

Hadrian School
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SEF Report September 2018

'Improvement is a habit not a goal'



'Hadrian School has developed into an exceptional special school as a result of your strong leadership. You and the school leaders have a clear aim to make a difference to the lives of the children that attend the school'. (OfSTED 2018)

Context

School context

Hadrian School is an inclusive, co-educational primary school, (including an Early Years Foundation Stage), which educates 155 pupils with a range of additional needs including complex, severe, profound and multiple learning difficulties. We also have a small number of pupils with a moderate learning profile who have transferred into Hadrian from mainstream provision. We work in partnership with our Governors, Parents/Carers, Compass Trust partners, Staff and Health Professionals and serve the entire community of Newcastle as the only primary provision for our cohort of pupils. We also work regionally and nationally promoting and sharing our expertise in SEND which has positively impacted on staff confidence and our knowledge base promoting best practice in teaching and learning. In our current pupil population of 155, 54.83% of children are eligible for free school meals, and 26.45% (41) are EAL. 63.23% (98) of our population are boys and 45.17% (57) girls. Currently we have seven pupils who are designated as LAC. We have 1 children who have a Child Protection Plan and 5 children with a Child in Need Plan. We also have 9 children with degenerative and life limiting conditions, 43.87% (68) non-verbal pupils and 23.87% (37) of non-ambulant pupils, 18.7% (29) of pupils with high health needs, e.g. gastrostomy feeds, tracheostomy care, airway management. We have 95.36% attendance and 61.29% (95) Pupil Premium children.

All pupils are admitted via the LA's Inclusion Panel at any point throughout the year. Pupil mobility is therefore high and, with more complex needs arriving into the LA, requires significant planning. This trend will be under review as an outcome of the current Local Authority SEND Review. All pupils have an Education, Health Care Plan. Every pupil receives a differentiated learning curriculum tailored to their individual needs and based on assessment for learning. Initial baseline assessment shows that the overwhelming majority of pupils are functioning significantly below national age related expectations. Ongoing assessment data shows that this cohort of pupils continue to make at least expected progress in relation to their starting points. Assessment data indicates that most pupils make at least two incremental steps of progress over a Key Stage. As a school we make excellent use of our superb facilities and teaching expertise resulting in pupils making excellent progress in English, Maths, Science, Physical Education and in the use of AAC.

Hadrian School has gained an 'outstanding' reputation in its nineteen year history. We were one of the first schools in Newcastle to gain 'Extended School Status' and are continuing to lead the field in the development of Extended Services regionally and nationally through our own limited company 'HEADS' (Hadrian Education and Development Services Ltd). The impact of this initiative can be seen in an increased programme of extended activities and opportunities for our pupils including a wide range of lunchtime clubs, after school provision, summer school, community

coaching, educational visits, resources and access to coaches and visiting professionals.

In addition HEADS provide opportunities for high quality education and accredited training to adults who wish to work in the special educational needs sector, thus ensuring well trained candidates for future posts in school. Additionally, we are an Approved Centre for four Awarding Bodies: City and Guilds; Edexcel; Highfield Training and One Awards. Several of our staff are now Trained Appraisers, able to deliver and assess NVQ/SEND training. We have developed an extensive range of services to our pupils, parents and the adult community. HEADS revenue funds support extended services for our pupils including an additional residential opportunity for families in need during the summer holidays. HEADS run national accredited training for Rebound Therapy, Moving and Handling and Confident Parenting, and work in close partnership to develop new resources for SEND. We work in close partnership with the Universities of Newcastle and Northumbria to place students and host teacher training assessed placements.

The Leadership Team continues to demonstrate our capacity for sustained improvement as is evidence by our outstanding HMI (2006), outstanding OfSTED Inspection (2007), Charter Mark (2009), Food for Life Award (2011), Investing in Children (2012), Active Mark (2012), FMSiS status (2012), Eco Schools Green Flag Award (2012/14), Sports Mark (2013), Arts Award (2013), outstanding OfSTED Inspection (March 2013), Arts Mark Gold Award (2014), SFVS (2015), Science Mark (2016), Govern Mark (2016), Sports Gold (2016) and Healthy School Award (2017), outstanding OfSTED Inspection February 2018, Leading Parent Partnership Award (LPPA) 2018.

Community Cohesion is a strength of the school and most pupils, irrespective of race, gender or disability make outstanding progress at Hadrian. Our 'School Commitment' values our partnerships, pupils, stakeholders and wider community groups. We are a member of many diverse communities, e.g. our neighbourhood, the city wide catchment, the disability community, the learning community, the further education community, the national and international community and the Newcastle Compass Learning Trust. We value our British culture and celebrate our heritage each and every year as is evident from our Hadrian Herald magazines. Our school 'Visitors/Comments Book' reflects the views of teachers from Iraq, Hong Kong, Egypt, Latvia, Czech Republic, Oman, Belgium, Holland, Northern Ireland and many more. Our training courses attract visitors from all over the UK and we deliver training to colleagues at locations all over the UK with consistent excellent feedback.

We host a City wide Saturday Club, Summer Play Scheme, LA Early Years 'EEAST' groups, local schools, swimming clubs, Medical Clinics, Neighbourhood Residents Meetings, LA and Health Conferences. We also host EQUALS, a national charity that works to support Teaching staff in specialist and mainstream settings.

We use Appraisal of all staff to match skills and aspirations to roles and responsibilities to drive forward our Strategic Targets, identified following self-evaluation, in the School Development Plan. Our School Business Manager has enabled us to secure highly effective improvements in all aspects of our Admin, ensuring we sustain excellent communications with all stakeholders and fulfil required standards such as the Financial Standard SFVS. As part of our Leadership review we

have re-modelled the roles and responsibilities of our previous IT Subject Lead to reflect our aspirations to secure improvements in the use of IT across school, reviewing assessment and tracking of pupil progress, enhancing our web site and Blogs and high quality school publications and expanding the benefits of iPads and technology into the curriculum.

The school traditionally had a very stable staff in terms of turnover which supported continuity of teaching and learning and provided a highly skilled and experienced workforce. Over the past three years we have managed the anticipated change in staffing largely due to retirements in post and the need to employ additional staff to meet the growing needs of the school. We heavily invest in appraisal and CPD promoting opportunities for staff to visit other schools and observe best practice, attend courses and relevant training, swap roles and responsibilities in school and receive advice, support and mentoring through our appraisal systems. The impact of this is evidenced through excellent staff morale, attendance, welfare and the positive feedback we receive through the formal and informal appraisal processes. It is also evidenced by the professionalism and working relationships which have continued to develop.

Progress since the last Inspection Report February 2018

We believe we continue to be an 'outstanding school' giving excellent value for money particularly through our own efforts in relation to the development of HEADS, the development of new resources and facilities, the constant focus on pupil achievement and the relentless pursuit of excellence. The report described our school as 'exceptional'. 'The school's motto 'together we make a difference' is demonstrated in the effective partnerships that leaders have developed with parents and carers, the local community, other schools and providers, the local authority and the NHS Foundation Trust. These partnerships have enabled the school to achieve strong outcomes for pupils and make a highly valued contribution to the work of other providers'.

Our next steps from OfSTED are to ensure that in the context of the changing needs of pupils, the roles and responsibilities of senior and middle leaders are reviewed to ensure that the outcomes for all learners continue to be good or better. The school will continue to work effectively in partnership with others to support the implementation of the local authority's SEN disabilities review.

Trends

Hadrian School is well respected by our LA, Achievement Partner and Health colleagues as a solution focused, problem solving and forward thinking provision. One of our strengths is our vision and direction of travel to meet and protect the needs of our children. We implement our own strategic plan to enhance the learning potential for our children at every available opportunity. We have always positioned ourselves as a 'primary school' first and foremost, inclusive in meeting the needs of our community which happens to be that of learning disabled pupils. We do not perceive ourselves to be separate from the mainstream but part of a continuum of educational provision that responds to the needs of a discrete community. Having said that we are now faced with significant challenges to our capacity to meet some of our more complex and profoundly disabled children's

needs due to a combination of factors beyond our control, i.e. a marked rise in the numbers of profoundly disabled children attending Hadrian School at the same time as significant cuts to public spending in education and health. We are mindful of the impact of the current Local Authority SEND Review which is proposing to reduce the number of specialist places in the city.

