



Hadrian Park Primary School

Inspection Report

Unique Reference Number 132141
Local Authority North Tyneside
Inspection number 293956
Inspection dates 6–7 February 2007
Reporting inspector Brian Blake HMI

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

Type of school	Primary	School address	Addington Drive
School category	Community		Wallsend, Tyne and Wear
Age range of pupils	3–11		NE28 9RT
Gender of pupils	Mixed	Telephone number	0191 2007257
Number on roll (school)	341	Fax number	0191 2007372
Appropriate authority	The governing body	Chair	Mr Alan Brown
		Headteacher	Miss Christine Wright
Date of previous school inspection	1 March 2003		

Age group 3–11	Inspection dates 6–7 February 2007	Inspection number 293956
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Introduction

The inspection was carried out by two of Her Majesty's Inspectors and one Additional Inspector.

Description of the school

Hadrian Park, which is a larger than the average sized primary school, serves an area which is average in terms of its socio-economic circumstances and with almost all its pupils of White British heritage. The school has a stable population. The numbers of pupils eligible for free school meals and those with learning difficulties and/or disabilities are below average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Hadrian Park is a good school. Pupils enjoy attending the school and, as one young pupil said to inspectors: 'The school is fun, and I enjoy being told that I have done well'. The overwhelming majority of parents agree with the pupils' views about the school, although a small minority would want to encourage it to develop further its links with parents.

The headteacher and governors know well the school's strengths and areas for future development. The self-evaluation accurately reflects the school's achievements, although it does not identify sufficiently clearly the improved outcomes for the pupils across the Every Child Matters agenda.

Pupils start school in Year 1 with average standards, having made good progress during the Foundation Stage. At the end of Key Stage 1 (Year 2), standards are significantly above average. At Key Stage 2, standards are average, which means that while pupils' overall progress is satisfactory, it is better at Key Stage 1 than at Key Stage 2. This is due to the underperformance of girls in mathematics and science, and boys in English.

Pupils are developing a good awareness of themselves, their different abilities and interests, and also the importance that the school gives to ensuring their safety and general well-being. This caring approach by all adults in the school is helping pupils to develop very positive attitudes to their learning. As a result, pupils enjoy what they do and make a positive contribution to the life of the school.

Almost all teaching is of a good quality, although it more consistently reaches this standard in the Foundation Stage and Key Stage 1, than it does in the latter years of Key Stage 2. Teachers care about their pupils and the progress they make, but there is a lack of challenge and pace in some Key Stage 2 lessons, especially for the high achievers. To help pupils progress their learning, the school collects a range of performance information to help plan lessons and to set learning targets for the end of the academic year. However, some of these available data are underused, which results in less challenging targets being set. Also, too few pupils fully understand and appreciate the purpose and value of these targets as an aid to their future learning.

What the school should do to improve further

- Improve the pace and challenge of work at Key Stage 2, especially in Years 5 and 6, so that the pupils transfer to secondary school having maintained the above average standards that they achieved at the end of Key Stage 1.
- Make better use of all available data to set and share more challenging targets at Key Stage 2.

Achievement and standards

Grade: 3

Pupils' standards and the progress they make are both satisfactory. The attainment and progress of pupils with learning difficulties and/or disabilities are also satisfactory.

The Foundation Stage, which is planned well and provides a range of stimulating activities, enables pupils to make good progress so that by the time they start statutory schooling at the beginning of Key Stage 1, their standards are average. In 2006, Key Stage 1 standards were significantly above average for the combined core subjects, and for the separate areas of reading and writing; they were significantly better at the higher levels in mathematics and reading. These overall high standards have been maintained since the previous inspection. At Key Stage 2, standards were in line for all three core subjects, with English improving significantly from 2005. Pupils' progress is much better at Key Stage 1 than it is at Key Stage 2. In 2006, pupils' progress at Key Stage 2 was much slower than that found nationally, which was due to the underperformance of girls in mathematics and science, and boys in English.

Personal development and well-being

Grade: 2

Personal development and well-being are good, including their spiritual, moral, social and cultural development. Pupils have an understanding of values, such as care, cooperation and respect. Older pupils feel that they have a duty to care for younger pupils, with the 'buddy scheme' an excellent example of this. Pupils have an understanding of cultural diversity through their extended European project work and an awareness of other religions. The school is an orderly community, and pupils move around in a considerate and safe manner, behaving very well even when not directly supervised. There are very good relationships among pupils, and between pupils and staff.

Pupils understand about healthy living, which is reflected in the school's achievement of the Healthy Schools Award. Pupils adopt healthy and safe lifestyles through their participation in a range of activities, and choices of healthy lunchtime options. Pupils feel safe and are confident that adults deal effectively with any problems raised. Regular attendance reflects pupils' enjoyment of school life. Decisions of the school council are heard and acted upon. Pupils make an active and positive contribution towards the wider community; for example, choral performances for older members of the community, charitable work and musical performances. Pupils' literacy and numeracy skills prepare them well for adult life.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good, although there is some variation between the key stages. In the Foundation Stage and Key Stage 1 teaching is consistently good. Planning is thorough and lessons are structured well. Good quality relationships encourage pupils to listen carefully, work consistently hard, and make good progress. There is some teaching of a similar quality at Key Stage 2, but not all lessons reach this good standard because of a lack of challenge and pace in learning activities, especially for the high achievers in Years 5 and 6. Pupils have excellent attitudes towards learning and they particularly enjoy stimulating lessons. However, those lessons that proceed more slowly arouse only moderate levels of enthusiasm.

