



Hadrian School  
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# SEF Report October 2024

*'Improvement is a habit not a goal'*



**'Hadrian School has developed into an exceptional specialist 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)**

## **Context**

### **School context**

Hadrian School is an **exceptional** inclusive, co-educational primary specialist school, (including an Early Years Foundation Stage), which educates 177 pupils on roll with a range of additional needs including complex, severe, profound and multiple learning difficulties, autism and sensory processing 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 Parents/Carers, Governors, Volunteers, Compass Trust partners, Staff & 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 177 on site, 55.98% of children are eligible for Free School Meals, and 29.35% (54) are EAL. 57.60% of our population are boys and 42.39% girls. Currently we have eight pupils who are designated as CiC. We have one child who has a Child Protection Plan and three with a Child in Need Plan. We also have eleven children with degenerative and life limiting conditions, 52.17% (96) non-verbal pupils and 20.00% (37) of non-ambulant pupils, 15.2% (28) of technically dependent pupils with high health needs, e.g. gastrostomy feeds, tracheostomy care, airway management. We have 87.15% attendance and 58.69% (108) Pupil Premium children. We currently have **five** pupils in receipt of continuing care funding.

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, require significant planning. All pupils have an Education, Health Care Plan or are awaiting assessment for an EHCP. Every pupil receives a differentiated learning & bespoke curriculum tailored to their individual needs and based on assessment for learning. Initial baseline assessment demonstrates our pupils are functioning significantly below national Age Related Expectations. Ongoing assessment shows that this cohort of pupils continue to make at least expected progress in relation to their starting points. As a school we make excellent use of our superb facilities and teaching expertise resulting in pupils making excellent progress in English, Maths, Science, and Physical Education and in the use of AAC.

Hadrian School has gained and maintained an 'outstanding' reputation in its twenty five 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. HEADS also facilitate training for staff and parents and to date HEADS turnover is close to £1.2 million, contributing over £550,000 to school.

HEADS provide opportunities for high quality education and accredited training to adults who wish to work in the Specialist Sector, thus ensuring well trained candidates for future posts in school. Additionally, we are an Approved Centre for three Awarding Bodies: City and Guilds; Qualsafe and Aim. 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 run national accredited training for Rebound Therapy, Moving and Handling, First Aid 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. We are a collaborative partner with Sunningdale School's ITT Programme hosting trainee teacher's for their year-long postgraduate degree.

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), SFVS status (2023), Eco Schools Green Flag Award (2012/14), Sports Mark (2013), Arts Award (2018), outstanding OfSTED Inspection (March 2013), Arts Mark Gold Award (2014), Science Mark (2016), Governor Mark (2016), Sports Gold (2016), Healthy School Award (2019), outstanding OfSTED Inspection February 2018, Leading Parent Partnership Award (LPPA) (2022-25), Arts Mark Gold (2019), Makaton Friendly School (2019), Music Mark School (2022), and Science Mark (2020-23). We have recently been awarded the Silver certification for Trauma Informed Schools (March 2024) and we will be applying for the Gold Award immediately in recognition of our amazing practice in this area.

We have also been awarded **our fifth consecutive 'OfSTED Outstanding' inspection (March 2023)** following a two day inspection. The inspection process was unable to give us any areas for improvement, however, our own pursuit of excellence means we are well aware of areas for development which are described in our two year School Development Plan.

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' statement 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 termly 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, Canada, Norway

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. Our Social Media influence has spread international and draws in activity from all over the globe.

We host a Region wide Saturday Rebound Therapy Club, (also meets each Tuesday, Wednesday & Thursday evening), City Summer and holiday Play Schemes, LA Early Years 'SENDOS' groups, local schools, swimming clubs, Karate Clubs, Massage Clubs, Football 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. The LA also use our facilities to host their SENCO Network meetings at Hadrian each term thus supporting the links between the specialist sector and our mainstream colleagues.