With our community of specialist schools we are currently working in partnership with the LA as a Trust School. This helps empower our schools to collectively manage and secure services of value to us in terms of 'admissions', 'LA/school transport', 'procurement and commissioning' and gives security at a time of uncertainty for our staff and families. We are aware of the intentions of a Trust partner to move towards academisation, however we have a strong vision and direction for the future success of Hadrian as a Foundation Trust school.

In terms of accommodation we are responding to the increasing disabled population of pupils by continually adapting our building and resources. Thanks to the LA we have increased storage accommodation space and increased the size of our personal hygiene areas to cope with the increased numbers of complex and profoundly disabled pupils. We have expanded our site to include three new classroom bases, extensions to Key Stage 2 class bases and the acquisition of the Thomas Bewick Residential Site which now hosts our therapy services and additional teaching spaces. We anticipate pupil numbers will reduce over the next 3 -5 years given the early indicators from the LA SEND Review and our longer term goal is to continue to reduce pupil numbers and work in partnership with the LA to encourage and support our mainstream schools to retain more pupils with SEND successfully.

For this to happen we will be looking to the LA to support our capacity to provide outreach advice and support to our mainstream partners and we will be looking to the CCG to ensure that we receive appropriate health and therapeutic support to meet the complex needs of our children.

Staffing

Hadrian School has an extremely well established team of highly skilled, highly motivated staff, happy in their roles and responsibilities and proud of our community. This is a very good place to work evidenced by our relatively low turnover of staff, high application numbers for any recruitment posts, Charter Mark, Investors in Children status, OfSTED and HMI Reports, review of staff questionnaires, suggestion box returns, appraisals and appraisal feedback.

We have recently been in the position of saying goodbye to some of our most experienced Class Teachers and Teaching Assistants and are taking on board a new generation of newly qualified Teachers, Teaching and Learning Assistants and Support Assistants who will add to our melting pot of talent and help secure our future.

We have also sensitively dealt with the Default Retirement Age (DRA) and allowed several staff to step down as a phased move to full retirement. We are faced with the reality of a happy and

experienced workforce who often have no wish to retire, who are relatively fit and healthy and are still enjoying contributing to their roles and responsibilities.

Our CPD opportunities are outstanding with links to the Universities of Newcastle, HEADS, EQUALS, NVQ and many other providers. Our staff have opportunities both formally through appraisals, and informally to request training. Our annual whole school CPD is closely linked to our school strategic targets and results in an informed, well trained and experienced workforce. We have supported Teaching and Learning Assistants to move to the status of Unqualified Teacher and towards successfully gaining Qualified Teacher Status. We have also supported four of our teaching staff to develop their middle leadership skills through the National College programme, one of whom is currently accessing the National Professional qualification in Senior Leadership. Recently one of our teachers took up the post of Assistant Head in a local mainstream school.

We have developed particular specialisms for Teaching and Learning Assistants, notably in Moving and Handling, Reading and Phonics, Halliwick, VI and AAC and Sensory Integration and have supported Teaching and Learning Assistants to follow related work experiences in counselling, charity work, adult education and Rebound Therapy. We have invested in new roles and responsibilities as a direct consequence of our changing school population. Working in partnership with Health, we are continuing to train new N3 posts to assist with gastrostomy feeds and the health care needs of some of our 'technically dependent' children. We have also created Support Assistant roles to complement the current Teaching and Learning Assistant roles and responsibilities. These roles now assist with moving and handling routines, personal care, physiotherapy routines, therapeutic roles in Hydro and Rebound thus creating greater access to the wider school curriculum.

The Governing Body is a strength of the school and provides challenge and support to the Leadership Team and school staff. Our WGB meets formally every term and its committee structure is robust and effective. Committees also meet termly or more frequently if necessary and have clear agendas, terms of reference and guidance from our recently updated Governor Handbook. The Governing Body is well informed through our maintenance plans and half termly updates and is well represented by parents. Governors play an active role monitoring and evaluating school life. Our Governing Body have achieved recognition and have been awarded the Govern Mark kite mark for excellence.

Resources

We inherited our current premises, (a 1970's building originally designed as an all age residential school for pupils with physical difficulties) in September 1999. We have, in line with our School Development and Asset Management Plans and consultation with end users, successfully completed a number of self-financed large building and refurbishment projects, which have had a major impact on both the facilities and teaching and learning environment for all our stakeholders. Our EYFS facility, Sensory Integration Room, Secret Garden, Wildlife Garden, Training Suite, Internal Play Quad and Therapy area are all examples of achieved strategic targets from our own efforts. We have completed a revamp of our Early Years Play resource at a cost of over £230,000, all of

which was achieved from our own grant finding and fund raising efforts. The impact these areas contribute to school are kept under review through case studies, curriculum development, observations and documentation. Evidence can be found in our Hadrian Heralds, Web Site, Head Teacher Reports, Project Reports, Blogs and Case Studies. We continually strive to provide the highest quality resources for our children and staff in order to effectively and efficiently maximise teaching and learning opportunities for our children.

In partnership with the Local Authority we have also undertaken major improvements to our services and infrastructure. In 2014 we completed a major capital project creating three new classrooms, extending four additional classrooms with additional storage and 1:1 teaching spaces. We have also created an entire therapy suite complete with treatment rooms, consulting rooms, office space, new Sensory Studio, Sensory Circuits, Music Therapy and Quiet Room for 1:1 withdrawal. We have also created an additional Training Suite, PPA Room and Food Technology Resource.

In response to the changing needs of our Early Years population we have established a play facility adjacent to the Nursery/Reception/Year One classrooms. This play area has had a significant impact on the quality of outdoor education and play we can provide. It is disabled friendly in design and has the flexibility to bring the indoors out and the outdoors in. Work continues to enhance this area with new additions put in place over the Spring Term 2017.

We have also recently completed the building of our ambitious Rob Armstrong Rebound Therapy HEADS Training Centre. To date the school has raised over £570,000 towards this project with support from Sport England of £150,000. The initial outline costs for the project were around £490,000, however the real costs reached £1.3 million. Works began in April 2017 and were completed by March 2018 ready for a Spring term launch. The new facility will grow to be a regional centre of expertise for the training and delivery of Rebound Therapy and will also host our HEADS Training Company with bespoke high quality training facilities.

Significant Partnerships

The most significant school partnerships at Hadrian are our relationship with our Parents/Carers, the children and our school community. The overwhelming feedback we receive as a school from visitors is the 'sense of community' here at Hadrian, the 'sense of family', of support, the warmth and happiness throughout the building. We are proud of what we have established, but we are not complacent and we work at maintaining this ethos every day, every week, every year. We have strength in depth built up over nineteen years of continuity, a shared sense of direction and purpose which have led to real bonds and positive relationships across boundaries. The strength of partnership working with Health Professionals is evidenced by: the number of school staff trained to augment gastrostomy feeds, staff qualified in resuscitation, paediatric first aid, administering emergency medication, suctioning and tracheostomy changes and the facilitation of complex Physiotherapy management techniques, Occupational Therapy programmes and Speech and Language Therapy programmes. It is also evidenced by the number of Health Professionals who have accessed our Rebound Therapy Training, HEADS courses and Confident Parenting Programme.

The strength of relationships with our limited company HEADS are evidenced by the impact the company has had on our pupils' access to residentials, clubs, out of school activities, additional resources and the breadth of the extended school curriculum. We were able to establish our own Summer Clubs and Saturday Clubs for additional access to therapy. HEADS funds support lunchtime and after school clubs, community coaching opportunities, cultural visits, creative arts experiences, additional curriculum resources and a wide range of extended learning opportunities.

Our strength in partnership with the Universities of Newcastle is evidenced by the number of students on placement at Hadrian, the number of students who access our HEADS CPD, the number of University applicants applying for jobs at Hadrian and similar specialist provisions.

Our strength in partnership with 'The Friends of Hadrian' is evidenced by the number of parents who regularly attend school social events, coffee mornings, fund raising activities, school summer balls and whole school productions and by the goodwill shown towards school. It is also evidenced by the remarkable track record we have of attracting funds and self-financing ambitious building projects.

