



SEF July 2023

Ofsted comments January 2018

At our last inspection Hadrian Academy was judged as Good

Ofsted told us then, that Hadrian Academy needs to focus on two areas to improve further:

- 1) Improve teaching, learning and assessment ensuring that:-
Middle prior attainers at key stage two develop critical understanding of how language in texts shapes meaning
Pupils at key stage two develop strong understanding of the different methods they select to solve mathematical problems
Leadership in all subject areas is outstanding
- 2) Continue to improve pupils' attendance so that all pupils have the opportunity to access the curriculum and achieve.

Context of the School

Hadrian Academy (previously Hadrian Lower School) is located on the edge of Dunstable. The school is two-form entry with 381 pupils currently on role. The school's catchment is diverse with children attending the school from Houghton Regis, Luton and Dunstable. As you can see from the table below, the percentage of pupils with SEN and who have English as an additional language is significantly above national.

Current enrolment	381	Pupil Premium	54 (14%)
SEN	78 (21%)	EHCP	17 (4%)
LAC	4	EAL	114 (30%)
Service Children	0	Boys/Girls	202/178

Hadrian Academy's motto is 'Achieving Excellence Together'. This applies to all the pupils, staff, governors and parents and is demonstrated through the school Vision and Values. Equality of opportunity is at the heart of what we do with the aim of every child and adult reaching their potential. We want everyone associated with Hadrian to feel proud of that connection and feel it has had a positive impact on their life.

The school is proud of its broad and balanced curriculum, which makes a striking impact on children's knowledge, understanding and skills and which contributes significantly to their spiritual, moral, social and cultural development. The impact of our ethos and curriculum has been validated through a range of external quality assurance processes e.g. Sing up Platinum Award, Healthy School, School Games Gold and the Artsmark Gold.

The school prides itself on high academic standards in all areas of our exciting and varied curriculum. Our standards in literacy and numeracy set the foundation for all other learning with the Arts a particular strength of the school. The performance data (below) shows the significant improvements in pupil's progress at the end of key stage two in 2022 with phonics results consistently high.

Performance Data 2018 - 2022

Key Stage Two (end of year 6)

Expected progress rates	National Average 2022	Central Beds 2018	Hadrian Academy 2016	Hadrian Academy 2017	Hadrian Academy 2018	Hadrian Academy 2019	Hadrian Academy 2022
Reading	74%	74%	73%	71%	79%	73%	75%
Writing	69%	78% (SPaG)	80%	87% (W) 79% (SPaG)	87%	85%	71%
Maths	71%	73%	53%	74%	75%	71%	73%
%Expected in R/W/M	59%	64%	48%	66%	69%	61%	55%
Progress R	-5 Floor Standard		-2.7	-1.1	-0.9	-1.9	2.4
Progress W	-7 Floor Standard		-1.1	-1.8	0.6	-1.5	1.3
Progress M	-5 Floor Standard		-3.8	-1.1	0.6	-2.6	0.9

Working at a greater depth	National Average 2018	Central Beds 2018	Hadrian Academy 2017	Hadrian Academy 2018	Hadrian Academy 2019	Hadrian Academy 2022
Reading	28%	27%	29%	25%	17%	37%
Writing	20% (SPaG)	18% (SPaG)	42% (W) 39% (SPaG)	27%	5%	10%
Maths	24%	23%	32%	35%	12%	16%

Year 1 Phonics Screening Check

% of children 'working at expected standard' in phonics	National Results 2022	Central Beds Results 2018	Hadrian Academy 2015	Hadrian Academy 2016	Hadrian Academy 2017	Hadrian Academy 2018	Hadrian Academy 2019	Hadrian Academy 2022
	75%	82%	95%	89%	90%	91%	84%	84%

Early Years Foundation Stage

EYFS Good Level of Development	National Results 2018	Central Beds Results 2022	Hadrian Academy 2015	Hadrian Academy 2016	Hadrian Academy 2017	Hadrian Academy 2018	Hadrian Academy 2019	Hadrian Academy 2022
	72%	72%	73%	70%	68%	69%	64%	75%

Key Stage One (end of Year 2)

% achieving expected	National Results 2022	Central Beds Results 2022	Hadrian Academy 2016	Hadrian Academy 2017	Hadrian Academy 2018	Hadrian Academy 2019	Hadrian Academy 2022
Reading	75%	78%	80%	77%	67%	69%	59%
Writing	69%	72%	82%	77%	60%	60%	55%
Maths %	76%	77%	80%	77%	73%	66%	64%

Quality of Education
Self-evaluation grade: Good

INTENT

Ofsted criteria	Evidence
Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life	<ul style="list-style-type: none"> - Hadrian Academy's curriculum has been designed in-house to enable regular opportunities to revisit skills and knowledge, thus enabling children to commit learning to memory. - The curriculum for all subjects matches and exceeds the NC. - The school uses a range of schemes to ensure full national curriculum coverage with progression and sequencing evident in all subjects. - The library has a range of diverse books in place to teach pupils about different cultures - Pride month is built into the school curriculum every June - Cultural capital is enhanced and planned in through a focus on the Arts. This includes theatre experiences for the children and learning a range of poetry from different cultures. - The school provides a teaching assistant in every class to ensure that support is in place to challenge and stretch all pupils. - Schemes are adapted and personalised to the school. - Plans in place are differentiated and adapted to meet the needs of all pupils.
The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment	<ul style="list-style-type: none"> - The curriculum is planned and sequenced from year to year to build on prior learning. We aim to develop understanding, not simple memory recall of facts. - Hadrian offer a spiral curriculum which has been planned to suit the needs of Hadrian pupils - Our curriculum has been designed to enable regular opportunities to revisit skills and knowledge, thus enabling children to commit learning to memory. - Long term and medium-term planning is in place for every subject written by subject leads. - The curriculum is structured and follows a progression model for strands and first order concepts from reception to year six. - Teachers and governors have a shared consensus of the knowledge and skills which the children will develop over time.

