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Thursday 29 September 2011

Mrs J Parker
Headteacher
Hadrian Park Primary School
Addington Drive
Wallsend
Tyne and Wear
NE28 9RT

Dear Mrs Parker,

Ofsted monitoring of Grade 3 schools: monitoring inspection of Hadrian Park Primary School

Thank you for the help which your deputy headteacher and your staff gave when I inspected your school on Wednesday 28 September 2011, for the time you and your deputy headteacher gave to our telephone discussions and for the information which he provided before and during the inspection. Please convey my thanks to the Chair of the Governing Body, the representative from the local authority, pupils and the staff who gave up some of their time to talk with me.

Since the last inspection an assistant headteacher and an upper Key Stage 2 leader have been appointed and there are now four phase leaders within the school. The headteacher was on an educational visit in France with a group of pupils during the monitoring inspection.

As a result of the inspection on 13 and 14 May 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence, I am of the opinion that at this time the school has made good progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

The school has responded positively to the issues identified at its previous inspection. Attainment at the end of Key Stage 2 has risen markedly since 2009 with a 19 per cent increase in the expected Level 4+ in English and mathematics, a 29 per cent increase at the higher Level 5+ in English and 38 per cent increase at Level 5+ in mathematics as shown in the 2011 national tests. National tests were not carried out in 2010, although teacher assessments showed improvements in English and mathematics from the previous year with a particularly rapid rise in English at Level 4+ and in English and mathematics at Level 5+. Compared with 2009, more pupils made the expected progress across Key Stage 2 with a 28 per cent increase in English and 30 per cent increase in mathematics to 87 per cent in both subjects in 2011. This is because the quality of teaching has improved with a 43 per

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cent increase in lessons judged good or better by senior leaders since September 2009. This was borne out by lesson observations carried out during the monitoring inspection which confirmed the school's own judgements.

In lessons, pupils are now given more challenging work and, as a result, rates of progress are increasing rapidly. Much work has been done within the school to ensure that assessments are more accurate and this information is used more effectively to ensure that work matches pupils' needs more closely. Pupils' progress is tracked more rigorously and any pupils who may be underachieving are quickly identified and appropriate support is provided through a number of different strategies to enable pupils to 'catch up'. One Year 6 pupil stated that additional literacy and numeracy sessions after school had done much to boost her confidence and that of her classmates. Leaders have taken steps to maximise the amount of time available for teaching by reorganising the daily timetable and including basic skills sessions each day. The pace of learning has increased within lessons, as shown in the better lessons where pupils engaged in a number of short, but challenging tasks which kept them motivated and interested in their learning. The quality of planning has improved and is now more consistent across the school. Teachers identify in their planning after each lesson those pupils who may need additional support or challenge. Although pupils are informed of the learning objective for each lesson, often this focuses on what pupils are to do rather than what they are to learn. Pupils are aware of the steps they need to take to achieve success in their work and they are regularly involved in assessing their own work and that of their peers. One pupil stated that she felt very proud when her work was shown to the rest of the class on the interactive whiteboard. She appreciated that her friends praised her for what she had done well and when they made comments to help her to improve.

Pupils are aware of their individual learning targets and understand what they have to do to achieve them. Although marking and feedback have improved and systems are used consistently across the school, there is room for further refinement in the comments made to help pupils improve their work. In addition, there are not always enough opportunities for pupils to respond to marking. There are now more opportunities for pupils to practise their basic skills in other subjects across the curriculum. This was demonstrated in a literacy lesson where aspects of the history topic on the Ancient Egyptians were used to stimulate pupils' writing. Pupils were able to identify examples of work where they used their numeracy skills in science lessons, for example, the use of tally charts or measuring skills.

The quality of monitoring and evaluation has improved markedly within the school with all leaders and members of the governing body being involved in monitoring activities. These are happening on a weekly basis and include lesson observations, scrutiny of pupils' work and teacher's planning, discussions with pupils, learning walks by leaders and members of the governing body and half-termly meetings led by phase leaders to discuss pupils' progress. This rigorous monitoring has done much to ensure a consistency of approach across the school and to improve the quality of teaching and subsequently, outcomes for pupils. Staff are given development points for improvement in lesson feedback; support and training opportunities are provided and any issues are rigorously followed up. Staff are keen to share good practice and learn from one another and this has done much to improve the

quality of teaching across the school. Each monitoring activity has a particular area of focus, such as increasing 'pace and challenge' in lessons. Pupils' views are valued and acted upon where possible. For example, some pupils were sensitive about other children writing comments in their books in respect of peer assessment activities, so teachers provided 'sticky' notes instead. Leaders work closely together as a team and all now have a clear overview of pupils' progress across the whole school as well as for their particular phase or areas of responsibility. Members of the governing body now hold the school to account more and ask pertinent questions about pupils' progress. They have taken on responsibilities for different areas and are regularly involved in governor visits, the outcomes of which are reported in full governing body meetings.

There are now many more opportunities for pupils to learn about other cultures in the United Kingdom and the wider world because provision has improved within the curriculum. The school is involved in Comenius projects and has developed links with schools in several other countries as well as currently developing links with two schools in other parts of the United Kingdom. Pupils are involved in visits abroad, such as the one to France during the monitoring inspection and through a wide range of enrichment activities in school including visitors, such as a dancer, who taught pupils dances from other cultures. Pupils were particularly enthusiastic about an 'arts week' held in school where they learned much about other countries. The school has achieved the Intermediate International award and is working towards the full International award. However, there are limited opportunities for pupils to visit places of worship or learn from visitors from other religions.

The headteacher is highly committed to making improvements in the school and has high aspirations for staff and pupils. The leadership team has been strengthened and leaders and managers work closely together to ensure improved outcomes for pupils. Significant improvements have been made since the last inspection and consequently, the school is demonstrating a stronger capacity for sustained improvement. The local authority has provided effective support which has been valued by leaders and managers.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely,

Christine Inkster
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place on Thursday 13 and Friday 14 May 2010

- Improve pupils' achievement and standards, especially in Key Stage 2, by ensuring greater consistency in:
 - providing pupils with suitably challenging work based on their prior learning and capabilities
 - maximising the time available in lessons to increase pupils' pace of learning
 - increasing the scope to learn basic skills in literacy and numeracy through other subjects.

- Increase the effectiveness of the school's development by ensuring that:
 - the monitoring by senior teachers and the governing body is more rigorous and linked more closely to the outcomes for pupils
 - the leadership at all levels has a clear overview of pupils' progress.

- Extend opportunities to improve pupils' awareness of the diversity of cultures and communities in the United Kingdom and the wider world.