We use Appraisal of all staff to match skills and aspirations to roles and responsibilities to drive forward our Strategic Outcomes, 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.

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 six 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, alternate 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 March 2023**

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, challenging & appropriate 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 continually

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. As part of this review we are offering our services to mainstream colleagues through ASAP (Advice, Support, Allocation Panel) in recognition of our expertise in Cognition and Learning. We are also a key player in two major SEND organisations, i.e. EQUALS and the FLSE with our Head Teacher currently Chair of EQUALS and regional Chair of the FLSE. The Head Teacher also sits on the National SEND Forum, which meets half termly. This helps school to respond to new initiatives, new information, and new approaches in a timely and thoughtful manner.

The Head Teacher also sits, with colleagues across England, as a founding member of a national organisation MiSS (Managing Medicines in Specialist Schools). This forum campaigns with NHS England, DfE, CQC and OfSTED to review the clinical needs of children and young people with complex health care needs. This campaign is shaping the future direction of staffing structures for this discreet population in line with the ambitions of the SEND Review (2022).

We have also mirrored our planning to dovetail into the inspection framework linking in our intent, implementations and impact. We focus on 'the lived experience' and making sure the right support is available to our learners at the right time. This thread now runs through our curriculum development, reports to Governors and the framework for our planning and PLP's.

We will also future proof access to therapy and leisure for all ages and abilities with the development of our Hadrian Community Spa Project which we aim to complete by 2025. We are actively fund raising for £2m to make this a reality through partnerships with the business and charitable sector. This ambitious new venture will complement our current Sports and Rebound facility to add a new Hydrotherapy Pool, Spa Pool, Massage Room, Gym and Café to our site. All of which will be open to the disabled and able bodied communities in our region.

## **Trends**

Hadrian School is well respected by our LA, and our Achievement Partners 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 and dysregulated children with autistic profiles at the same time as significant cuts to public spending in education and health.

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 have a strong vision and direction for the future success of Hadrian as a Foundation Trust School. Our Head Teacher sits on the LA SEND Executive & Inclusion Board and has the opportunity to help shape and influence the vision for SEND in our City.

Working closely with the ICB we have developed an innovative Pharmacy Service to meet the needs of the Compass Trust children and young people. This service provides the wrap around care our pupil's need, from the administration of medications in school, to the repeat ordering of scripts and managing of medicines in school. This is a ground breaking initiative which will be closely monitored and reviewed over the next twelve months.

In terms of accommodation we are responding to the increasing learning disabled and dysregulated 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 historically expanded our site to include four 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 grow over the next 2-4 years given the indicators from the LA SEND Review and our longer term goal is to continue to enhance pupil numbers and continue to work in partnership with the LA to encourage and support our mainstream schools to retain more pupils with SEND successfully. We completed the adaptation of our old Library to create a new learning environment for an additional six learners with autism/dysregulated profiles. We have recently opened another new additional class base in our old Staff Room for six to eight learners with a range of learning profiles.

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 new Integrated Care Service 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 to be part of our community. This is a very good place to work evidenced by our relatively low turnover of staff, 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 and Governor Visit Reports.

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

Our new Deputy Head took up his post in May 2021. This appointment alongside a review of our Senior and Middle Leaders has equipped school to continue to plan and prepare for the challenges ahead.

We have also sensitively dealt with the Default Retirement Age (DRA) and allowed staff to step down as a phased move to full retirement. We have implemented a 'Flexible Working Policy' which brings a fairness and consistency to decisions around staff wellbeing and working patterns. Although this brings logistical challenges to ensuring continuity for our children, 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, and EQUALS, Thrive Approach, 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 outcomes and results in an informed, well trained and experienced workforce. We have ten Thrive practitioners in school and a commitment to train an additional two each year funded through Pupil Premium. 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 nine of our teaching staff to develop their middle leadership skills through the National College programme, and three of whom have also completed their National Professional Qualification in Senior Leadership. One of our Teachers took up the post of Assistant Head in a local Specialist School. The new Deputy delivers training on Moving & Handling, Foetal Alcohol Spectrum Disorder, Relationship Support, Autism and Inclusive PE and we also have a Senior Leader who acts as a regional trainer for the new Engagement Model.