	<ul style="list-style-type: none"> - Transition events happen every summer term to prepare children for their move to secondary school. This includes learning events at local schools such as the year five science visit. - The children are able to talk about their learning with regular visits in the pupil council meetings - Pupil Voice informs the development of our curriculum and is a well-established tool to guarantee that our learning opportunities are relevant and challenging. - Key vocabulary is identified and taught for all subjects. - Plans start from Early Years for all subjects. - Starting in 2023-24 the year 5 and 6 pupils will experience a careers fair to teach pupils about the skills required in future employment pathways. - Knowledge organisers are in place for all subjects. - All curriculum subjects are led by teachers or a member of the SLT - Through assemblies and the PSHE scheme school values are taught alongside social and life skills. - A value of the month is being introduced from September 2023
<p>Hadrian Academy has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs</p>	<ul style="list-style-type: none"> - The school delivers a high quality education in English using Pathways and Vipers. Mathematics is taught well using Power Maths. - Subjects are sequenced so that learning builds on prior learning towards clear end points. - We have invested widely in extra-curricular and wider opportunities to ensure that every child can excel. Music, Art, Drama and Sport are very strong at Hadrian Academy - All children with SEN have individual provision maps and a program of support that is coordinated across the school by two SENCo's - We are providing enrichment activities for all children with a focus on our PP children. - Topics are chosen specifically well mapped out for all year groups - Resources are available to support the needs of all pupils with inclusion boxes in every class - Regular CPD is in place through weekly staff meetings and TA briefings every fortnight - The school has a Pupil Premium champion to support and monitor the progress and provision for these children - The school has invested in a range of IT to support pupils in their learning. This can be seen with the class ipads and chromebooks. - Career fairs for year 5/6 pupils have been scheduled to take place starting in the 2023-24 academic year - The school has an inclusion hub designed to meet and support the needs of those children who require additional support

	<p>Learners at Hadrian Academy study the full curriculum. We ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary</p>		
IMPLEMENTATION			
Ofsted criteria		Evidence	
Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise		<ul style="list-style-type: none"> - Key knowledge that pupils are expected to commit to long term memory is identified in planning, taught and assessed as specified in key knowledge. - Subjects are taught consistently well across the school. - External moderation, carried out by the local authority and with other schools is in place to validate teacher assessments and to develop teacher knowledge. 	
Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear,		<ul style="list-style-type: none"> - Planning is broken down into component parts so that what is being taught is not overloading memory. - Mapping of the curriculum by all teachers enable challenging and exciting learning opportunities to be developed – this process also guarantees that all aspects of the curriculum are under constant review. - Leaders have robust and rigorous systems for monitoring the quality of teaching and learning. 	

<p>direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches</p>	<ul style="list-style-type: none"> - Parity of provision across classes and year groups is evident instilling a culture of shared learning from the best practitioners. - Rigorous performance management continues to support staff in rising to the challenges of implementing our School Curriculum. - Teachers provide effective modelling and links to previous learning to consolidated understanding - A live approach to marking Clear succinct marking policy enables pupils to receive relevant immediate feedback - Accelerated Reader is used well to provide feedback to children, teachers and parents in reading- up to date, relevant assessment and next steps -
<p>Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts</p>	<ul style="list-style-type: none"> - Strategies are used at Hadrian Academy to enable pupils to commit learning to long term memory such as kahoot quizzes. - Pupils with SEND have adapted learning where relevant across the curriculum areas to ensure they achieve exceptionally well. - Teachers are supported with a range of schemes that ensure consistency and good quality teaching. - The majority of teachers have good knowledge of the year group that they teach. - There is a positive drive and established track record of 'growing' our own leaders of teaching and learning and supporting newly qualified and less experienced staff. This distributive leadership model and practical monitoring and evaluation of teaching and learning is supported by regular input from an experienced School Improvement Partner who works alongside leaders in the classroom to develop a shared understanding and commitment to excellence.
<p>Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners</p>	<ul style="list-style-type: none"> - Teachers use their assessment information to provide incisive feedback which supports pupils' in improving their knowledge, understanding and skills. - The school has established its preferred system of formative assessment to ensure that pupils are on track to meet at least the expected standard for their age in the National Curriculum and with increasing proportions of children attaining GDS. - The school is working collaboratively with other schools to support moderation and standardisation of assessment judgements. - All teachers meet with previous teacher to discuss each individual child before they change classes each year.