Our strengths in engaging with the wider community and forging links with businesses and charities is evidenced by the active involvement of the following, INTU, Deloitte PLC, LA Taxis, NUFC, The Co-op, BT, Blakelaw Social Club, Rotarians of Gosforth and the Rotarians of West Newcastle, Lloyd's Bank, Newcastle Racecourse, the Sunshine Fund, Hexham Priory School, St Nicholas Trust, Trusthouse, The Lords' Taverners, The Hilton in the Community Foundation, Westfield School, SCP, Sacred Heart, Cheviot School, Newcastle LA, EEAST Team, and many, many more.

Our partnerships are both national and international. At a national level we work closely with EQUALS, a charity that serves the needs of teachers in specialist and mainstream settings. We help support CPD and curriculum innovations that keep us at the forefront of 'best practice' in our area of expertise. We are also closely involved in the establishment of a regional branch of the FLSE and support regular conferences and workshops with our colleagues across the region. At an international level we have hosted teachers from Iraq, Hong Kong, Egypt, Latvia and many more European countries. All these links help us review our practice regularly and self-evaluate our work benchmarking against other good practice.

In terms of outreach we have offered advice and support to schools in our region including Keelman Way School, South Tyneside, Epinay School, South Tyneside, Kirkleatham Hall, Tees Valley, KTS Academy, Tees Valley, Sunningdale School, Sunderland, Springwell School Hartlepool, Percy Hedley Foundation, Newcastle, Kingston Park Primary, Newcastle and many more. We also offer outreach advice and support around Great Britain and Northern Ireland.

Distinctive Features of the School

One of the most distinctive features of our school is our ability to sustain our 'outstanding' status and to continually re-energise and re-invigorate our staff, children and school community. 'Improvement

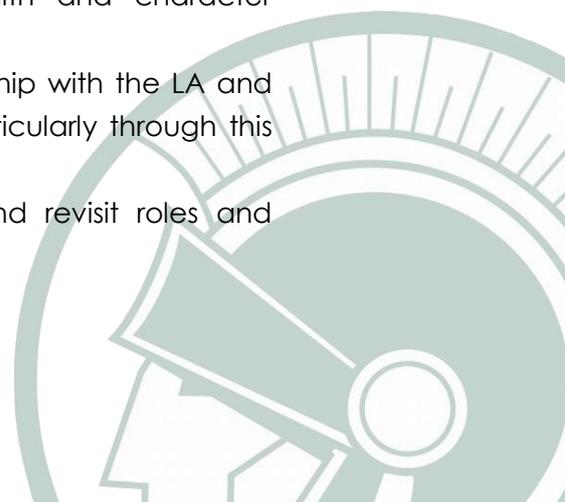
is a habit not a goal' is a motto we readily endorse. We offer 'outstanding education', 'outstanding vision and leadership', 'outstanding Governance' within a community that is warm, friendly and family focused, where relationships between the staff and children, staff and staff, and staff and parents are 'outstanding'. We have an 'outstanding capacity for growth and collaboration' and 'outstanding creativity and self-sufficiency'. The breadth and balance of our curriculum, the rich, diverse opportunities and extended services place us at the forefront of 'outstanding' provision.

The CPD and training opportunities for staff, parents, Governors and the wider community are relentless and lead to a highly skilled and experienced team with high staff morale, high staff retention and low staff absence. Last year alone we held over 50 courses on site. Our 'outstanding extended services' are led by an 'outstanding Business Manager' supported by our excellent Admin Team and Business Apprentice. Our Specialist resources and facilities are superb. We have been very selective in recruiting the best possible team to Hadrian School from the very outset in 1999 and we have maintained that standard of recruitment and retention of skills ever since. The team today is possibly at its strongest in terms of the diversity of talent at our disposal combined with the uniform sense of purpose and direction. The impact of the above is demonstrated through our achievement results, our creative curriculum, the breadth, balance and diversity of our curriculum and the pace and vibrancy of our school community.

We have plans to strengthen our training links with the Universities and to further cascade our skills and expertise in special education teaching and learning. We also plan to revisit our curriculum framework and to further enhance our therapeutic curriculum. Part of these plans include plans to establish our new therapy/training resource on site to enhance our own HEADS company training portfolio whilst also acting as a base for enhanced access to Rebound Therapy this year.

Areas for further development:

- We remain focused on developing our staff training, further embedding appraisal procedures
- We will continue to support our recently qualified teachers and staff through their teaching careers
- We will further develop our curriculum framework and enhance Subject Leadership and Toolkit approach
- We will continue to embed the THRIVE Approach throughout school and develop our approaches to mental health and character education
- We have a vision to continue to work in partnership with the LA and our fellow mainstream and specialist schools particularly through this period of uncertainty
- We will embed our new Governor Structure and revisit roles and responsibilities.



How well pupils make progress relative to their starting points

Our pupils' starting points are very individualised, linked to their learning disabilities and the impact this has on their learning potential. On entry to Hadrian School our children are achieving well below national expectations. Entry to Hadrian may be at any point in any school year. Our learning and progress outcomes are challenging, aspirational, well-paced and appropriate to individual needs. We know this because we have reviewed teaching and learning practice, have moderated lesson observations, sampled pupil work, analysed assessment results, audited parental views and those of our children and compared our results against national data. We know this because we have analysed assessment data over previous years and compared our results with the National Strategies Progression Materials Data Set 3. This confirms that most of our pupils continue to make excellent progress in comparison to national trends.

Our data over a three year period shows that individual pupils continue to make excellent progress in core and foundation subjects. Those pupils with life limiting conditions or for whom progress is limited by changing circumstances have their progress closely monitored and adapted to take into account their learning potential.

The data from the May 2018 end of year Teacher Assessments show that pupils continue to make good progress overall.

Once again pupils in Foundation were assessed using the EYFS Development matters framework. Analysis of pupil's PLPs and ongoing Teacher assessments indicate that EYFS pupils are making progress in line with expectations.

The following percentages of pupils achieved or exceeded their predicted targets for the May 2018 end of year assessments.

Literacy:

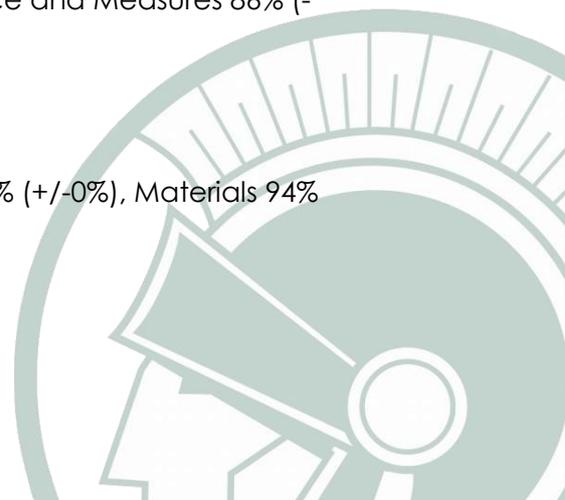
Speaking 91% (-1% on 2017 results), Listening 88% (-4%), Reading 83% (-2%) and Writing 87% (+2%).

Numeracy:

Using and Applying 92% (-1%), Number 88% (-2%) and Shape, Space and Measures 86% (-4%).

Science:

Scientific Enquiry 94% (+2%), Life Processes and Living Processes 94% (+/-0%), Materials 94% (+2%) and Physical Science 92% (-1%).



The data also shows that, within each year group, the following percentages of pupils in Key Stages One and Two achieved or exceed their predicted targets in the May 2018 end of year assessments.