We have developed particular specialisms for Teaching and Learning Assistants, notably in Moving and Handling, Rebound Therapy, Reading and Phonics, Halliwick, Counselling, 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 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 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 Governor 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 in 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, Yurt, Sound Shack, Caterpillar Garden, Training Suite, Rebound Therapy Centre, Internal Play Quad and Therapy area are all examples of achieved strategic outcomes 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, and 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, Meeting Room and Food Technology Resource.

The site has just completed (March 2024) a major electrical revamp to replace circuit boxes and the electrical infrastructure across the whole school site. These works have taken two years to complete at the expense of the LA who are investing over £2 million into this project to future proof the school and enhance our connectivity and Wi-Fi capacity.

In response to the changing needs of our Early Years population we established a play facility adjacent to the Nursery/Reception/Year One classrooms and revamped internal quad play facility. These play areas have had a significant impact on the quality of Outdoor Education and play we



can provide. They are disabled friendly in design and have the flexibility to bring the indoors out and the outdoors in.

We also completed the building of our ambitious Rob Armstrong Rebound Therapy HEADS Training Centre. The school 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. The new facility has grown to be a regional centre of expertise for the training and delivery of Rebound Therapy and also hosts our HEADS Training Company with bespoke high quality training facilities. It is used 48 weeks of the year offering bespoke Rebound Therapy for children, young people and adults with additional needs across our region.

Recently we have also added to our outdoor learning programme a number of upgraded resources including an adapted Stagecoach bus, a new Yurt, a caravan and re-surfaced play areas. Our latest ambitious programme will be to fundraise and build a new Hydrotherapy Pool and Disability Community Spa to sit alongside our Rebound Therapy Centre. This project is currently underway and plans are in place for a series of fundraising events alongside the preparation for planning and building regs. We hope his new facility will be open to the disability community by spring 2025.

Plans are also under discussion to further future proof additional capacity on site with the adaptation of a new internal classroom space and the addition of three new classrooms, with break out therapy spaces and a new suit of office accommodation for the Leadership Team and Health colleagues.

## **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 twenty four 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 and Further Education Colleges 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. We also host medical students from the University of Newcastle. This is their only SEN experience as part of their training.

Our strength in partnership with 'The Friends of Hadrian' is evidenced by the number of parents and previous families who regularly attend school social events, coffee mornings, fundraising 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, NECANN, Newcastle Foundation (NUFC), INTU, NUFC, FLOW, Concept, The Co-op, Blakelaw Social Club, Rotarians of Gosforth and Newcastle, Clarke-Mairs Solicitors, Reece Group, TimbaDash Theatre Company, Greggs, Stagecoach, The Botanist, The Sunshine Fund, Hexham Priory School, St Nicholas Trust, Trusthouse, The Lords' Taverners, The Hilton in the Community Foundation, Irwin Mitchell, Westfield School, SCP, Dame Allan's, Sacred Heart, Newcastle LA, SENDOS 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. The Head Teacher sits on the National SEND Forum which meets six times a year. We also lead and co-ordinate the regional branch of the FLSE (Federation of Leaders in Specialist Education) 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, Norway 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), Evergreen School (Durham), Gibside School (Gateshead), Percy Hedley Foundation (Newcastle), Kingston Park Primary (Newcastle) and many more. Through HEADS, 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 maintain and 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/carers 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 relative low staff absence. Our 'outstanding extended services' are led by an 'outstanding Business Manager' supported by our excellent Admin Team and Senior Teachers. Our Specialist resources and facilities are superb and are utilised to great effect. 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 Sunningdale School for ITT, and to further cascade our skills and expertise in specialist education teaching and learning. We have two ITT trainees on placement this year being mentored and supported by our amazing teaching team. We have revisited our curriculum framework and further enhance our therapeutic curriculum. Part of these plans include intentions to embed 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 and Hydrotherapy.