	<ul style="list-style-type: none"> - Hadrian has excellent links with the main feeder nursery school. - Data is collected clearly on Arbor and targets set based on previous attainment - Assessment is regular, half termly, using Arbor tracking, writing assessment sheets and Accelerated Reader for the core subjects. This is used to quickly pick up misconceptions and to set targets for the following half term. - Children identified as needing extra support are put on Provision Maps which are written by the CT and discussed with the SENCO and parents. These include SMART targets to be achieved in a given time frame and the support necessary to achieve them is timetabled. - Pupil progress meetings are held regularly to monitor progress and arrange support where necessary. - Interventions are tracked to ensure effectiveness and evaluated by SENCo
<p>Teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment</p>	<ul style="list-style-type: none"> - Parents value and support the school's approach to homework. - Our monitoring and scrutiny of pupils' work informs us that teaching has the following strengths: Highly knowledgeable staff, with very strong subject knowledge: they use good quality resources, including new technologies, to deliver interesting and relevant lessons. - High standards and expectations in all subjects are applied exceptionally well across the curriculum. - Teachers have good subject knowledge and use well-crafted questions to deepen and reinforce pupils' learning and to spot pupils' misconceptions. - Teachers give generously of their time to run a wide range of extra-curricular activities that extend the children's learning opportunities. - Many challenges to stretch most able in quality first teaching. Also many rewards to aim for- Word Millionaires club; Spelling Bee and Maths certificates in addition to yearly medals for top achievers across the curriculum in each year group - Annual productions and Shine shows to encourage children to practise and refine performances to do their very best. - Hire local theatre every three years to showcase talent across the arts and achieve highest standards
<p>A rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge</p>	<ul style="list-style-type: none"> - Reading and phonics are well established in school, and further enhanced using Little Wandle Phonics Scheme, as the tools to access all aspects of our curriculum: great emphasis is placed on reading fluency as a means to independent learning in all aspects of the curriculum. - Reading gives children from any background the ability to take control of their learning.

	<ul style="list-style-type: none"> - We use Accelerated Reader to track progress and have an extensive reward system to encourage children to read (extrinsic will move to intrinsic). This has been successful and we are often asked to support other schools e.g. Watling School (2016/17), Wilstead Primary School (2017/18), Ardley Hill (2018/19) - 90% of our children read every night (from 33% in 2012). This has formed part of performance management targets as we evidence shows, it's important. We have daily reading sessions and regular reading events, we ensure that every child can take advantage of these events e.g. On World Book Day we aim to bring the book shop to the children so every child gets a book for their voucher.
IMPACT	
Ofsted criteria	Evidence
<p>Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained</p>	<ul style="list-style-type: none"> - At Hadrian we have confident, self-assured learners of all abilities, who use and apply their knowledge, understanding and skills across the curriculum. - High attendance year on year because pupils enjoy their lessons and social time in school. - Pupils who are proud of their school and work. - Staff from other schools frequently visit to look at the quality of work and presentation in the children's books - Teaching over time is delivering improving outcomes for pupils across all groups - Children achieve well in EYFS with a baseline of skills and knowledge below those typical for their ages when they started in EYFS.
	<ul style="list-style-type: none"> - Evident through SATs results especially the quality of reading across the school - Impact of LAMDA on pupil's self-confidence and academic performance

To be Outstanding we need to:	<p>Intent:</p> <ul style="list-style-type: none"> - Refine the Maths curriculum in line with the 'mastery' approach across school - Review and develop PE, RE, DT and Art curriculum - Ensure there is a shared understanding of core learning in each subject
	<p>Implementation:</p> <ul style="list-style-type: none"> - Embed ongoing review of the whole curriculum to ensure quality and breadth, in terms of skills and knowledge. - Embed assessment procedures with a focus on individual progress and attainment. - Parent workshops to upskill parents on ... - Ensuring training, development and performance management processes continue to be sharply focused on individual need and SIP priorities so that the quality of teaching remains consistently high. - Continue to develop meaningful connections across different subjects and develop cultural capital - Ensure consistency of lesson design and assessment in maths - Ensure all subjects are accessible to SEND and disadvantaged children - Embed the new EYFS framework ensuring this builds a platform for KS1 & beyond - Review approach to spellings & handwriting across the school - Provide planned opportunities for children to practice their writing skills in English sessions & across the curriculum, particularly to improve greater depth
	<p>Impact</p> <ul style="list-style-type: none"> - A clearly progressive curriculum in the priority subjects will enable pupils to build on previously learnt knowledge and skills to deepen their understanding in these areas. - Performance data continues to show relative position as shown in the 3-year trend against previous years' national averages
Leadership and Management	
Self-evaluation grade: Good	
Ofsted criteria	Evidence

Leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all.

This is realised through strong, shared values, policies and practice.

- The Principal, SLT and Governors have clarity of a shared vision, specific responsibilities and together challenge the school to continually reflect and improve. This is reflected in the School Improvement Plan, good use of the Pupil Premium and School Sports funding.
- Hadrian has been ambitious in gaining Sing Up Platinum & Artsmark and Sport Gold Awards.
- The school leadership are aware of the areas for development.
- The results in 2022 showed improved pupil outcomes in terms of progress throughout KS2.
- All leaders have high ambition for every pupil.
- Hadrian is willing to support other schools, particularly in the arts, with a focus on singing. We share our singing in the community and help others to raise their standards too. In previous years we have supported...
- The school provides work experience placements for local schools and colleges as well as placements for PGCE and BEd students from the Shire Foundation and the University of Bedfordshire. In 2017/18 this was judged as '**outstanding support**' by all providers and we plan to continue this.
- We 'grow our own staff' where possible and frequently have GT trainees who previously were Teaching Assistants at the school or support staff that we have recruited with ambition to become a teacher.
- Attitude is everything. We work hard with our community to promote the importance of learning. We organise House competitions, Spelling Bee and Maths Magician, which create excitement across the school. We won the Matific national competition in 17/18 and always aim high. Pupil regularly leave Hadrian to go to grammar schools in Buckinghamshire.
- Our celebration for children becoming reading Millionaires, more than a million words, as part of our reading scheme went from an anticipated fifteen children to forty two in the summer term. We have also introduced new rewards for maths attainment which are very popular.
- We have a clear anti bullying policy that can be found on our website. This includes relationship reviews and shared communication documents between families.
- Governors have the range of skills and competencies to effectively challenge leaders and hold them to account for the performance of the school. They have high expectations that all pupils – including those who are disadvantaged - will achieve their best.
- Governors have a clear understanding of the school's strengths and weaknesses: they ensure there are well-focused plans and priorities for continuous school improvement and have dedicated much time and effort to refining their strategy document.