Teachers make satisfactory use of assessment information to inform their planning. However, the extent to which this information and other available data inform target-setting has yet to be developed fully. The school narrowly missed its targets for English and science in 2006 and performed less well than expected in mathematics. However, it is aware of the reasons why this occurred.

Curriculum and other activities

Grade: 2

The curriculum and other activities are good. Detailed teachers' planning makes sure that all the necessary curricular areas of learning are in place across the school. Attractive displays throughout the school demonstrate this good range of subject areas, and good use of pupils' basic skills in literacy, numeracy and information technology (ICT). Pupils with learning difficulties and/or disabilities have a suitable individual programme ensuring equal access to the full curriculum. Pupils benefit from a range of extra-curricular activities, particularly those learning experiences that are enhanced by a range of visits and external speakers. These activities capture pupils' interest and add enrichment and enjoyment to their learning. Children in the Nursery and Reception get a flying start to their education because there is a strong emphasis on personal development, basic reading, writing and counting skills. However, insufficient use is made of the outside area to promote all areas of children's development.

Care, guidance and support

Grade: 2

Care, guidance and support are good. The relationships between pupils and staff are excellent, and contribute significantly to the very positive working ethos within the school. The school's commitment to all aspects of welfare ensures that the pupils have all the personal support that they require. Robust procedures for child protection, health and safety and risk assessment are in place and are reviewed regularly. Appropriate vetting procedures for all adults working directly with pupils are in also

place. Good links with parents in the Nursery and Reception make sure that pupils settle quickly into school, and are later able to transfer very successfully into Key Stage 1. Bullying is rare, and pupils who met with inspectors confidently said that they know an adult they can go to if bullied. The school's 'buddy' system also offers further support to those pupils who feel vulnerable to any type of anti-social behaviour. The school has satisfactory systems to assess most pupils' progress and provide them with information on how they can improve further. High achieving pupils, however, do not always receive the full benefit of this information.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher provides clear direction in what the school needs to do to improve. A high priority is placed on teamwork, and this has developed a good team spirit within the school. A recent restructuring of the senior management team has identified clear roles for team leaders, and although they now have a good understanding of their contribution to monitoring and evaluating the school's performance, it does not yet fully extend to checking the effectiveness of teaching in classrooms. The school has a wealth of information on pupils' performance, but more effective use is made of this in the Foundation Stage and Key Stage 1 than in Key Stage 2.

The school has good leadership links with other schools and local universities, which enhance the available learning opportunities for both pupils and teachers. There is also a strong commitment to developing positive partnership working with parents, the vast majority of whom are very supportive and appreciative of the school's work. Governors are knowledgeable about the school's strengths and weaknesses, and are kept very well informed about school improvement issues through the innovative use of an online school improvement plan. This is helping them to actively support the headteacher. The recent large budget deficit has been eliminated through prudent financial management. The recently formed financial management team ensures that spending is carefully monitored, which is helping the school to achieve good value for money. The overall good quality of leadership and management means that school has good capacity to improve in the future.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Hadrian Park Primary School

Addington Drive

Wallsend

Tyne and Wear

NE28 9RT

6 February 2007

Dear Pupils

You will know that I recently visited your school with two colleagues to find out how well Hadrian Park helps you to do the very best that you can in all of your lessons. We really enjoyed talking with many of you about life at school; the things that you enjoy doing, and those that you don't. Almost all of you told us that you enjoy school, and that you feel the teachers are trying to help you to achieve the highest standards that you can in all of your work. As one of you told me: 'Lessons are fun, and buddies help look after you. The school is better than I thought'.

We thought that almost all of the teaching that we saw was good, especially in the Nursery and Reception, and Years 1 and 2. We did see some teaching of a good quality in Years 3, 4, 5 and 6, but not as often as in the other years. We know that your teachers are working hard to collect information about how well you are doing, but we feel that they could do a little more; especially for those of you who already achieve very high standards in your work. We also think that the more often your teachers talk to you about what they expect you to achieve by the end of the school year, the better you will do in your work.

I should also like to thank your parents for returning the inspection questionnaire. Many raised very important points that inspectors considered very carefully during the inspection. We now know that a small number of your parents would want the school to work even harder to keep them informed about how well you are doing, and to continue to ensure to that it responds quickly to any concerns they may have.

I wish all of you the very best for the future, and I hope that you will continue to work hard and enjoy all that you do at Hadrian Park Primary School.

Best wishes

Brian Blake

Her Majesty's Inspector