Our inclusive and innovative offer for pupils with PMLD and Complex Needs enables pupils to access a high quality bespoke sensory and therapeutic curriculum. They are active participants in their learning and display high levels of engagement.

We have a long established termly magazine, 'The Hadrian Herald', which has grown into an amazing record of our journey over time. These magazines share our community work, class teaching, school projects, and celebrations and are an amazing testimonial to the hard work of our staff. These magazines are treasured by our children and staff and are shared with our school community to thank them for their support with all aspects of school life.

### **Areas for further development:**

- We remain focused on developing our staff training, further embedding appraisal procedures, middle & senior leadership and listening to our staff's views
- We will continue to support our newly and recently qualified teachers and staff through their teaching careers
- We will further develop our curriculum framework and enhance Curriculum Leadership and a Toolkit/Pathway approach
- We will continue to embed the Thrive Approach throughout school and develop our approaches to mental health and character education
- We will further develop our Preparation for Life curriculum across school
- 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 change
- We will respond to the challenges from the SEND Review and the White Paper
- We will further develop our extended services portfolio and increase the training opportunities and lettings on site
- We will embed our new Governor Structure and revisit roles and responsibilities
- We will develop plans to provide a new Hydrotherapy Pool and our Hadrian Community Spa on site
- We will future proof the capacity on site to meet the predicted rise in the pupil population.
- We will also remain focused on shaping up the future Health provision for children and young people who are technically dependent or needing bespoke Health care both regionally and nationally through our partnerships with MiSS, EQUALS, FLSE and NSEND Forum.

## **Quality of Teaching, Learning and Assessment**

**Outstanding**

### **How well pupils make progress relative to their starting points**

Our pupils' starting points are specifically individualised, linked to their learning needs and disabilities and the impact this has on their learning potential, but also on their interests and potential. On admission to Hadrian School our children are achieving significantly below national Age Related 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 learning 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 benchmarked with neighbouring schools with a similar pupil profile. This confirms that most of our pupils continue to make excellent progress in comparison to national trends. Senior Leaders meet regularly with colleagues from other schools to moderate, share best practice and review assessment results.

Our assessment over time consistently showed 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, including valuing, tracking and evidencing lateral progress and maintenance of skills. Children in our EYFS who have started Hadrian since September 2020 have been baseline assessed using the Development Matters Framework. 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.

## **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 wide range of additional 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. Increasingly we are also attracting a growing number of dysregulated autistic pupils, also with complex learning profiles. Added to this 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 grouping cohorts of pupils, 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, and 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 point's pupils at Hadrian School make good to outstanding progress regardless of their ethnicity, gender, disability or Index of Multiple Deprivation.

## **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 information, learning observations, pupil response forms, pupil questionnaires, parental questionnaires, annual reports, thrive plans 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 recording consistently shows evidence of our pupils' skills, knowledge, attitude and aptitude towards their learning. All pupil evidence annotate pupils' work and record levels of attainment as a result of exposure to challenging learning outcomes across core and foundation subjects incorporating EHCP outcomes. 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 Curriculum Leaders' 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. We also celebrate our pupils' achievements through special assemblies. Our Assemblies are an amazing record of progress and also serve to share best practice of teaching and therapy approaches across school. Classes also celebrate their work on TV screens outside each room demonstrating learning in the classroom, outdoors and in specialist learning environments.

## **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 information capture. Our assessment is extremely detailed and robust and shows progress across curriculum areas, core, foundation, therapy and sensory. We capture progress and achievement formally 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 our 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 Year 6 pupils also attend SCP on a weekly basis for swimming as part of their induction to their new school.