We have a pupil premium champion; the impact of this is...

	<p>We have introduced many academic competitions as part of our student voice initiative suggested that these would encourage boys to take part.</p>
Leaders focus on improving staff's subject, pedagogical and content knowledge to enhance the teaching of the curriculum and the use of assessment. The practice and subject knowledge of staff are built up and improve over time.	<ul style="list-style-type: none"> - Since January 2023, we have revised the school leadership structure. The school now has a reading, writing and maths leader with art leaders in place working towards the Artsmark. - Learning walks take place with other schools – in May 2023 our reading and Art leaders visited Oxley Park - Performance management targets are linked to the SDP and the ongoing cycle is embedded. - All staff are valued and take part in external and internal CPD. Three members of staff have completed the outstanding teachers program, 10 staff, both teachers and children are completing a course for supporting Challenging Behaviour. With many of our TAs training to be teachers, like the children, there is no ceiling on what you can achieve at Hadrian. - 2 teachers and 2 TAs have been nominated for TA/ teacher of the year and Hadrian Academy was nominated for school of the year in 2017/18 - There is a rigorous monitoring calendar shared via google calendar. - The CPD schedule is linked to the school development plan with a range of staff leading sessions including external providers - The school Induction is vigorous to ensure new staff know what is expected and feel supported - speak to staff & see policy document. - The new data system to effectively target vulnerable groups - We have made a high level of investment in whole school programmes of study & schemes ensuring continuity, progression & readiness for next stage. Reading at KS1 is Bug Club and Accelerated Reader at KS2, Maths, PHSCE-Jigsaw. For Music-Charanga & PE we used Complete PE - To ensure that learning is purposeful each class runs 3 enterprises throughout the year, these are designed to bring learning to life! - Planning in phase teams, ensures support for less experienced teachers and progression across key stages . High level of qualified support staff informed of learning objectives and what the outcome will look like. - Maintain effective monitoring of subjects across school to ensure high quality of education is provided for all pupils, including SEND/ disadvantaged. - Excellent teaching is ensured through high quality professional development, including for ECTs. - Leaders of all subjects, support staff well to ensure there is coherence and consistency in the delivery of the curriculum.

<p>Leaders aim to ensure that all learners complete the programme of study. They provide the support for staff to make this possible and do not allow gaming or off rolling.</p>	<ul style="list-style-type: none"> - Only one exclusion in the 2022/23 academic year
<p>Leaders engage effectively with learners and others in their community including – where relevant – parents, carers, employers and local services.</p>	<ul style="list-style-type: none"> - Annual parent survey shows... (need to add evidence here) - The school is important to the local community and gets involved in local activities, e.g. Harvest services at St Katherine's Church, Grove Sings, Remembrance Parade, Community fete etc. The school is open to the community and is used in the evening for regular private lettings and on Sundays for Hadrian Fellowship services. - The school projects an inclusive culture across the school and wider community. - The school actively seeks to involve stakeholders at every level. - Communication with parents is through ParentMail, website, Twitter and direct face to face contact. - The prospectus demonstrates some of the ways that Hadrian Academy works closely with parents. We run a before and after school club to support working parents. The Parent's Association 'AHA' is active in the life of the school providing activities to enhance the curriculum for the children, and very effectively fundraising for the school. - Pupil progress meetings are held three times a year and have over 90% attendance for all year groups. - Written reports linked to ARBOR to ensure accuracy - Curriculum maps shared with parents at start of year - Open door policy - Homework is set weekly, marked weekly to meet the needs of sets with year group and to capture whole school activities. - AR means that reading targets + progress are shared instantly with parents 90% of children achieved their targets due in part to good links between school and home
<p>Leaders engage with their staff and are aware and take account of the main pressures of them. They are realistic and constructive in the way that they manage staff, including their workload.</p>	<ul style="list-style-type: none"> - Staff questionnaires take place annually. The impact of this is... - To ensure that we are meeting the needs of staff, google questionnaires gather viewpoints, results of which can be found in team drives. Our subject leaders work in teams and carry out observations throughout the school, they also take part in book scrutinies and learning walks alongside SLT. - Annual report writing day - Teachers collaborate well in their teams and value the support they receive from middle and senior leaders - Leaders have created a strong culture of team-work whereby staff constantly strive to improve their practice.

