club with its resources and adult support and the gardening club which involves the whole family. One parent noted *"The level of creative thinking the school applies and the strategies they employ are second to none. They see the potential for every child to be the best they can be"*.
- Parents are active members of Friends of Hadrian and are successful fundraisers, organising many social functions and events which increase interest in the work of the school. One parent described school and home as being *"A great team together"*.
- Parents are proud of the behaviour of pupils, in and out of school, referencing their courtesy and good manners. A parent explained *"There are very clear parameters set out. Everyone knows what is expected at all times"*.



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- The range of opportunities provided which allows parents to be involved in and engage with learning is a key feature of this school's success. Parent assemblies and showcase performances are very much valued by the parents and are well attended.
- Parents are active volunteers within school, for example hearing readers. One parent is offering 'Mindful Art' to pupils as a volunteer. She commented *"This school has done so much for me, I'd like to give something back"*.
- The school seeks the views of parents through regular questionnaires and parents are welcomed in to all reviews regarding their child. Staff meet and greet daily and parents said *"No issue is too small. They will find time for you"*.

Areas for Development:-

- To further explore methods to reach those who are reluctant to come into school or shy away from meetings and gatherings in school, possibly drawing on the skills of the Family Entrepreneur.
- Develop the use of SeeSaw for Parents so that families can stay connected with their child's learning.



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

Strengths:-

- *“The Governing Body...give very good support and challenge to school development” Ofsted 2008.*
- Many of the Governors are long serving and bring with them a wealth of knowledge about the school, community and the many resources available in the locality. They hold strong values and high aspirations for what they want to see for pupils.
- Governors are highly visible within school. They attend celebrations, social and community events and endeavor to be known to pupils, parents and staff alike. Governors listen to parents, staff and pupils. The School Council presents ideas and puts forward proposals at governors’ meetings.
- Governors make regular focus visits to school to check their understanding of the strengths and challenges and this informs future priorities. Link Governors monitor the curriculum, Inclusion, EAL and Safeguarding. All co-ordinators have a link governor for their subject and their policies which are on a cycle of review. There is a strong willingness to take part in training so that Governors are up to date with initiatives within educational policy and can manage change.
- Governors appreciate the links with the Local Authority and the monitoring reports provided by the school’s improvement partner. They are keen to see the school maintain and extend links with other schools, such as Harton Academy, Marine Park and Laygate to share practice and moderate standards.
- Governors are actively involved in the life of the school, its many celebrations and events. They are hugely committed to inclusion and are active themselves at making suggestions, for example with the Arts for Wellbeing joint project.
- Pupil progress and data is shared regularly with governors and visits to school have a focus on checking their understanding of the strengths and challenges. This information enables them to ask the right questions and to consider future plans. *“The Governing Body is very effective and fully involved in monitoring”. Ofsted 2008*
- The chair and vice chair are fully supportive of the school’s drive to be inclusive. They wholeheartedly support the ethos of care, the opportunities for all pupils to experience success irrespective of baseline and are proud of the school’s positive reputation in the community. A governor commented *“It is not a cliché to say children come first in this school. Parents and teachers have high aspirations for pupils and so must we”.*

Areas for Development:-

- To continue to challenge and support leadership to close the gap for all pupils including disadvantaged pupils and to strive for consistency of standards.



Element 8: The School in the Community

Strengths:-

- The surrounding locality provides many rich opportunities for enhancing learning and the school explores and utilises this. This includes visits to the Roman Fort, museums, galleries, libraries, theatres, churches, football grounds and the beach. SEND pupils visit local shops as part of their nurture group work.
- Children go out into the community regularly; to visit care homes, sing carols, attend the annual remembrance service and to take part in Holocaust memorial day. The community spirit which fully involves pupils, parents, staff and local amenities is very strong.
- Friends of Hadrian raise essential funds for the school and provide social and community events. Pupils also regularly raise funds for charities and support national fundraising initiatives for example Children in Need, Red Nose Day, Children's Cancer Run.
- The school performs an annual showcase event linked to the curriculum at the local theatre, the Customs House. This is always fully attended and raises the school's profile within the community.
- Long established links exist with the local secondary schools where pupils have access to specialist teaching and equipment. This helps with transition and provides enrichment opportunities. Community links have been made with other local schools - Marine Park and Laygate Primary School.
- The Mela provides an opportunity for the Bangladeshi community to meet staff and other parents. The school uses this to signpost to other family services and offers stalls to their extended support network.
- Strong links exist with Arbeia Roman Fort. Following the excavations of the school grounds, some of the artefacts discovered have pride of place on display in school. This gives a real sense of history and a greater understanding of the community as it existed in Roman times.
- The network of support that the school has built up is exemplary. There are links with the Adult and Children Disabilities Service, Family Gateway, Stronger Together Parent/Carer Forum. They are invited into school to advise and signpost families.

Areas for Development:-

- The school is to investigate strengthening its existing links with Harton Academy, a Teaching School. This gives access to training and development but could also provide opportunities for experienced staff to become SLEs and to take their skills to support others.



IQM Assessment Report



Sources of Data:-

- Evidence was gained from a tour of the school with the Head Teacher, strategic interviews with stakeholders, lunch with pupils and scrutiny of documentation.
- A learning walk and tour of grounds, including a visit to the Nursery.
- Scrutiny of books and relevant documentation.
- Discussions with Head Teacher, Inclusion Leader/SEND/CO, Emotional Resilience Officer, Family Entrepreneur, Teachers, Support Staff (including for EAL), EAL lead.
- Discussion with Educational Psychologist.
- Discussion with several parents and grandparent, PTFA members and lunchtime supervisors.
- Discussion with pupils, including members of School Council.
- Meeting with Chair and Vice Chair of Governors.