Our pupils leave Hadrian School characteristically 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 also leave having benefitted from an intensive therapy programme and Thrive programmes. They leave our school as happy children, proud of their achievements and ready and prepared to embrace the challenges of secondary education.

This coming year we are going to particularly focus on embedding our Preparation for Life curriculum to ensure that it is seamless from early years through to transition at Year 7. Part of this project will involve developing a more bespoke personalised curriculum offer and capturing evidence of progress from numerous sources.

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

We use Pupil Premium funding to help us support our pupils to make progress towards individual long-term outcomes in line with the shared vision detailed in their Education Health Care Plans. We have identified 5 areas of challenge that our Pupil Premium strategy ensures we address. These are learning difficulties, health needs, emotional development, parental engagement and access to wider life experiences. We help all our children overcome their personal difficulties through highly trained and expert specialist teaching, through our highly individualised curriculum pathway approach and our partnership work with parents / carers and health professionals. Our focus remains high quality teaching and learning for all, covering all areas of the academic and therapeutic curriculum and emotional wellbeing. This is based on a robust understanding of need gained through collaborative work with parents, health professionals and social care, assessment and evidence of learning, therapeutic support and emotional development as well as robust safeguarding procedures. Our 2023-25 Pupil Premium strategy demonstrates how we close the gap between disadvantaged pupils and their peers. Research published by the Education Endowment Foundation (2019) shows that good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using Pupil Premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, we will inevitably benefit non-eligible pupils as well. Through our highly personalised curriculum, we offer children eligible for Pupil Premium and their peers access to high quality teaching and learning, therapies (including hydrotherapy, rebound therapy, SI, music therapy) relationship support (including the Thrive Approach), focused interventions and an enriched curriculum that meets the needs of each individual. The achievements of pupils eligible for Pupil Premium are evidenced through eBooks, celebration assembly videos, Thrive assessments workbooks and our EHCP review process.

We have identified a cohort of Pupil Premium children from families living with a high level of deprivation that we have targeted to enrich their access to the community. We have prioritised access to our Summer Adventure Club to enable them to develop their social and emotional skills, confidence, self-esteem and skills for life. We have measured impact of this initiative through Thrive assessments with significant results.

## **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 information for a detailed breakdown of pupil progress. Learning observations show that our pupils use a range of skills to access the curriculum effectively. These include English and maths skills, use of AAC and IT, Intensive Interaction, signing, symbols and objects of reference. We have extended the process of reviewing, updating and cataloguing the School Library to support and enrich our cross curricular reading materials. We have also recently invested in an additional decodable reading scheme resource. Given the increasing complexity of our pupil population we have equipped our Library with additional multi-sensory/AAC/auditory-visual resources.

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 with our neighbouring specialist schools which confirms that we are accurately assessing our pupil's literacy skills and Science.

Learning observations of cognition & maths show that our children have access to engaging, stimulating, purposeful cognition & maths teaching relevant to their needs and challenging in its goal setting. A new cognition & maths development plan has ambitions to enhance the teaching and learning in cognition & maths across school and to further enhance training, resources and sharing best practice.

## **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. Reading tests show a wide range of scores from 5yr – 8yr 9m, however all are below the children's chronological ages.

### **Evidence:**

- Assessment Results
- Data Analyses
- School Partner Reports
- Learning Portfolios
- Moderation Files
- Pupil Reports
- Case Studies
- Learning Observations
- Learning Walks
- Pupil Questionnaires
- Parental Questionnaires