Year 1 – 100%

Year 2 – 93%

Year 3 – 78%

Year 4 – 88%

Year 5 – 90%

Year 6 – 90%

How well gaps are narrowing between the performances of different groups of pupils in the school and compared to all pupils nationally

We educate children with a range of needs. Some of our pupils have life limiting conditions and are not expected to live beyond their primary years. We also have a cohort of youngsters with complex, profound and multiple learning difficulties, severe learning difficulties and a small cohort of children with moderate learning difficulties. Recently we have seen a growing trend of pupils with additional complex health care needs, and this trend is set to continue over the coming years. This will have an impact on our provision in terms of staffing, resources, curriculum, and therapeutic input which we are closely monitoring. We have responded to the needs of this group of pupils by establishing discrete sensory/therapeutic provision. Our assessment data is robust, accurate, specific to the needs of our school population and very much pupil led. It is not easy to quantify our data against national norms as our children are working in different parameters, overcoming huge learning barriers to make hard won progress that does not easily fit statistical systems. Our data clearly shows that relative to their starting points pupils at Hadrian School make outstanding progress regardless of their ethnicity, gender, disability or Index of Multiple Deprivation. Our data sets show that pupils are exceeding the National Averages of Pupils working within the P Levels in all core subjects who have made 1 or 2 levels of progress (Please refer to our detailed assessment data).

How well current pupils learn, the quality of their work in a range of subjects and the progress they have made since joining the school

Our evidence from assessment data, lesson observations, pupil response forms, pupil questionnaires, parental questionnaires, annual reports and analysis of reward systems consistently show that our pupils are happy to come to school, are secure in their learning, are confident learners, make good to outstanding progress and build upon skills, knowledge and experience as they move through school. Our individual pupil Learning Journals consistently show evidence of our pupils' skills, knowledge, attitude and aptitude towards their learning. All pupil files annotate pupils' work and record levels of attainment as a result of exposure to challenging learning outcomes across core and foundation subjects. Our summative Pupil Annual Reports also show the hard won progress our pupils make across the curriculum. Added to this we have a discrete group of learners who are

accessing a predominately therapeutic/sensory based curriculum. Their progress, or otherwise, is closely monitored in partnership with our health colleagues through therapy programmes. Our Subject Leaders' Handbook will further enhance the continuity of moderation, tracking and review of pupil progress across all subjects. Progress meetings will continue to analyse pupil outcomes and offer support and guidance to staff to continue to set challenging learning outcomes for all pupils.

How well disabled pupils and those who have special educational needs have achieved since joining the school

All pupils attending Hadrian School have a baseline assessment on entry, which could be at any point in the school year. The pace of learning at Hadrian is relentless, as is our goal to continually improve standards across the curriculum. We strive to build upon previous learning and closely monitor continuity and progression within school through PLP reviews, progress meetings, annual reviews and termly assessment data. Our data sets are extremely detailed and robust and show progress across all subject areas, core and foundation. We capture data three times a year and regularly review progress through pupil reviews and progress meetings.

How well pupils are prepared for the next stage of their education, training and / or employment

Pupils entering Hadrian School Nursery/Reception follow an admissions plan that involves home visits, liaison with the pre-school services and psychology team and staggered entry to school. Pupils joining school throughout the year do so following the Inclusion Panel protocols which involve school visits and review of EHCPs. Parents are always encouraged to visit school first and are given detailed information and 'joining on' advice and support. The vast majority of pupils leaving Hadrian School attend Sir Charles Parsons Secondary School in Year 7. They follow a detailed transition plan which starts in the Year 4 Annual Review process and picks up in intensity over Years 5 and 6. Over this period our pupils visit their new secondary school on numerous occasions, are taught by teachers from the Secondary provision and have opportunities to view their new school with their parents. Year 6 and Year 7 staff from both schools meet each summer term to share information including teacher assessment data and individual targets.

Our pupils leave Hadrian School with high self-esteem, with confidence, with a positive attitude to learning, with appropriate strategies to manage their own behaviour and with respect for themselves and others. They leave our school as happy children, proud of their achievements and ready and prepared to embrace the challenges of secondary education.



How well pupils who are eligible for the Pupil Premium have achieved since joining the school

Intervention strategies in SI, Rebound Therapy and Hydrotherapy have resulted in huge therapeutic benefits to pupils' health and wellbeing. Case Studies/Achievement Assembly videos identify the particular benefits therapy provision adds to the nature of our provision, however, given the huge rise in numbers of profoundly disabled pupils entering school we intend to use the Pupil Premium in 2018-19 to continue to ensure this population of children have their complex needs met. We have projected additional 39 weeks of therapy support at a cost of £40,000 and after school additional therapy at a cost of £1500. We have continued access to Music Therapy at a cost of £16,000. We also aim to train parents to become qualified therapists for their own children in Rebound Therapy. (Please refer to our Pupil Premium Handbook for further information.)

The extent to which pupils develop a range of skills well, including reading, writing, communication and mathematical skills and how well they apply these across the curriculum

Please refer to our assessment data for a detailed breakdown of pupil progress. Lesson observations show that our pupils use a range of skills to access the curriculum effectively. These include literacy and numeracy skills, use of AAC and IT, signing, symbols and objects of reference.

As a consequence of a pioneering symbols project in collaboration with Mayer Johnson we created subject specific symbol sets to enable our pupils to access information and record their work consistently across school and across our Local Authority. These enriched resources have opened up access to new vocabulary and opportunities for non-verbal children to write, record, comment and demonstrate their understanding across the curriculum. Evidence of the impact can be found in symbolised Learning Journals, Pupil Questionnaires, labelled display work and enhanced AAC.

We have extended the process of reviewing, updating and cataloguing the Library to support and enrich the cross curricular reading materials. Given the increasing complexity of our pupil population we have equipped our Library with additional multi-sensory/AAC/auditory-visual resources, including materials to support the teaching of Phase One to Six 'Letters and Sounds'.

We have also reviewed classroom resources to support the teaching of phonics including phonics posters, games, wipe boards and listening resources. We have also reviewed our Writing Policy, implemented a new Pen Pals Scheme for Handwriting and monitored samples of handwriting and all evidence shows a marked improvement in pupils' writing scores. We have also assessed our children's reading ages and set challenging targets for cohorts of children.

We have also reviewed classroom resources to support the teaching of phonics including phonics posters, games, wipe boards and listening resources. We regularly moderate assessment data

(October 2017) with our neighbouring special schools which confirms that we are accurately assessing our pupils literacy skills.

Lesson observations of maths show that our children have access to engaging, stimulating, purposeful maths teaching relevant to their needs and challenging in its goal setting.

The standards attained by pupils by the time they leave the school, including their standards in reading, writing and mathematics

Analysis shows that, for the cohort of pupils in Year 6 who were on Hadrian School's roll when data was collected at the end of Key Stage 1 in 2014, and again in the May 2018 end of Key Stage 2 assessments (13 pupils), the following percentages of pupils have made two or more levels of progress

Literacy:

Speaking 77%, Listening 85%, Reading 69% and Writing 77%.

Numeracy:

Using and Applying 69%, Number 7% and Shape, Space and Measures 77%.

Science:

Scientific Enquiry 85%, Living Processes 85%, Materials 85%, Physical Science 85%.

We are pleased with the KS1 to KS2 analysis as we were expecting the results to be lower taking into consideration the fact that 5 of this cohort of pupils are non-verbal. The cohort is made up of 4 pupils with PMLD, 8 pupils with SLD, and 1 pupil with MLD.

In primary schools, pupils' attainment in reading by the end of key stage 1 and by the time they leave the school

Reading assessments are carried out each term with a small cohort of pupils who are emerging readers. Recent reading tests show a wide range of scores from 5yr – 8yr 9m, however all are below the children's chronological ages with one exception.

