

Hadrian Academy

Hadrian Avenue, Dunstable, LU5 4SR

Inspection dates

18–19 March 2014

Overall effectiveness	Previous inspection:	Not previously inspected	
	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.

- Achievement is good because pupils make good progress in reading, writing and mathematics throughout the school.
- Teaching is good and lessons are interesting. Teachers and other adults develop pupils' learning through asking questions which make them think carefully about their answers.
- Good relationships between adults and pupils encourage pupils to try hard in lessons and want to do their best.
- Pupils behave well in class and around the school and get on well together. They are polite and helpful and readily share ideas and equipment.
- The school provides a safe environment for pupils and they say they feel safe. They also know how to keep themselves safe in different situations.
- The teaching of sport and physical education is good, and pupils take part in a range of activities which promote a healthy and active lifestyle.
- Music plays an important part in the life of the school. Pupils sing well and learn to play musical instruments.
- The school is ably led by the headteacher, senior leaders and managers. Pupils' progress is carefully tracked and any in danger of falling behind are quickly helped to keep up.
- Governors are very supportive of the school. They visit regularly to check how it is doing and ask the senior leaders challenging questions to hold them accountable for raising achievement and improving teaching.
- Pupils' spiritual, moral, social and cultural development is a particular strength of the school.

It is not yet an outstanding school because

- While some teachers give clear guidance to pupils as to how they can improve their work, guidance from other teachers is not always so helpful.
- Some senior leaders have not yet developed the skills they need to use the information gained from analysing pupil progress data to drive improvements across the school.
- Occasionally, the work is too easy or difficult for pupils, especially at the beginning of a lesson when teachers are explaining what needs to be done and starting pupils off with their task.

Information about this inspection

- The inspectors observed 19 lessons or parts of lessons, nine of which were seen together with the headteacher, deputy headteacher or head of upper Key Stage 2.
- Meetings were held with the headteacher, other staff, three groups of pupils, the Chair of the Directors and three other directors and governors.
- Informal discussions were held with parents and carers.
- The inspectors took account of the 33 responses to the online questionnaire, Parent View, and 33 completed staff questionnaires.
- The inspectors observed the school's work and reviewed a range of documentation, including the school's checks on its performance, its analysis and tracking of pupils' progress, records of behaviour and safety, school improvement plans, records relating to classroom observations and the management of staff performance, safeguarding arrangements and records of meetings of the governing body.
- The inspectors also looked at pupils' work, listened to pupils read and checked information on attendance.

Inspection team

Susan Hughes, Lead inspector	Additional Inspector
Matthew Klimcke	Additional Inspector
Fatiha Maitland	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school. It converted to become an academy school on 1 January 2012. When its predecessor school, Hadrian Lower School, was last inspected by Ofsted, it was judged to be good.
- The school became a primary school on 1 October 2012 and currently has pupils from Reception through to Year 5. Pupils will continue into Year 6 from September 2014.
- The proportion of pupils supported by the pupil premium, which is additional funding for pupils who are known to be eligible for free school meals, have a parent in the armed forces or are in local authority care, is below average.
- The proportion of pupils from minority ethnic groups is above average and the proportion of those who speak English as an additional language is below average.
- The proportion of disabled pupils and those who have special educational needs supported at school action is below average, as are the proportions supported at school action plus, or with a statement of special educational needs.

What does the school need to do to improve further?

- Improve teaching so that more is outstanding by ensuring that:
 - work in lessons is neither too easy nor too difficult for pupils, especially during the explanations and early stages of activities
 - guidance as to how pupils can improve their work is consistently good across the school and teachers make sure pupils act on the advice.
- Strengthen leadership and management by ensuring all leaders use their analysis of pupils' progress data to drive improvement across their areas of responsibility.

Inspection judgements

The achievement of pupils is good

- Children typically start in the Reception classes with most skills at a level expected for their age. Reading and number skills, however, are not as strong. Good progress in the classes means that these areas are developed well so that children are well prepared for their move to Key Stage 1. The children currently in the Reception classes started with stronger skills than those in previous years and continue to make good progress.
- In Key Stage 1, progress in reading, writing and mathematics is good. The results of the most recent Year 1 national screening check on how well pupils know the sounds that letters represent in words (phonics) were above average. Overall standards at the end of Key Stage 1 in 2013 were also above average. While the results in mathematics were slightly lower than those in reading and writing, school data show that pupils still made good progress in this subject.
- Pupils make equally good progress in Key Stage 2. School data and work in books show that standards are above average in reading, writing and mathematics. Pupils make particularly good progress in reading. They read regularly at home and enjoy talking about their books. For example, a Year 4 pupil was able to discuss the genre of his story based on a Shakespeare play, while another pupil talked about other Shakespeare plays he knew.
- Pupils supported by the pupil premium make good progress in reading, writing and mathematics. Staff check how well they are doing and, when appropriate, change the type of support to make sure pupils achieve well. While eligible pupils' work is currently two terms behind other pupils in English and mathematics, the good progress they are making is narrowing that gap.
- Pupils from minority ethnic groups make similarly good progress. Those who speak English as an additional language make particularly good progress because adults and other pupils encourage them to practise speaking English in lessons and on the playground. This means that their learning in lessons soon speeds up as they become familiar with the language.
- Disabled pupils and those who have special educational needs make good progress because they are well supported by sensitive and skilled staff. Their progress is checked regularly to make sure that the additional support they are given is helping improve their learning.
- More-able pupils make equally good progress. This is because teachers have high expectations of what they can do. In most lessons, teachers ask particularly challenging questions of more-able pupils, to help them develop their learning.
- Progress in physical education is good. The school prides itself on the good achievement of pupils both in lessons and in competitions. It has used its primary school sport funding to employ specialist coaches to teach lessons, train teachers and run clubs.