**The extent to which teachers have consistently high expectations of pupils**

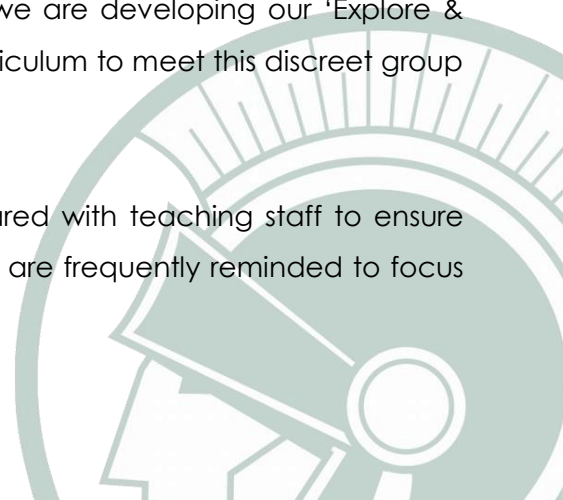
'Your clear thinking about the curriculum, the work of the Leadership Team and your innovative approach to staff development have enabled the school to respond promptly and successfully to the needs of pupils. As a result the school is well placed to continue to grow from strength to strength'. (OfSTED).

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' Curriculum Leadership roles and responsibilities. Our analysis drives the review and outcome 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 School Development Plan and we follow progress through regular monitoring of our maintenance plans, progress meetings, learning 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. We monitor medium term planning and review its content. Where we find discrepancies in progress we intervene quickly and review teaching and learning approaches, timetabling access, resourcing issues and record interventions through case studies, learning walks, lesson observations or re-assessment. We track PLPs, medium term planning, 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. We also have endeavoured to keep our Sensory/Therapeutic Teams stable to support the continuity of approach and understanding of this discrete group of pupils. Equally now we are developing our 'Explore & Discover' curriculum children and putting together a bespoke curriculum to meet this discreet group of learners needs.

Our Learning Observation criteria are regularly updated and 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 learning show high levels of pupil engagement, enjoyment, determination, independence and challenge. All classroom environments enhance English/Communication and maths/cognition concepts and our total communication approach as do school displays in corridors and learning environments. Basic skills in English and maths are reinforced through a cross curricular approach and it is easy to observe the children making use of these functional 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 outcomes to continue to enhance the therapeutic curriculum and extended school opportunities.

Our Curriculum Leaders are encouraged to observe, support and mentor the teaching of their areas across school. They are knowledgeable, enthusiastic, creative leaders who are skilled at ensuring our curriculum is matched to need. Curriculum Leaders write a termly report to Governors on progress within their areas.

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

Our assessment evidences 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 outcomes in English and maths 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.

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 and Reading for Meaning.

## **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 outcomes and high expectations. Learning 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 from our marking policy, learning observation feedback, curriculum leader reports, progress meetings, Thrive assessments, Pupil Response Forms, small group plenaries, circle time, 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, Pen Portraits, looking at PLP outcomes termly and intervention sheets, and through transfer and moderation meetings throughout the year. The creative use of 'E-Books' to set and track therapeutic outcomes has made a real impact on monitoring and reviewing progress in these areas, particularly for Rebound and Hydrotherapy. We aim to expand upon this system to monitor engagement and PE and work in the Sensory/Therapeutic curriculum.

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

Learning 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 learning 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, intensive interaction, 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 Thrive Approach is embedded across school so pupils feel safe, secure

and are supported to be curious about their world. Pupils develop strong relationships with staff who are highly attuned to their individual needs. Bespoke relationship support strategies and sensory diets address pupil's needs and wishes to help pupils to be regulated and ready to learn.

## **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 outcomes linked to curriculum /therapeutic experiences and EHCP outcomes. Continuity and progression are measured against assessment goals and PLP outcomes which are reviewed regularly throughout the school year.

Evidence is available through E-Books, workbooks, Teacher planning, Annual Reviews, class information screens outside each room, formative and summative assessment, learning observations and curriculum moderation files. 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 undertake 'Learning Walks' with the Leadership Team and Governors and have presented and 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 learning and one of the major barriers our children face in overcoming learning obstacles. 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 Relationship Support Plans, personalise their timetables, adopt a therapeutic approach where necessary, adopt multi professional joint outcomes 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, or through Continuing Care funding. 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
- Learning Observations
- Self-evaluations
- Peer Observations
- Class information screens outside each room
- Drop-ins
- Moderation of Teacher Planning
- Assessment
- Learning Walks
- School Development Strategic Outcomes
- Outcome Setting
- CPD
- Monitoring Teacher Feedback
- Pupil Questionnaires
- 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 relationships are a strength of the school; in our twenty five 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 and CYPS. 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 Development Plan and Strategic Outcomes. 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 relationships.