Evidence:

- Assessment Results
- Data Analyses
- Achievement Partner Report
- Learning Journals
- Moderation Files
- Pupil Reports
- Case Studies



- Lesson Observations
- Learning Walks
- Pupil Questionnaires
- Parental Questionnaires

The Quality of Teaching

Outstanding

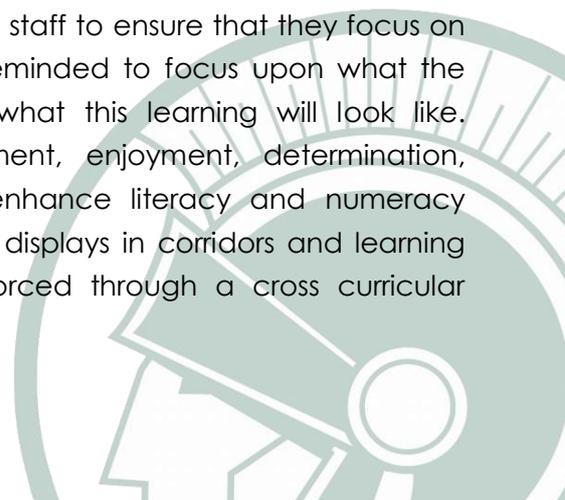
The extent to which teachers have consistently high expectations of pupils

'Your clear thinking about the curriculum, the work of the leadership team and your innovative approach to staff development have enabled the school to respond promptly and successfully to the needs of pupils. As a result the school is well placed to continue to grow from strength to strength'. (OfSTED 2018). The Leadership Team are relentless in their pursuit of excellence and in setting challenging goals for our children. We have developed effective distributed leadership and enhanced our 'Leaders of Learning' Subject Leadership roles and responsibilities. Our data analysis drives the review and target setting process. We know our pupil population well and we know what a broad, balanced curriculum looks like for our learners. We set high expectations through our SDP and we follow progress through regular monitoring of our maintenance plans, progress meetings, lesson observations, Teacher Self-evaluations, Appraisal, drop ins, peer observations and tracking and moderation meetings. We regularly collect and annotate pupil evidence tracking our pupils' learning goals and the effectiveness of our schemes of work and programmes of study. Where we find discrepancies in progress we intervene and review teaching approaches, timetabling access, resourcing issues and record interventions through case studies, learning walks, lesson observations or re-assessment. We track PLPs, sample work and review termly teacher assessments.

The extent to which the teaching in all key stages and subjects promotes pupils' learning and progress across the curriculum

At Hadrian we have a tradition of nurturing talent and allowing our staff to develop their skills and abilities across a wide spectrum of specialist areas. We carefully deploy staff matched to the needs of our children and to the Teacher's area of expertise; hence a stable Nursery/Reception team and Year 6 team for continuity on admission in and transfer out of Hadrian School.

Our Lesson Observation criteria are regularly shared with teaching staff to ensure that they focus on learning and progress within lessons. Teachers are frequently reminded to focus upon what the children will be learning in a lesson, utilising their skills and what this learning will look like. Observations of lessons show high levels of pupil engagement, enjoyment, determination, independence and challenge. All classroom environments enhance literacy and numeracy concepts and our total communication approach as do school displays in corridors and learning environments. Basic skills in literacy and numeracy are reinforced through a cross curricular



approach and it is easy to observe the children making use of these skills in PE, Food Technology, D&T and through all core and foundation subjects. Appraisal of teaching sets challenging aspirations for pupil progress and allows staff the opportunity of accessing high quality training, advice and support.

The PE School Sports Premium Funding is employed to great effect. The funding has been linked to our School Development Plan and key strategic targets to continue to enhance the therapeutic curriculum and extended school opportunities.

The extent to which reading, writing, communication and mathematics are well taught

Our assessment data will evidence the hard won progress of our pupils in their reading, writing and mathematical skills. Our knowledge of our teaching demonstrates that our Teaching staff have the skills to differentiate the curriculum to suit the needs of our children. Our Teachers set challenging targets in literacy and numeracy for all abilities and our assessment data shows this. Reading is high profile across the school with opportunities to reinforce reading in each class environment, as well as in the Library, the Sensory Quad and the Sports Hall. Writing displays in corridors and in the Library allow children to practice skills out of class. Phonics teaching across the school enhances the pupils' access to reading approaches and has accelerated our children's progress in reading. IT is playing its part too with the access to our 'Clever Touch' screens and the increasing application of iPads across the curriculum (72 iPads now in use).

CPD continues to play its part in skilling up all our workforce and adding to our high quality teaching with recent CPD in the application of Communication Pathways, iPads, Colourful Semantics, PIVATS.

The extent to which marking and constructive feedback from teachers contributes to pupils' learning

We employ a 'Total Communication' approach at Hadrian School which helps and supports our children to make sense of the world they live in. Our staff are skilled and experienced in differentiating the curriculum appropriate to the needs of our children whilst still setting challenging learning goals and high expectations. Lesson Observations clearly show evidence of staff re-shaping pupil learning, commenting appropriately on pupils' work and guiding their learning within lessons. Effective Teacher planning identifies opportunities for children to comment and reflect upon their learning and pupil evidence shows clear examples of annotated work and positive feedback to children.

The whole school approach to data collection through our marking policy, lesson observation feedback, subject leader data, Progress Meetings, Learning Journals, THRIVE assessments, Pupil Response Forms, small group plenaries, circle time, SEAL, assemblies, Pupil Questionnaires and

examples of Teacher planning, clearly evaluate pupil progress and the next steps for learning. Annual Summative Reports capture the hard won progress our pupils make or contextualise the loss of skills where individuals may have life limiting conditions and complex health care needs. We also ensure a smooth transfer of information across year groups and regularly focus on the continuity of progress and the need to build upon previous learning through monitoring 'All About Me' books, looking at PLP targets termly and intervention sheets, and through transfer and moderation meetings throughout the year.

The extent to which teachers improve the quality of learning by systematically and effectively checking pupils' understanding in lessons, and making appropriate interventions

Lesson Observations, self-evaluations and feedback have highlighted the importance of monitoring pupil progress within lessons and the need to re-shape pupils' learning through careful questioning and guidance. Through whole school staff training we have shared our lesson observation criteria and self-assessment criteria with staff alongside the Teacher Standards to guide and scaffold their planning and teaching. Teachers are skilled in explaining the learning intent to our children in a variety of differentiated ways and use a number of methods to successfully engage learners to self-assess and understand their learning goals and next steps. This may be through the use of symbols, signing, pictorial cues, simple text and simple timetable sequences. For more complex profoundly disabled pupils, this may be through objects of reference, sound cues, co-active exploration, through the use of routines or 'on body' signs. Our Teaching staff are very skilled in engaging our pupils and pacing learning/therapy experiences, observing the pupils' responses and intervening and re-shaping learning accordingly.

The extent to which teachers and other adults create a positive climate for learning in which pupils are interested and engaged

Our 'School Commitment Statement' sets the positive climate for learning at Hadrian School. The school community were involved in re-shaping our vision and celebrating what makes Hadrian School unique. We offer a very broad, exciting, relevant, enriched curriculum of opportunity where children experience success. Pupils' key learning outcomes are monitored through a combination of PLP targets and learning outcomes linked to curriculum experiences. Continuity and progression are measured against assessment targets and PLP goals which are reviewed regularly throughout the school year.

Evidence is available through Learning Journals, Pupil Response Forms, Annual Reviews, formative and summative assessment, lesson observations and subject moderation files.

Pupil Questionnaires unanimously show that all pupils are happy to come to school. Pupil Response Forms equally evidence the fact that children enjoy learning at Hadrian School and that they find their lessons interesting and motivating.

The School Council have undertaken 'Learning Walks' with the Leadership Team and Governors and have reported back their positive views to the Whole Governing Body.

The extent to which teaching strategies, including setting appropriate homework, together with support and intervention, match individual needs

'Learning to learn' is a key aspect to our teaching and one of the major barriers our children face in overcoming learning disabilities. Becoming an independent learner is no mean feat for our children and for some children it will be a lifelong goal. However, we are very aware of the need to encourage and develop independent skills for our cohort and to instil confidence and self-esteem and a 'can do' attitude towards their learning. One of the oft quoted comments regarding youngsters transferring into Hadrian having received one to one support in mainstream is how adult dependent they are compared to children who have received the Hadrian curriculum for longer periods. We encourage independent learning by empowering our children to make sense of the world through a total communication approach, through the effective use of AAC, through individualised timetables, through differentiated target setting, through a combination of group and 1:1 work. We personalise their learning, personalise their timetables, adopt a therapeutic approach where necessary, adopt multi professional joint targets and look at pupil groupings and whole school CPD.

We differentiate levels of support following assessment of need. More 'technically dependent' children have enhanced staffing ratios supported by Health and Education to allow the pupils' access to our curriculum. We also utilise the expertise of our staff to support enhanced access to phonics teaching, therapy work, AAC access, Sensory Integration, THRIVE profiles, Music Therapy, Hydrotherapy (Halliwick) and Rebound Therapy.