	<ul style="list-style-type: none"> - School's current focus on mental health and well-being ensures that everyone is happy, cared for and feels valued, with self-esteem opportunities built into the curriculum at regular intervals.
Leaders protect their staff from bullying and harassment	<ul style="list-style-type: none"> - Home school agreement which is signed by all families (to be done annually from September 2023)
Those responsible for governance understand their role and carry this out effectively. They ensure that the provider has a clear vision and strategy and that resources are managed well. They hold leaders to account for the quality of education or training.	
Those with responsibility for governance ensure that the provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent Strategy' and safeguarding , and promoting the welfare of learners	<ul style="list-style-type: none"> - All staff, including governors) have regular safeguarding and PREVENT training. - All statutory requirements are met and reviewed termly (safeguarding file). The range of training is also evident, please see the CPD training log.
Hadrian Academy has a culture of safeguarding that supports effective arrangements to: Identify learners who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help learners reduce their risk of harm by securing the support they need, or referring in a timely way to those who have the	<ul style="list-style-type: none"> - Safeguarding is effective. - Leaders and staff take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils. - Through the work of the FSW and the SLT, the school has seen attendance improve with additional support in place to work with families - Safeguarding is given a high priority and procedures are robust. We have recently received a 'Young Carers' award and the 'Mental Health Champion' award, recognising our high priority on supporting staff and pupil mental health - Safeguarding is at the heart of the school's provision and we are fully compliant with statutory regulations. Leaders have created a culture than ensures all stakeholders are vigilant in keeping pupils safe and secure.

<p>expertise to help; manage safe recruitment and allegations about adults who may be a risk to learners and vulnerable adults.</p>	<ul style="list-style-type: none"> - Evidence from displays around the school, range of music, books in library and schemes of work. Jigsaw scheme of work also focuses on this.
<p>To be outstanding we need to:</p>	<ul style="list-style-type: none"> - Maintain effective monitoring of subjects across school to ensure high quality of education is provided for all pupils, including SEND/ disadvantaged. - Implement summative assessment opportunities across all subjects - Continue to monitor and support families where pupil attendance is low - Support SEND provision across the school through upskilling all staff - Embed the new EYFS framework - Provide coaching for SMT and SLT to maintain positive working culture and environment across the school Equip governors in deepening their understanding of the curriculum and in challenging middle leaders - To continue the high quality of teaching and outcomes for all pupils in reading and writing. - To maintain continuity in all areas of school life to embed lifelong learning. - To continue the high quality of teaching and outcomes for all pupils in maths
<p>PERSONAL DEVELOPMENT</p> <p>Self-evaluation grade: Good</p>	
<p>Ofsted criteria</p> <p>The curriculum at Hadrian extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop their interests and talents.</p>	<p>Evidence</p> <ul style="list-style-type: none"> - We believe that wider opportunities make a difference to life chances. We fund LAMDA exams (2018 - 100% achieved a merit or distinction). - Music and the Arts are a strength of the school and it plays an important role in school life; the children are known locally as singers. The school holds a 'Platinum Sing Up' Award and an 'Gold Artsmark Award'. We also, host dance classes and fund LAMDA lessons and exams, for children from Year 1 – 6. - LAMDA is the largest Speech and Drama Board in the U.K. and has a reputation for excellence worldwide. We are pleased to be a local examinations centre. We also won a Sign 2 sing competition to write a song which is now sung around the country. We hold Shine performances that take part in the local theatre celebrating outstanding achievements in the

	<p>arts. Students learn a musical instrument for three years and can take graded music exams in 2017 88% achieved merit or above. Luton Music Hub has praised our provision and is encouraging other school to emulate it.</p> <ul style="list-style-type: none"> - We run academic competitions and reward academic and growth mindset achievements. - We are very proud of the high standards we achieve across the PE curriculum. In Summer 23, we were awarded the Gold Sports Mark. We work in partnership with other local schools, Select Sports and Hotshots. We enter many interschool competitions including gymnastics, tag rugby, sports hall athletics, cross country. We have two members of staff that are amateur athletes and act as inspirations to other staff and pupils. - Our extra-curricular programme includes many sporting clubs, cooking club focusing on healthy choices and once a month our students take part in orienteering competitions. The sports funding grant is used effectively to enhance experience and activity for all. We have established a track for all weathers on the field and children are encouraged to complete the Daily Mile. On Friday mornings staff join children to walk around the track before school. - Pupils receive a rich and varied curriculum & value the broad range of additional activities available, which include a rock school, a choir, reading and yoga. Leaders make effective use of the additional funding for sport. Leaders carefully monitor how active pupils are, which includes activities for those who can excel in competitive sport
<p>The school curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy</p>	<ul style="list-style-type: none"> - At Hadrian we celebrate outside achievements during our weekly celebration assembly - Medals are given out for high attainment in PE, Maths and - Medals are also given for consistent hard work. - Areas of the playground have been set up to promote physical fitness. - Active play resources have led to an increase in physical activity at break/lunch time - Play leaders and midday supervisors have used restorative techniques to support children in the playground. Every child has access to at least one club throughout the year, which has led to improved positive emotional and physical health and wellbeing; they report they have really enjoyed it and make them happy. - All pastoral TAs report feeling more confident in identifying children with social and emotional needs; they have set resources to help them. - All staff are confident in using the referral process to the MHST - Staff emphasis on pupils' physical and emotional well-being ensures pupils' readiness to learn - Difference is respected in all its forms, it is celebrated and adds to the school's ethos off inclusion. - Our extended curriculum includes a wide range of clubs, including acrobatics, yoga, dance, drama, guitar, orchestra, basketball, hockey, football, cricket and gardening to name a few. - The curriculum and after- school clubs and activities contribute significantly to pupils' health and well-being and actively teach the children how to make informed choices about healthy life-styles. Initiatives include the school