## **Pupils' relationships and attitudes around the school and in lessons**

Pupil relationships at Hadrian are '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 relationship 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. Over the past four years the Confident Parenting Team have received many referrals from mainstream colleagues asking for opportunities for their families to access our Confident Parenting course due to the impact our parenting groups have on our families and their children. Feedback from parents/carers who have attended our sessions include the following; 'I have considered coming on this course for the last year – I am so pleased I took the time to attend. It has been emotional, friendly, open, and honest and a course that has given me so many tips and advice. I would recommend this for everyone to attend'. 'Such a worthwhile course, it's been a great experience and the start of a better journey. I left with a positive mind set'.

## **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 relationship assessments and intervention strategies.

## **How well teachers support the relationships 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 relationships, 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 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 (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 supporting pupil behaviour 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 have moved our language from 'behaviour support' to 'relationship support' to emphasise the impact our behaviour as adults has on the wellbeing of our children. We utilise the skills and expertise of Parents/Carers, Clinical Psychologists, Educational Psychologists, CYPS, Nurses and Teachers. Our Relationship Support/Thrive Plans clearly impact on the continuity of approach and consistent support for the small number of inappropriate episodes of 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 relationship 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 Parental Questionnaires show that all pupils feel safe in school. We are not risk adverse, normally 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, and 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 awareness' 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 'relationships & sex', '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.

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. Obviously Covid 19 had significantly impacted pupil attendance in the past, however, our remote learning offer has also significantly developed to support remote and blended learning. Current attendance data are back to pre-covid levels and the small number of persistent non-attenders are on our radar. We have agreed with the Local Authority not to consent to any family holidays in school time.

## **The extent to which leaders 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 use of assessment, 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.

We foster close working relationships with colleagues from Clinical and Educational Psychology, Children and Young People's Service (CYPS) and the Community Nursing Team to help identify and safeguard the mental health and wellbeing of our children. This leads to joint disciplinary working, sharing and implementing outcomes and interventions with our families.

**Evidence:**

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

**Effectiveness of leadership and management**

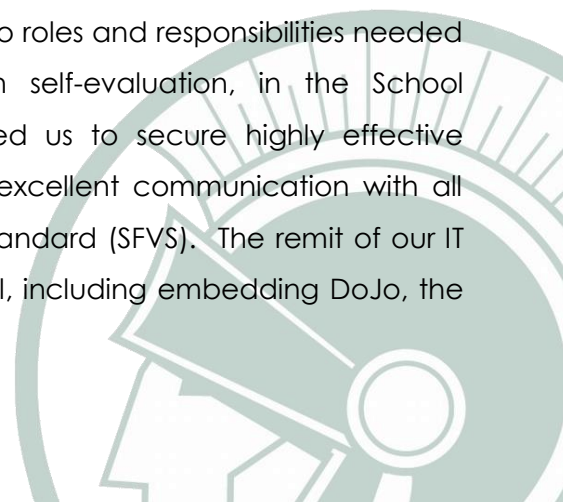
**Outstanding**

**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)

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 Outcomes, 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 Leader has led to improvements in the use of IT across the school, including embedding DoJo, 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.

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.

The Leadership Team demonstrated its ability to manage in a crises throughout the Covid pandemic. School remained open to all pupils and we developed an excellent remote learning curriculum which is still on-line via or our website. We also enhanced our digital contact with our community through DoJo and a text/messaging service. We remain focused on further enhancing the therapeutic needs of some of our learners who missed a great deal of school contact and ensuring that life returns to normal for all as quickly as possible.