Evidence:

- Appraisals
- Lesson Observations
- Self-evaluations
- Peer Observations
- Drop Ins
- Moderation of Teacher Planning
- Assessment Data
- Learning Walks
- School Development Strategic Targets
- Target Setting
- CPD
- Monitoring Teacher Feedback
- Pupil Questionnaires



- Homework Policy
- Pupil Response Forms
- THRIVE Assessments

Personal Development, Behaviour and Welfare

Outstanding

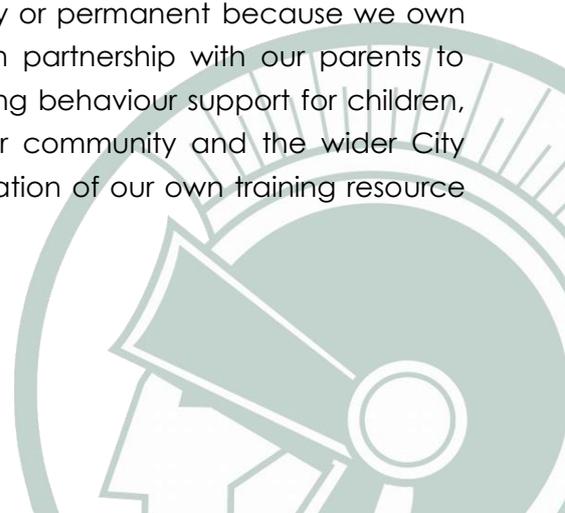
Pupils' attitudes to learning

Pupils who attend well are healthy, show confidence, good behaviour and respect for each other; they are proud of their school and take pride in their achievements. They look after our school environment and show respect for their local community.

Pupil behaviour is a strength of the school; in our nineteen year history we have never had any exclusions or school refusers and we adopt a very supportive and quick response to pupil non-attendance. We invest heavily in staff professional development and training and offer a very supportive and responsive service to the needs of our parents through our Confident Parenting Programme, 'Keeping Up with the Kids', 'Parents for Parents' workshops and partnership work with Clinical and Educational Psychology. The school has heavily invested in Pupil Voice and has established a strong School Council and Forum which meets regularly with the Leadership Team and Governors and informs our decision making process and has a voice on all aspects of school life including school development and staff recruitment. We listen, respect, value and respond to their views as is evidenced by the inclusion of pupil views in our School Improvement Plan and Strategic Targets. We have invested significant funds to train staff in the THRIVE Approach and will continue to roll this programme out over the coming years. We have also established a Thrive Room and have compiled Case Studies to evaluate its impact on pupil wellbeing and behaviour.

Pupils' behaviour around the school and in lessons, including the extent of low-level disruption

Pupil behaviour at Hadrian is 'outstanding'. We know this because the standards expected for all pupils are high, the challenge we set for appropriate behaviour is high, our zero tolerance to inappropriate behaviour and any forms of bullying are clearly effective and consistent and pupils' respect for each other, for staff, visitors and for their environment are exemplary. They know how to behave because we teach them how to behave and we instil in our children a sense of community and of belonging. We have a history of no exclusions, temporary or permanent because we own the behaviour of the child and take responsibility for working in partnership with our parents to overcome challenging behaviours. We have a history of innovating behaviour support for children, staff and parents. Our Confident Parenting programme for our community and the wider City community has led to numerous national awards and the publication of our own training resource and DVD.



Pupils' behaviour towards, and respect for, other young people and adults, including freedom from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability

Hadrian School is an inclusive community irrespective of race, religion, gender, disability or sexual orientation. Our children are nurtured into a culture of tolerance, of respect for each other, of understanding 'same' and 'different'. Our Single Equality Plan states our commitment to working with some of the most disadvantaged members of society yet our school ethos is one of positivity, one of acceptance and tolerance, one of 'together we make a difference'.

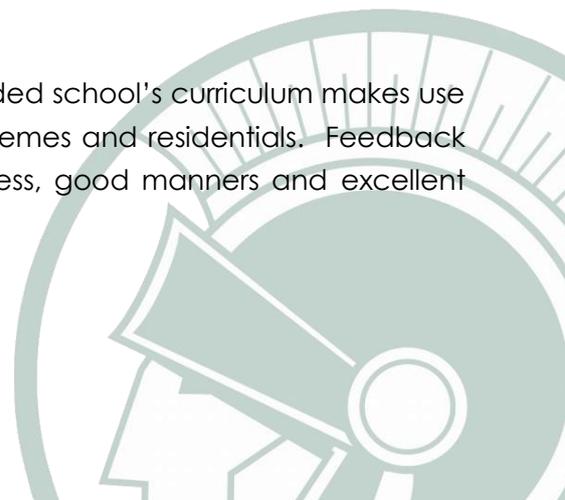
From circle time, to assemblies, from play time to class time, from school to residential our school rules of fairness, respect and positivity permeate all aspects of school life. CPOMS is being used very effectively to track and record pupil behaviour and our Thrive approach is increasingly having a positive impact in terms of detailed pupil behaviour assessments and intervention strategies.

How well teachers manage the behaviour and expectations of pupils to ensure that all pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity

Pupil behaviour, care and welfare are outstanding at Hadrian School. Pupils attend well, are healthy, show confidence, good behaviour and respect for each other, they are proud of their school and take pride in their achievements. Pupil Voice is a strength of the school. We have established a strong School Council and Forum which meets regularly with the Leadership Team and Governors and informs our decision making process.

Our SEAL curriculum permeates school life. Our pupils have written their own school rules and devised their own 'Good News' postcards. Pupil achievement is constantly celebrated each and every day with appropriate reward systems in place. Our Pupil Questionnaires and Pupil Response Forms clearly show that pupils feel safe in school and enjoy and achieve. Our pupils are confident learners with positive self-esteem that is nurtured and promoted by our 'can do culture'. Regular assemblies and circle time sessions are used to educate our pupils on all forms of bullying (including e-bullying where appropriate) and to actively prevent it from occurring. Bullying in any form is dealt with effectively and efficiently.

Our pupils' behaviour in the community is outstanding. Our extended school's curriculum makes use of community visits, links to festivals, mainstream schools, play schemes and residential. Feedback from the community frequently comments on our pupils' politeness, good manners and excellent behaviour.



We invest heavily in staff professional development and training in relation to behaviour support and have a Thrive Team of Teachers and non-Teaching Staff which regularly meets to problem solve behaviours, adopting a collaborative problem solving approach. We utilise the skills and expertise of Parents/Carers, Clinical Psychologists, Educational Psychologists, Nurses and Teachers. Our Behaviour Support/Thrive Plans clearly impact on the continuity of approach and consistent management of inappropriate behaviour. The skills of our teaching staff ensure very low level disruption in classrooms in relation to behaviour and high levels of pupil engagement on task.

Our evidence exemplifies 'outstanding' practice in relation to behaviour support. Our staff are highly trained, highly skilled professionals sharing a common purpose to work with children and through problems using a solution focused, collaborative problem solving approach.

Whether pupils feel safe and their ability to assess and manage risk appropriately and to keep themselves safe

Our Pupil and Parental Questionnaires show that all pupils feel safe in school. We are not risk adverse, we take our children into the community each week, we take them swimming, on residential, we take part in school sports festivals, we use public transport, we visit cafes, use public amenities, meet strangers, walk along crowded streets and play in public parks. Within this context we teach road safety, independent travel, 'stranger danger' and the importance of always confiding in a familiar adult about any concerns or anxieties. We teach our children how to ask for help using a range of strategies including the use of symbols, feelings mats, AAC, etc.

Where appropriate we teach our children about 'sex and relationships', 'e-safety' and the appropriate use of IT such as iPads, You Tube and search engines. Through our PSHCE curriculum we reinforce simple rules around keeping healthy, safe use of equipment, simple hygiene, etc.

Our self-assessment shows confident, happy children who feel safe in school and in the community and who demonstrate appropriate strategies to seek help when necessary.

Pupils' attendance and punctuality at school and in lessons

Pupil attendance is constantly high on our radar as we appreciate the value of education and the difference our school can make to our children and their families. We have a first day response to non-attendance and a zero tolerance of persistent absenteeism. Appointing an Admin Officer to take responsibility for monitoring absence on a daily basis has resulted in consistent high attendance rates. As a response to families who are not eligible for transport and face the dilemma of taking siblings to different schools across the city we have established an Early Bird Club and late pick up to enable children to arrive in time for the beginning of the school day. This benefits up to 20 children.