	<p>garden in which pupils grow their own fruit and vegetables and our two home economics rooms, which are timetabled for regular use.</p> <ul style="list-style-type: none"> - Physical and mental health are prioritised across the school via Wellbeing Lead. Our curriculum includes massage in schools, regular wellbeing sessions, 2 hours of PE per week and a sports coach during lunch times for structure. - Due to robust safeguarding procedures, pupils have an excellent understanding of how to keep themselves and others safe, including when they are using new technology. This had a positive impact on the outcomes of the children.
<p>At each stage of education, Hadrian prepares learners for future success in their next steps.</p>	<ul style="list-style-type: none"> - Our feeder schools are Manshead and Queensbury. - Our Year 6 students visit the school of their choice for two days and our teachers work with the Secondary school to support transition. All SEN students have more visits to their chosen school. We support grammar school applications - Willow Nursery start transition at Christmas, when they come to watch our Christmas production and our before and after school club is also open to Willow Nursery. - All children take part in three enterprises each year which aim to provide knowledge of work experience, trying out different roles and creating a business model. - Staff and students are expected to dress smartly (uniform policy) and attend school on time (see attendance section) - The school provides opportunities to develop talents and interests via aspirations week, talent shows, celebrations assemblies, enrichment opportunities such as school trips and visitors into school
<p>Hadrian Academy prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding</p>	<ul style="list-style-type: none"> - The ethos and curriculum of the school make a substantial contribution to ensuring that pupils develop the full range of positive values that distinguish British culture. 6 themes are celebrated and explored throughout each school year and tightly interwoven within our curriculum. Pupils from a wide range of different backgrounds work and play together happily and harmoniously. This has a positive impact on the outcomes of the children. - The range of extra-curricular activities enables further opportunities to develop character and a desire to achieve – clubs are open to all children, free of charge. - Religious Education is firmly embedded throughout the school to reflect the schools' motto. - British values are firmly embedded across the curriculum, with firm links to other subjects and aspects of school life. - Equality of opportunity and diversity – all learners have access to the same curriculum offer, aspirations week, celebrations week and enrichment opportunities. - The school sees diversity as an asset and treats pupils, teachers, parents and families with respect and fairness. - The curriculum increasingly encourages the children to take responsibility for their own well-being; and that of others; so that they become mature and responsible young citizens who are able to contribute effectively to British society. The

	<p>rich and varied curriculum in both formal lessons and extra-curricular activities has a substantial and positive impact on pupils' spiritual, moral, social and cultural development (see surveys, website, displays etc).</p> <ul style="list-style-type: none"> - The school actively promotes the British Values with a particular focus on diversity and individual liberty. British Values can be seen in displays around the school and through the new website and the school prospectus.
<p>To be outstanding we need to:</p>	<ul style="list-style-type: none"> - Provide opportunity for every child to attend an extra-curricular club - Continue to develop social and emotional support across the school - Continue to support staff wellbeing across the school - Priorities for development in 2022/23 include - In light of children with complex emotional, behavioural and special needs, ensure pastoral systems and the overall ethos of the school continues to support exemplary attitudes to learning. - Our wellbeing hub will provide lots of opportunities for pupils to explore ways to feel calm, safe, valued and to thrive
<p>BEHAVIOUR AND ATTITUDES</p>	
<p>Self-evaluation grade: Good</p>	
<p>Ofsted criteria</p>	<p>Evidence</p>

<p>At Hadrian Academy we have high expectations for learners' behaviour and conduct and apply these expectations consistently and fairly. This is reflected in learners' behaviour and conduct.</p>	<ul style="list-style-type: none"> - Rules are clear and simplified - Ready, Respectful and Safe – this is exemplified through the school behaviour policy. This ensures that there is a calm atmosphere around school and staff are beginning to use a common language and have a shared understanding. - Teachers and pupils are doing a 'meet and greet' at the start of every day, which is having a positive impact on pupil wellbeing and create a positive atmosphere. - Transitions are becoming more efficient so that lessons are starting more promptly - Daily and on-going updates on CPOMS guarantee that any potential behaviour concerns are noted, dealt with and recorded accurately. - The school has invested in a Pastoral Lead and a Family Support Worker who are highly skilled in de-escalating situations and able to offer staff and parents advice on how to instill excellent behaviour. - Excellent behaviour and attitude is directly linked to the challenging and interesting curriculum offered to all our children. The curriculum has in-built opportunities to develop responsible and respectful citizens. - Good behaviour is celebrated in assemblies. - Evidence from monitoring shows that lessons are not disrupted by inappropriate behaviour: pupils invariably demonstrate exemplary attitudes to learning. - High expectations and consistent management of behaviour by all staff are having a very positive impact e.g. the incidence of racist, homophobic and other discriminatory name-calling is rare and dealt with immediately according to clear procedures (see policy folder and behaviour logs). - Schedules for play and lunchtimes mean outdoor space is maximised and as a result excellent behaviour is expected as the norm. - Exclusion is only ever considered as a last resort and since 2018 there has been 1 exclusion. - Visitors to school comment that our pupils are confident, eloquent and very well-mannered.
<p>Learners' attitude to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.</p>	<ul style="list-style-type: none"> - Book Looks happen regularly and these often focus on presentation and pride in work - Outside achievements celebrated in assembly - Medals are given for high attainment in Maths and English as well as for consistent hard work - Recognition boards have been set up in all classes and teachers and children are enjoying feeling valued and recognised for their achievements. - Communication with parents has become more established and increasingly positive