## **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. This is kept under constant review through our Maintenance Plan. Review 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, Business Manager, Facilities Supervisor to the Leadership Team itself. Assessment is shared with all Curriculum Leaders and Class Teachers in a number of ways. We have Curriculum Leaders' Reports termly to the Governing Body, 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' with our Nursing Team and ensure we have appropriate staffing levels and resources to allow these children appropriate access to the curriculum.

We have written and published two therapeutic handbooks with detailed assessment levels for Rebound Therapy and Halliwick (Hydrotherapy) which have been well received nationally and hopefully soon, internationally.

We know our school very well and can identify areas for improvement in a timely, thoughtful and reflective way. Where there have been areas for improvement in teaching we have dealt with these

sensitively and professionally ensuring that the attainment and progress of our children is never compromised.

## **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. This is something we intend to re-visit this year.

The shared vision has been communicated through our School Information Booklet, Website, School Development Plan, School Maintenance Plan and School Curriculum 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, and Support Assistants 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', 'English' and 'Maths'. We have Teachers leading projects on a range of topics from 'Communication', 'School Sport', 'Engagement', 'Science', 'Outdoor learning', 'Halliwick', 'Rebound Therapy', '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)

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 'Pass it on Parents'. We have developed our 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 either physically or remotely through the use of Zoom.

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 16 years since its inception HEADS have generated over £380,000 to support the work of our extended school activities.

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 Rob Armstrong Rebound Therapy Centre, and plans for a new Hydrotherapy Pool.

We invest heavily in staff professional development and training in relation to relationship 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, CYPS, 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 appraised**

Review of our Appraisal matched to the Teacher Standards clearly demonstrates how effectively Teachers are meeting challenging strategic outcomes and giving excellent value for money in terms of their curriculum 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, Teaching and Learning Assistants, and Support Assistants.

Our training company HEADS has greatly enhanced opportunities for Professional Development. For example, 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. We now have ten 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
- Curriculum Leaders Handbook
- CPD
- Website
- 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 (March 2023) we have reviewed our middle and senior leadership and are also 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 and relationships at Hadrian are 'outstanding' and are 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 links with the business and voluntary sector are outstanding and lead to a real impact on teaching and learning opportunities in school. The partnership with our 'outstanding' Governing Body is one based upon mutual respect and challenge.

Our partnership with parents is outstanding. The extended school opportunities through HEADS, the training, advice and support, the out of hours use of our facilities and holiday support are a tribute to the dedication and hard work of our staff.

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

The range and breadth of the curriculum is outstanding, as is the children's access to it. The Hadrian School curriculum, our ethos, our values and our standards all support and promote the children's access to overcoming barriers, overcoming obstacles to learning, communicating, being understood and 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 twenty five years since opening, thirty two 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 Reports
- Previous OfSTED Reports 4 consecutive 'outstanding' judgements
- School Council and Pupil Voice, including Preparation for Life
- School Partner Reports
- School Development Plan
- Curriculum Development Plans
- HEADS Ltd. Reports and Awards
- Learning Observations & Learning Walks
- School Information Booklet
- Hadrian Heralds
- Achiever Assemblies
- PE and School Sport Handbook
- Pupil Premium Handbook
- Website
- Class information screens outside each classroom
- Questionnaire returns, Parents, Staff, Governors
- OfSTED Parent View
- CPOMS
- Creativity Projects Artsmark Gold, FLOW Project, Shakespeare in Schools Project, Music Mark, TimbaDash
- Governor Mark
- Science Mark
- Trauma Informed Schools Silver Award
- Leading Parent Partnership Award
- Blogs, DoJo, Social Media, Podcasts
- Visitors' Comments Book
- Head Teacher Reports
- Friends of Hadrian & Facebook
- Condercum Crafts Enterprise initiative
- Holiday play schemes and out of school support
- Outdoor Learning opportunities