We have very few parents who request permission to take their children out of school during term time. A small minority of Asian families do request their children to accompany them on longer breaks due to the observance of religious festivals.

How well the school ensures the systematic and consistent management of behaviour

'Parents spoke of the support they receive, and that staff are always there to listen. Many parents report that the school has transformed their child's life and speak highly of your leadership'. (OfSTED February 2018) Behaviour Support is an inherent part of the fabric of our school. We do it very well because we pay a great deal of attention to it. We have a Thrive/Behaviour Support Team that regularly meets at the staff request to problem solve behaviours using a team approach. We utilise the skills and expertise of Parents/Carers, Clinical Psychologists, Educational Psychologists, Nurses, Teachers and those who know the child best.

The extent to which leaders and managers have created a positive ethos in the school

SMSC values underpin the work of Hadrian School and form the basis of 'Our School Commitment' statement and school ethos. This is evidenced through our assessment data, our Appraisals, our highly skilled and motivated staff and staff stability. Overall teaching is outstanding and, together with our rich, broad and balanced and highly relevant curriculum, contributes to outstanding learning and achievement. Our extended curriculum is outstanding. The breadth of opportunities for children to develop their confidence and skills in out of hours learning is exceptional.

Evidence:

- Behaviour Support Policy
- Behaviour Support Thrive Plans
- Thrive Team
- THRIVE assessments
- Confident Parenting
- CPOMS
- CPD
- School Council/Forum
- School Rules
- Our Commitment Statement
- Attendance Data
- Incident Log
- Rewards Systems, Star Awards, Good News Postcards
- Parental Questionnaires
- Pupil Questionnaires



How leaders and managers demonstrate an ambitious vision for the school and high expectations of all pupils and teachers

'You lead a strong team which has a clear purpose to improve outcomes for all pupils and their families. This is evident in strong progress that pupils make from different starting points, the nurturing and caring relationships between staff and pupils, the excellent behaviour of pupils and the many positive comments parents make about the school'. (OfSTED 2018)

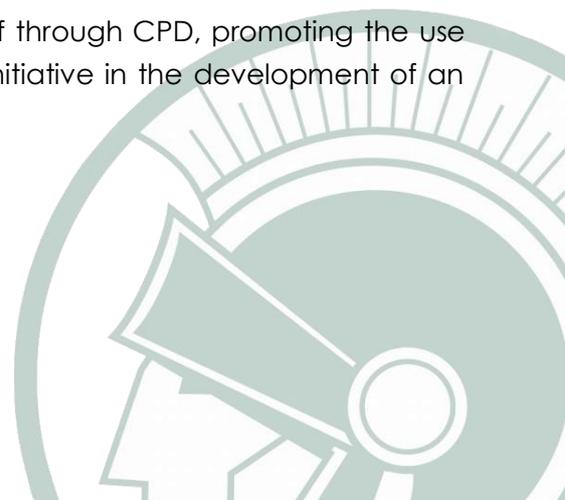
The Head Teacher in consultation with the Leadership Team and Governing Body has a clear vision for the future development and direction of school and shares this widely with the school community.

We have used Appraisal of all staff to match skills and aspirations to roles and responsibilities needed to drive forward the Strategic Targets, identified through self-evaluation, in the School Development Plan. The School Business Manager has enabled us to secure highly effective improvements in all aspects of our Admin, ensuring we sustain excellent communication with all stakeholders and fulfil required standards such as the Financial Standard (SFVS). The remit of our IT Subject Leader/Assessment Coordinator/Web Site Manager has secured improvements in the use of IT across the school, including embedding the core symbol vocabulary, improvements in assessment and tracking of pupil progress and the development of our quality web site, blogs and high quality school publications.

The school has a very stable staff in terms of turnover which supports continuity of provision and a skilled and experienced workforce. We heavily invest in CPD promoting opportunities for staff to visit other schools and observe best practice, attend courses and relevant training and to swap roles and responsibilities in school. We have supported Teaching and Learning Assistants to move to the status of Unqualified Teacher and further training towards Qualified Teacher Status.

We have developed particular specialisms for Teaching and Learning Assistants, notably in Moving and Handling, AAC, Rebound Therapy and Halliwick and have supported Teaching Assistants to follow related work experiences in counselling, charity work and adult education.

As a school we have invested heavily in the needs of our population of pupils who are non-verbal/VOCA users, and assisted communication systems. We have enhanced our total communication system and disseminated this practice to our staff through CPD, promoting the use of AAC in schools, and taking a leading role in a joint LA / NHS initiative in the development of an agreed citywide core vocabulary for AAC users.



Provide a broad and balanced curriculum that meets the needs of all pupils, enables all pupils to achieve their full educational potential and make progress in their learning, and that promotes their good behaviour and safety and their spiritual, moral, social and cultural development

Curriculum balance and breadth is constantly under review at Hadrian School in response to the learning needs of our children. As part of our self-evaluation we interpret assessment data, staff feedback, the parental views and expectations, the therapeutic needs of the children, the extended schools agenda and our roles and responsibilities to educate our children to take a full and positive role in society. We expect the curriculum to be challenging, exciting, motivating and interesting as a given, that is our benchmark, our basic standard. Our pupils behave exceptionally well in and out of school; this is because we expect them to do so. We have high standards of behaviour in all settings and are proud of our behaviour support strategies which have resulted in no exclusions in our eighteen year history despite been significantly challenged at times.

Evaluate the school's strengths and weaknesses and use their findings to promote improvement

The School Development Plan drives forward improvements to all areas of school life. Data clearly demonstrates the impact leadership and management has at all levels of school life, from the roles and responsibilities of the Admin Team, Senior Teaching and Learning Assistants, Premises Manager to the Leadership Team. Assessment data is shared with all Subject Leaders and Class Teachers in a number of ways. We have one Subject Leaders' Handbook, a move designed to share information and collective responsibility across school. Progress meetings track pupils' achievements across the curriculum and look for trends and impact such as the focus on the Pupil Premium with reading. We regularly meet with health professionals to promote the benefits of access to therapies such as Sensory Integration, Hydrotherapy and Rebound Therapy. We audit the needs of pupils with life limiting conditions and pupils who are 'technically dependent' and ensure we have appropriate staffing levels and resources to allow these children appropriate access to the curriculum.

Improve the school and develop its capacity for sustaining improvement by developing high quality teaching, leadership capacity and high professional standards among all staff

As a school we re-visited our School Aims and Mission Statement and re-drafted it to suit our needs. The 'Commitment Statement' was drafted after consultation with all key stakeholders and was written to reflect all views on our school. The process of revisiting the aims helped re-define our common goals and commitment to one cause and has helped empower all staff and members of our community to own our shared vision.

The shared vision has been communicated through our School Development Plan, School Maintenance Plan and School Subject Development Plan thus enabling all interested parties to have a voice and contribute to the overall goals.

Distributed Leadership permeates the whole school from the Leadership Team, Senior Teaching and Learning Assistants, job descriptions and roles and responsibilities. The School Business Manager has enabled us to secure highly effective improvements in all aspects of our administration. It has also led to the rapid development of our HEADS Company which has promoted opportunities for our Teachers and Teaching Assistants, Support Assistants and Apprentices to develop their training skills.

Middle Leadership is encouraged at all levels within the school. We have Teaching and Learning Assistants in middle leadership roles with responsibilities for 'Moving and Handling' training, 'Feeding Programmes', 'Mid-Day Supervisory work', 'Therapy Support' and 'AAC Support'. We have Teachers leading projects on a range of topics from 'School Sport', 'Enviro Schools', 'Halliwick', 'Rebound Therapy', 'Sounds of Intent', 'Extended Schools' and 'Adult Education and Training' amongst many other examples.

Our staff appraisal supports and encourages all staff to follow their leadership ambitions and provides the necessary training and support to enable goals to be fulfilled.