Learners have high attendance and are punctual.	<ul style="list-style-type: none"> - Attendance figures required here... - Attendance is celebrated by class in assembly and with attendance booklets - Pupils enjoy school, have positive attitudes to learning and behave well. Consequently, attendance is good. - Maintaining high attendance through ongoing vigilance and positive rewards. - Consistent application of attendance policy. - Orderly start times (from 8:45am) guarantee that children immediately get down to task in the morning and a calm, purposeful atmosphere greets all the children as soon as they enter class.
Relationships among learners and staff reflect a positive and respectful culture.	<ul style="list-style-type: none"> - Pupils feel safe and are safety-conscious. - Pupils know that staff take good care of them, and have a good awareness of the need for internet, road and fire safety. - Pupils get on well together and enjoy helping others. - Children are highly engaged and eager to learn across the school. - The school promotes positive relationships and a respectful school culture.
Leaders, teachers and learners create an environment where bullying, child on child abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively and do not allow them to spread.	<ul style="list-style-type: none"> - E-safety week ensures that children can stay safe online (additional information for parents) - All staff have regular safeguarding training so they understand how to support children in their care - We have embedded new values across the school and have are 'best value' school in Central Beds for children feeling safe at school and high self-esteem and the SHEU survey show that fewer children at Hadrian Academy are bullied than in other Central Beds schools - Bullying is rare and is dealt with effectively. - Teachers' behaviour management skills are effective, and pupils are keen to meet their expectations.

<p>To be outstanding we need to:</p>	<ul style="list-style-type: none"> - Embed consistent routines that promote calmness, politeness & orderliness in order to maintain a positive ethos/ environment across the school. - Embed restorative principles throughout the school community to develop a consistent approach in developing positive relationships - Ensuring whole school vigilance towards behaviour is at the heart of school life [includes training for new staff and updating training as required].
EARLY YEARS	
Self-evaluation Good	
Intent	<p>In line with the Early Years Foundation Stage Statutory Framework, 2021, the Early Years Team recognise the importance and impact of the early years of a child's life; how quickly they grow and develop in these first years of life and how pivotal our role as practitioners is in ensuring children in our care are not only healthy and safe but also fulfil their potential as learners.</p> <p>The EYFS at Hadrian is based on four overarching principles:</p> <ol style="list-style-type: none"> 1. That every child is a Unique Child 2. Children learn to be strong and resilient through Positive Relationships 3. Children learn and develop well in Enabling Environments 4. Children develop and learn in different ways. <p>Through high aspirations and effective practice, we provide a happy, stimulating and positive environment to support our nursery children in becoming school ready and to ensure our reception children leave our unit as independent and collaborative learners who are equipped with the skills and knowledge to progress effectively into Key Stage 1. We recognise and celebrate that all children are individuals and that individuals learn best when they feel confident, safe and secure.</p> <p>Leaders' ensure effective arrangements for children starting at the school enable children to integrate well and settle into school routines quickly</p> <p>Teachers ensure that both indoor and outdoor areas are enticing and are very well planned</p>

Implementation	<p>The Early Years Team have developed an excellent educational provision since the past Ofsted with improvements in the quality of teaching and high quality learning environment.</p> <p>Their curriculum is coherently planned and sequenced building on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning. Their curriculum is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life.</p> <p>Long-term and medium-term plans: shows how all areas of learning are met and allows children to progress and develop throughout the year. Planning is logical and systematic. It builds on prior skills learnt and becomes more challenging as the year progresses</p> <p>There's a sharp focus on ensuring that our children acquire a wide vocabulary, communicate effectively and, in reception secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers.</p> <p>Our school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of reception. Phonics is taught using Little Wandle in reception with assessment data showing clear progression in terms of their reading from nursery. Continuous assessment takes place and is recorded onto Tapestry. This provides evidence of children's learning. Our staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary as is evident through lesson observations. There is evidence of Integrating books into the curriculum: evidence in planning, topics introduced through books, protected reading time each day.</p> <p>We have the same academic ambitions for all children. For children with particular needs, such as those with SEN and/or disabilities, their curriculum is designed to be ambitious and to meet their needs. We set challenging and aspirational targets for all children with pupil progress meetings taking place termly. Interventions are carefully planned and timetabled to ensure progression across the curriculum.</p> <p>Staff are experienced in identifying where children require further intervention from outside agencies and liaise effectively with our school SENCo to ensure children with any Special Educational Needs are supported in the best way possible to enable them to meet their potential.</p> <p>Children's attitudes and dispositions to learning are influenced by feedback from others. As well as daily verbal praise and encouragement, children receive celebration and rewards to encourage them to develop a positive attitude to learning.</p> <p>Methods to celebrate individual achievements personal to each child include; a sun/ star behavioural wall display, wow-gee certificates, bookmark stickers, house points, our 'Work to be proud of' board and a 'star of the week' is celebrated in a weekly whole school celebration assembly.</p> <p>In Early Years, we are reflective practitioners who are constantly looking at adapting our practice both for learning and behaviour to ensure we are meeting the needs of each child. Our smaller class sizes allow us to really know our children and to provide personalised practices for academic or behaviour support where necessary. The learning environment encourages inquiry, challenge and resilience with continuous assessment including observation of children engaged in learning.</p>
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Staff ensure children are safe and valued and respect all children and families equally. Positive Relationships are essential in supporting children to progress. This is achieved through various means including a weekly newsletter, sending home regular observations using Tapestry and informal discussions at drop off and collection times.

