

Hadrian Park Primary School

Addington Drive, Wallsend, Tyne and Wear, NE28 9RT

Inspection dates 29–30 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress from their starting points due to good and improving teaching. As a result, attainment has risen and is currently above average.
- The aspirational headteacher is ably supported by a strong leadership team. Together with the purposeful governing body, they are improving the quality of teaching, increasing the rate of progress and driving up standards of attainment across the school. The dedicated staff team are all committed to further improving the school.
- Pupils are well behaved and polite. They feel safe within the school's positive spirit and supportive nature and very much appreciate the support they receive from the adults to stay safe. Pupils take responsibility for their own safety and that of others and understand the potential dangers of the internet and cyber bullying.
- The curriculum is interesting and varied. Its quality is enhanced by many visitors and projects. It provides excellent opportunities for pupils' very strong spiritual, moral, social and cultural development.
- Parents are fully supportive of the school and appreciate the work it does in ensuring their children are kept safe and achieve well. They also feel well informed of their children's progress.

It is not yet an outstanding school because

- The actions the school is rightly taking to improve the quality of teaching have not yet had time to impact fully upon the outcomes for pupils, particularly for the more-able.
- Not enough teaching is outstanding. A small amount requires improvement. In lessons where this is the case, activities are not always well matched to pupils' learning needs and pupils do not have enough opportunities to learn by finding things out for themselves.

Information about this inspection

- Inspectors observed 20 lessons with two joint observations with the headteacher. They also observed small groups of pupils who were receiving extra support for their learning and conducted a walk around the school to look at displays of pupils' previous learning and the range of curriculum activities.
- They heard pupils from both Key Stages 1 and 2 read and discussed their enjoyment of reading. They also scrutinised pupils' books.
- Inspectors held meetings with the headteacher, deputy headteacher and senior leaders including the special educational needs coordinator, the Early Years Foundation Stage leader, numeracy and literacy leaders, the Chair of the Governing Body and a parent governor, the learning mentor and a representative of the local authority.
- They scrutinised school documentation including a summary of the school's own view of its performance, school improvement plan, local authority reports, current attainment and progress data, performance management data, written records of pupils' behaviour and safeguarding information.
- They also looked at how pupil premium funding (additional government funding to support pupils looked after by the local authority, those eligible for free school meals and those children from service families) is used.
- They reviewed the 24 responses from the online questionnaire (Parent View) and the school's own questionnaires sent out to parents. Staff questionnaires were also analysed.

Inspection team

Janet Greaves, Lead inspector

Additional Inspector

Kate Pringle

Additional Inspector

Julia Bayes

Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- It is part of a collaboration of fourteen local schools.
- The school became part of the North Tyneside Learning Trust in September 2011.
- It has a larger than average proportion of girls.
- The proportion of pupils known to be eligible for pupil premium funding is increasing although it remains in line with the national average.
- There are few pupils from minority ethnic groups or who speak English as an additional language.
- The proportion of pupils supported at school action is in line with the national average. The proportion of pupils supported by school action plus or with a statement of special educational needs is below average.
- Fewer than average pupils start or leave the school at other than the usual times.
- The school has the International Award and the National Healthy School status.
- Onsite childcare, Just Kidds North East and Hadrian Park Under Fives Club are not managed by the governing body.
- The school met the government's current floor standards which set the minimum expectations for pupils' attainment and progress in 2011 and 2012.

What does the school need to do to improve further?

- Ensure teaching is consistently good or better across the school and increase the proportion that is outstanding so that pupils' attainment continues to rise, particularly for more-able pupils, and the current good rate of progress increases further by:
 - ensuring teachers always identify in their planning what all groups of pupils are to learn in lessons
 - reducing the amount of time spent, in a small number of lessons on whole-class activities and hence giving pupils, particularly the more able, more time to find things out for themselves through activities that match their needs and abilities
 - asking challenging questions to deepen all pupils' understanding.

Inspection judgements

The achievement of pupils is good

- Children generally start the Early Years Foundation Stage with skills that are below those typical for their age. Some have skills that are well below those typically expected, particularly in communication. They make a good start in the Nursery and Reception classes where they enjoy a wide range of interesting activities. As a result, they make good progress and by the time they leave the Reception Year their attainment is broadly average and is rising year on year.
- Pupils make good progress across Key Stages 1 and 2 and attainment is rising, although there is still a need to ensure a greater number of more-able pupils attain at higher levels. Whilst all groups of pupils make good progress, girls do particularly well when compared with girls nationally. Standards of attainment at the end of Key Stage 2 have risen since the last inspection. By the end of Year 6, attainment is now above average, with pupils attaining particularly well in reading.
- Attainment and progress data for the pupils currently in school show that the picture of improving attainment and progress is continuing. Increasingly higher proportions of pupils throughout the school are attaining or exceeding the standards expected for their age and are making good progress.
- Those pupils who are supported at school action, school action plus or with a statement of special educational needs make good progress because of the additional support they receive from skilled teachers and teaching assistants.
- Pupils known to be eligible for free school meals and in receipt of pupil premium funding also make good progress, due to the effective use of the funding to reduce class sizes and provide targeted support.
- Reading in Key Stage 1 is improving due to a well-focussed programme in the Early Years Foundation Stage and Key Stage 1 to teach pupils letters and the sounds they make. This has also had a positive impact upon pupils' spelling. Pupils read well and with expression. The younger pupils are able to use their knowledge of letters and sounds to build words to read successfully. Across the school, pupils enjoy reading and talk enthusiastically about the books they enjoy most.