The quality of teaching is good

- Teaching is typically good and some is outstanding, including in English and mathematics. Teachers skilfully ask questions which not only check understanding but also develop pupils' thinking and learning. For example, they will follow up a question with another more complex one, or ask pupils to explain their first answer in more detail.

- In the Reception classes, children make good progress in developing a wide range of skills. Well-planned activities ensure that learning takes place both when working with adults or through children playing together. During the inspection, a group of children were intent on setting up a ball ramp. They worked well together, listened to each other's ideas, were tolerant of any mistakes and, to their great delight, eventually succeeded.
- Additional adults in the classroom are well briefed and support learning well. They work sensitively with all pupils, including disabled pupils, those who have special educational needs and pupils who benefit from pupil premium funding. Adults follow the good role models of the class teachers, asking searching questions and helping pupils make good progress, while ensuring they do not become too dependent on adult support. This means that all pupils, including those with particular disabilities or needs, can take an active part in the learning.
- The teaching of physical education is good. Teachers give pupils a wide range of opportunities to develop their skills in lessons and clubs which means they are able to work with, or compete against, other schools confidently and with success.
- Teachers typically have high expectations of what pupils can do. Occasionally, however, the work is too easy or difficult for some pupils, particularly when the teacher is explaining or setting up activities. Some pupils lose concentration because they do not understand, while others are revisiting what they already know. This means that they are not able to make even better progress in their learning.
- Some teachers give pupils very clear and specific guidance as to how they can improve their work and make sure pupils act on the advice. However, this high level of guidance is not consistent across all classes and so some pupils are less clear about what they need to do to improve.

The behaviour and safety of pupils are good

- The behaviour of the pupils is good. Pupils behave well in and around the school. They are courteous and polite to adults and each other, readily sharing equipment and ideas in lessons and at playtimes. Good manners and consideration for the feelings of others are modelled by adults in the school and pupils respond well. Pupils understand the system of rewards and sanctions and say it works well.
- Pupils understand what bullying is and the different forms it takes, including cyber, physical, and verbal bullying. They say that bullying is rare in the school but occasionally there are incidents of name-calling. Most spoken to during the inspection felt confident that they could tell an adult about any problems and they would get sorted out.
- The school's work to keep pupils safe and secure is good. Pupils know how to stay safe in different situations. For example, younger pupils spoke of learning about 'stranger danger' while older ones talked about 'bikeability' lessons.
- Pupils are very enthusiastic about their learning and proud of their school. While they particularly enjoy sport, music and the different topics, they work well in most lessons. They are keen to share ideas and listen attentively to what others have to say. For example, when sharing thoughts about a short video shown in Year 5, pupils pooled their ideas so that they could present a fuller picture of events.
- The school works closely with parents to ensure pupils attend regularly and are punctual. As a

result, attendance has improved and is currently just above average.

The leadership and management are good

- The school is led well by the headteacher and her leadership team. Leaders check pupils' progress regularly, and quickly identify and help any pupils in danger of falling behind. The school checks that help provided is effective in supporting good progress.
 - Hadrian Academy has formed good partnerships with other schools. This means that they share information about what works well in schools, that pupils work and play together, and teachers attend joint training sessions. The school also employs external consultants who give helpful advice on leadership and management issues.
 - The school provides excellent before and after school clubs. During the inspection, well-trained adults at the breakfast club played games with pupils and provided a good range of activities in a stimulating and caring environment. Pupils told inspector how much they enjoyed being there.
 - The subjects pupils learn are varied and interesting. Pupils are enthusiastic about topics such as 'young apprentice', 'through the looking glass', 'new life' and 'toys'. Literacy, numeracy and communication skills are developed well through these studies. Music plays an important part in the school and pupils have achieved high awards for their singing and oral presentations.
 - The systems for checking teachers' performance contribute to the good teaching across the school. Individual targets are used by the headteacher and the governing body to measure whether pay rises and promotion are justified by results. Teachers say that they have good training opportunities to help them meet their challenging targets.
 - Pupils' spiritual, moral, social and cultural education is a particular strength of the school. A love of art, music and drama is fostered and pupils are given opportunities to talk about their own cultural backgrounds. Visits to different places of worship give pupils a good understanding of, and respect for, different ways of life. Pupils told inspectors that it is 'good to that we are all different' and pupils from different cultural backgrounds are encouraged to share their experiences. The school successfully promotes equality of opportunity and tackles discrimination to make sure that all pupils feel part of the school community and achieve equally well.
 - While all leaders analyse progress data, some have not yet developed the skills to use this information effectively to identify how they can drive improvements in their areas of responsibility.
- **The governance of the school:**
- The governors are very supportive of the school. They are very clear about its strengths and also how it can improve. Likewise, they are keen to make sure that their skills as governors are constantly improving. They regularly attend governor training sessions and have recently introduced more formal methods of recording the visits they make to school to check how well it is doing. Governors have a good understanding of school data and use this to ask challenging questions of leaders to make sure that the new appraisal system is contributing to improving the quality of teaching. They make sure that teachers' pay rises are linked to the progress their pupils make.
 - The school's finances are managed well. Governors check that the pupil premium is helping eligible pupils to achieve well and make sure that no pupils are unable to take part in clubs, trips or visits. They understand how the new primary school sport funding is used to extend

physical education opportunities.

- Governors have made sure that the government's current requirements for safeguarding and child protection are met.

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	137778
Local authority	Central Bedfordshire
Inspection number	440684

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Academy converter
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	280
Appropriate authority	The directors and governing body
Chair	Angela Roberts
Principal	Sharon Ingham
Date of previous school inspection	25 May 2011
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