Performance management identifies training and supporting staff to become better practitioners. EYFS specific CPD is arranged including introduction to the new framework and writing moderation meetings with Early Years consultants. This has led to improved writing moderation and more accurate judgements of children's ability. Staff work collaboratively with alternate EYFS provisions as well as working with other teachers across the school. Moderation takes place between EYFS and KS1; this supports the transition between the phases.

The Early Years team are committed to ensuring the best start for children as they enter reception. The curriculum is challenging and broad, built on the highest expectations and resourced appropriately. The curriculum planned is progressive and follows a clear sequence. It ensures key skills and concepts are taught. The curriculum is constantly reviewed to ensure it meets the needs of all pupils. Communication and language underpins our curriculum. Alongside teaching key skills and concepts. Children make outstanding progress because of the coherently planned and sequenced curriculum leading to meaningful learning and by the support and challenge they receive from staff who have created an environment that supports the aforementioned curriculum. Our Early Years practice demonstrates a balance between play and formal teaching. The key focus for the school is the development of independence.

Safeguarding is excellent and children learn how to keep themselves and their peers safe. Assessment procedures track progress accurately and efficiently and this informs planning to support the needs of different children. We have high expectations of achievement for all pupils, including disadvantaged children and those with SEND. The early years environment and teaching is tailored to meet the needs of all our learners.

Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics. We recognise that phonics knowledge is key to reading and writing therefore we carry out daily phonics sessions.

The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of reception using Acocks Green's adaptation of Little Wandle Letters and Sounds systematic phonic teaching.

Children are regularly assessed to ensure that the next steps in learning are appropriately planned and that children make good progress from their starting points.

Parents are encouraged to be closely involved in their child's learning and are welcomed into the setting on a daily basis.

Induction meetings and home visits are used as a successful strategy to engage parents from the earliest start. Parents continue to be encouraged to be active in their child's education through the open start to the day, parent workshops as well as informative meetings

	<p>All staff are instrumental in fostering positive relationships with parents, who now have a better understanding of how to help their children at home.</p> <p>Practitioners' subject knowledge is kept up to date through constant CPD.</p> <p>On entry to reception, children's skills are below expected when compared to age-related expectations.</p> <p>Our staff are knowledgeable about the teaching of early mathematics. We ensure that children have sufficient practice to be confident in using and understanding numbers. Our mathematics curriculum provides a strong basis for more complex learning later on. The FSU policy identifies how maths is taught in EYFS with assessment data used to record maths progress made through personalised learning. The FSU has engaging and challenging maths areas where pupils are able to apply skills learnt in class with resources chosen that meet the children's needs and promote learning.</p> <p>Our curriculum and care practices promote and support children's emotional security and development of their character. Our leaders and staff are particularly attentive to the youngest children's needs. There is frequent evidence of personal, social and emotional development (PSED) learning in class with a with positive relationships between staff , pupils and peers as well as PSED focuses provided within Continuous Provision activities and small group and intervention activities planned e.g. turn taking games, to enable children to learn and apply skills learnt through their play.</p> <p>The quality of teaching is good; all staff share a strong knowledge of the 'early years' curriculum</p> <p>A long-term Plan has been produced, identifying subject specific areas so that subject leaders can track progression of their subject</p> <p>Records of children's learning demonstrate the good progress they make from their individual starting points.</p> <p>Teachers establish effective routines so that children behave well and move safely in both indoor and outdoor areas</p>
Impact	<p>All children are assessed within six weeks of entry into the FSU. Staff use the non-statutory curriculum guidance outlined in the Revised 2021 Development Matters document to identify at what age and stage the children are at in each area of learning alongside teacher knowledge of the child to form a benchmark in all areas of learning. This initial assessment supports staff to direct the children's learning and identify next steps.</p> <p>In addition, Reception children are assessed using the Government's Baseline Assessment (RBA). This assessment is a school progress measure. The Nursery children's speech and language development is assessed using the WellComm speech and language assessment tool.</p> <p>Tracking grids are updated three times a year to identify progress made and areas of development for each individual and as a cohort. In the Summer term, reception children's Early Years profile is completed when they are assessed against the Early Learning Goals and a summary of their scores is sent to the Local Authority for analysis. A report including the results of the children's profile and a short commentary on the knowledge and skills displayed by each child is sent to parents and shared with their Year 1 teacher.</p>

	<p>Transition is incredibly important and effective with a number of strategies implemented in order to ease the transition from the FSU into Key stage 1.</p> <p>By the end of reception our children achieve well, particularly those children with lower starting points. The end of reception data for 2022 showed that 75% of pupils achieved GLD.</p>
To be outstanding:	<ul style="list-style-type: none"> - Continue closing or at least substantially narrowing of the gaps for high focus groups - especially boys, disadvantaged, EAL learners and SEND – via high focus on language and communication skills. - To continue to maintain that the curriculum on offer is engaging and enthuses children's learning while developing key skills and language and that the requirements for the application of maths is delivered in a fun and engaging way. - Maintain an enriching environment and opportunities to promote and inspire more child-initiated writing. - To continue raising the profile of number sense to 10 so that a large majority of children reach GLD in number. - Embed the new EYFS framework in line with statutory guidance - Continue to use baseline data to assess needs of the cohort and steer planning - Have evidence of consistently improved school data over a sustained period of time. - Provide an exceptional quality of education through the successful implementation of the new framework.
Overall effectiveness	2
Is safeguarding effective?	YES