The quality of teaching is good

- Children enjoy their exciting experiences in the Nursery and Reception classes. Both the indoor and outdoor areas are well resourced. Adults are very involved with children's learning and know what they need to do to support them to achieve. Good procedures to check on pupils' progress and effective questioning enable children to make good progress.
- The focussed programme to teach pupils letters and the sounds they make is having a positive impact due to the quality of how it is taught and the effective small focused groups run by the teachers and teaching assistants. There is good pace to lessons and pupils are provided with a variety of activities to help them to practise the letter sounds.
- Where teaching is most successful it is because the tasks are well matched to the learning needs of the pupils. The pace of the lesson is brisk and effective questioning extends their thinking. In a lesson about equivalent fractions, for example, pupils were keen to learn and well motivated. Their learning was enhanced by the effective use of homework and the opportunity to link the learning to real-life situations.
- In the best lessons, teachers use resources very well to stimulate pupils' interest. When learning how to use adjectives to write 'Santa's' shopping list, for example, Year 1 pupils were given a range of objects so they could describe them more readily. One child wrote, 'In his basket Santa has a floppy orange carrot and a red cracker.' Teachers use information and communication technology, (ICT) effectively in lessons to explain and assess new learning.
- In the small number of lessons where teaching is less effective, pupils' progress slows and some

lose interest, because the teacher spends too long on the whole-class introductions. This limits the time available for pupils to work independently. This also means that pupils with differing abilities are not always able to work at their own level. Work is not always set at the correct level for the different abilities within the class and some pupils lose concentration and some occasional minor misbehaviour occurs. More-able pupils are not always set work that is hard enough to enable them to reach the higher levels of attainment of which they are capable.

The behaviour and safety of pupils are good

- Pupils are well mannered and polite to one other, the adults in the school and visitors. They move around the school sensibly. Lunchtimes are calm and provide opportunities for pupils to socialise well. They are generally very well behaved. When instances of poorer behaviour occur, they are acted upon promptly by the supportive staff.
- Pupils show respect towards one another including those from other faiths and cultures. They enjoy the opportunities to learn about those from different faiths and cultures. During the inspection, children from a school in China and local schools were observed happily working together during a Christmas craft activity.
- A programme to encourage resilience is having a positive impact upon pupils' attitudes to learning. Pupils are taught from an early age to talk to each other about their learning and how well they are doing. They understand they need to keep trying if they do not succeed straight away and not to give up. One child in the Reception class explained that, 'when you get something wrong, you just try it again.'
- The majority of pupils are keen to learn and well motivated in their lessons. A few do not concentrate as well as they might when their lessons are not matched to their learning needs which then occasionally leads to some low level noise and disruption.
- Pupils feel safe in the school and contribute to their own safety and that of others by taking on roles such as buddies and peer tutors. They understand how to keep themselves safe and understand the potential dangers of the internet including cyber bullying. They know they will be well supported if they have any difficulties.
- Attendance is above average. Since the appointment of the learning mentor who works with pupils and parents, attendance and behaviour have improved further.

The leadership and management are good

- The improvements made since the last inspection clearly demonstrate the good quality of leaders and managers at all levels and the whole-school commitment to improvement. They also confirm that the school is well placed to improve even further in the future.
- The headteacher is resolute in her ambition to make the school even better for pupils and this commitment to providing the best for the pupils is shared by the governing body, the leadership and management team and the whole-school community.
- The curriculum is interesting and is enhanced by a wide range of visits and visitors to the school, as well as the strong collaboration with other local schools, including the local secondary school. Pupils enjoy the after-school clubs that are provided for them, such as the ICT Club.
- The curriculum supports pupils' strong spiritual, moral, social and cultural development. Pupils are taught to reflect upon their learning. Their respect and understanding of other faiths and cultures is outstanding. This also supports equality of opportunity for all pupils.
- Leadership of teaching is strong. Performance management procedures are used well to improve teaching. Targets are closely aligned to the school's improvement plan priorities and to individual teacher's professional development. Training for staff has improved the quality of teaching which is now good. The progression up the salary scale is directly linked to the quality of teaching.
- The school improvement plan clearly identifies relevant areas for improvement, including the need to support more-able pupils to attain at higher levels.

- Parents are involved in their children’s learning. They visit classes and hear pupils read. A parent stated that pupils were more confident about taking on new challenges.
- The local authority has reduced its intensive support programme as the school improved and now provides light touch support.
- **The governance of the school:**
 - Governance is effective and purposeful. Governors know and support the school well. They have made well-informed decisions in order to improve the school, such as how to use the pupil premium funding by reducing class sizes for younger pupils and with the appointment of a learning mentor. They play an important role in checks on the school’s performance by being linked to different year groups and well as subjects. Safeguarding procedures meet statutory requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	132141
Local authority	North Tyneside
Inspection number	402541

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	345
Appropriate authority	The governing body
Chair	Alan Brown
Headteacher	Jane Parker
Date of previous school inspection	13 May 2010
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