Governance is a strength of the school and provides challenge and holds the Head Teacher and the Leadership Team to account for improving the quality of teaching and learning, pupils' achievement and pupils' behaviour and safety. Governors are visible in school taking an interest in the welfare and wellbeing of our staff and children as well as supporting out of school activities and social events. Our Governing Body Handbook is seen as exemplary practice and serves to ensure the smooth and effective running of all Governor Committees. 'The Governors continue to have high aspirations and expectations. They are a professionally orientated, committed group of volunteers who wholeheartedly have children and the quality of provision for the individual at the centre of all that they do'. (Govern Mark March 2016)

The Leadership Team effectively monitors all safeguarding procedures including the up to date maintenance of the Single Central Record, arrangements for Child Protection and regular briefings to staff on aspects of E-Safety. Given the significant number of professionals, volunteers, students and community coaches working into school this is no easy task and is a credit to our Administration Team for ensuring all procedures are rigorously adhered to.

Engage with parents and carers in supporting pupils' achievement, behaviour and safety and their spiritual, moral, social and cultural development

Hadrian School is totally committed to partnership work with our parents as is evidenced by our award winning 'Confident Parenting' programme which has been researched by York University and our parenting classes such as 'Keeping up with the Kids' and 'Parents for Parents'. We have developed our new School Web site and links to signpost parents to appropriate advice and support



and hold regular coffee mornings and school events to inform and support our parents. We encourage our parents to attend school regularly through an open door policy, text messaging service and we invite them to share in their children's achievements through our Good News Postcards, Star Medal Awards and Achievement Assemblies.

The school sets high standards of behaviour, dress and appearance and attendance has a strict first day follow up to any pupil absences. Parental Questionnaires and views via 'Parents View' are unanimously positive, as are Parental Views at Annual Review meetings.

Our engagement with our community is outstanding because we extend our services to include a vast range of 'out of school' activities and residential. It is outstanding because our training company 'HEADS' are leading the way in SEND training, advice and support both regionally and nationally. In the 11 years since its inception HEADS have generated over £100,000 to support the work of our extended school activities. This year alone HEADS has contributed £35,000 towards extended school opportunities including our Year 6 activities week, clubs, creative and performing arts projects and visiting coaches and artists.

Hadrian School has a positive history of proactively working in partnership with our stakeholders to enhance and develop our school facilities and resources as is evidenced by the successful opening of our new Rob Armstrong Rebound Therapy Centre.

How leaders and managers take steps to promote the safety of all pupils and ensure that they are safe in school

Pupil behaviour, care and welfare are outstanding at Hadrian School. Pupils attend well, are healthy, show confidence, good behaviour and respect for each other, they are proud of their school and take pride in their achievements. Pupil Voice is a strength of the school. We have established a strong School Council and Forum which meets regularly with the Leadership Team and Governors and informs our decision making process. Our School Council elect our 'Head Boys and Head Girls' and nominate candidates to go forward to the Newcastle City Achievement Awards event.

Our Thrive curriculum permeates school life. Our pupils have written their own school rules and devised their own 'Good News' postcards. Pupil achievement is constantly celebrated each and every day with appropriate reward systems in place. Our Pupil Questionnaires and Pupil Response Forms clearly show that pupils feel safe in school and enjoy and achieve. Our pupils are confident learners with positive self esteem that is nurtured and promoted by our 'can do culture'. Regular assemblies and circle time sessions are used to educate our pupils on all forms of bullying and to actively prevent it from occurring. Bullying in any form is dealt with effectively and efficiently.

Our pupils' behaviour in the community is outstanding. Our extended schools curriculum makes use of community visits, links to mainstream schools, play schemes and residential. Feedback from the community frequently comments on our pupils' politeness, good manners and excellent behaviour.

We invest heavily in staff professional development and training in relation to behaviour support and have a Thrive Team of Teachers and non-Teaching Staff which regularly meets to problem solve behaviours, adopting a collaborative problem solving approach. We utilise the skills and expertise of Parents/Carers, Clinical Psychologists, Educational Psychologists, Nurses and Teachers. Our Behaviour Support/Thrive Plans clearly impact on the continuity of approach and consistent management of inappropriate behaviour. The skills of our Teaching Staff ensure very low level disruption in classrooms in relation to behaviour and high levels of pupil engagement on task. The school adheres to all of its obligations through clear lines of communication and delegation of responsibility.

The Business Manager completes all necessary induction and joining on arrangements for staff and updates the Single Central Record regularly.

The Head Teacher maintains an up to date Safeguarding File and ensures that all staff are up to date with their safeguarding training and are appropriately informed. School has adopted CPOMS as our recording, monitoring, reporting and actioning system to great effect.

How leaders and managers ensure that all teaching staff benefit from appropriate professional development and that performance is rigorously managed

Review of our Appraisal matched to the Teacher Standards clearly demonstrate how effectively Teachers are meeting challenging strategic targets and giving excellent value for money in terms of their subject leadership and additional responsibilities. The pace of learning and curriculum innovation are relentless and are a tribute to the dedication and skills of the Teachers and Teaching Assistants.

Our training company HEADS has greatly enhanced opportunities for Professional Development. Over a period of 190 school days, HEADS were running training opportunities on 120 of these days. 78 delegates from Hadrian accessed these training opportunities at a value of £15,400 at a nil cost to Hadrian School. Our School Development Plan continues to drive the links between our school strategic goals and our skilled workforce. For example, we now have eight accredited Thrive practitioners driving our Mental Health Education forward. We now also have eight accredited Halliwick coaches, once again driving our therapeutic curriculum forward. Our Appraisal System also successfully picks up and acts on requests for staff training and development, often facilitated by our own HEADS Training Company.

Evidence:

- Our Commitment Statement
- School Development Plan
- Maintenance Development Plan



- Appraisal
- Single Equality Plan
- Subject Leaders Handbook
- CPD
- Web Site
- Hadrian Herald
- Governor Handbook
- Single Central Record
- Attendance Policy

Overall Effectiveness

Outstanding

We are very proud of our school and of our achievements and continue to be very ambitious for the future success of the school. We aim to continue to work as a team, communicate as a team, learn together, journey together and share responsibility together. The hard won achievements of pupils at Hadrian School relative to their starting points are 'outstanding'. In terms of progress since the last school inspection (February 2018) we have reviewed our middle and senior leadership and are in discussions with the LA to see how we can support outreach advice and support to our mainstream colleagues.

The quality of teaching and learning at Hadrian School overall is 'outstanding' and a credit to the hard work and dedication of all the teaching staff and support from our multi-professional colleagues. The support from non teaching staff is also 'outstanding' and has a massive impact on the quality of educational provision at Hadrian.

Behaviour at Hadrian is 'outstanding' and is a strength of the school, not just this year but year on year. Our ongoing partnership with THRIVE will enhance this even further.

The quality of leadership and management of Hadrian School is 'outstanding'. The vision and leadership, the relentless pursuit of excellence, the sustainability of the leadership team to constantly invigorate and motivate the staff is exemplary. The partnership with our 'outstanding' Governing Body is one based upon mutual respect and challenge.

Our whole raison d'être is to not just to meet needs, but to enrich, sustain, develop and promote the needs of our children. We are 'outstanding' in this pursuit, improvement is a habit and not a goal!

The Hadrian School curriculum, our ethos, our values, our standards all support and promote the children's access to overcoming barriers, overcoming obstacles to learning, to communicating, to being understood, to understanding. Positivity runs through the community, the wealth of opportunities open to our children is 'outstanding' from ballet to theatre, from religion and spirituality, from life to coming to terms with death. In the nineteen year since we opened, nineteen children have died whilst pupils at Hadrian. We really do make every day count, we see the potential in our



children and we don't put off until tomorrow what we can experience, nurture, learn, enjoy and savour today.

Evidence:

- SEF and SEF Summary Reports
- Previous OfSTED Reports
- Achievement Partners Report
- SDP
- Subject Development Plan
- Subject Leader Handbook
- PE and School Sport Handbook
- Web Site
- Questionnaire returns
- OfSTED Parent View
- HEADS Awards
- CPOMS
- Shakespeare in Schools Project
- Creativity Projects Artsmark Gold
- Govern Mark
- Blogs
- Visitors' Comments Book
- Head Teacher Reports

