



Hadrian Academy

School Improvement Priorities

2023-2024

School Context

Current enrolment (July 2023)	384 (420 capacity)	Pupil Premium	55 (14%)
SEN	69 (18%)	EHCP	17 (4%)
LAC	4	EAL	114 (30%)
Service Children	0	Boys/Girls	202/182

***NOR Autumn Term 365, NOR Spring Term 376**

National Statistics: Pupil Premium 23%, SEN 13% EHCP 4%, EAL 20%

Ofsted Report Findings

January 2018

*At our last inspection Hadrian Academy were judged as **Good***

Areas identified for improvement:

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

Historical Data

Early Years Good Level of Development

2023 % of children who achieved GLD	2022 % of children who achieved GLD	2019 % of children who achieved GLD	Central Bedfordshire GLD % 2022	National GLD % 2022
Overall = 64%	75%	64%	72%	65%

Phonics Results Year One

2023 % of children who passed the phonics screening	2022 % of children who passed the phonics screening	2019 % of children who passed the phonics screening	Central Bedfordshire Phonics % 2022	National Phonics % 2022
88%	84%	84%	72%	75%

Key Stage One SATs

	% achieving the expected standard (greater depth in brackets) 2023	% achieving the expected standard 2022	% achieving the expected standard 2019	Central Bedfordshire % <u>achieving</u> the expected standard 2022	National % <u>achieving</u> the expected standard 2022
Reading	79% (25%)	59%	69%	78%	75%
Writing	68% (10.5%)	55%	60%	72%	69%
Maths	77% (21%)	64%	66%	77%	76%

Key Stage Two SATs Data

Times Table Results Year 4

	0-10	11-15	16-20	21-25	Average
Overall	5	8	16	27	19
2022 Data – Average mark was 19.8.					

Key Stage 2 SATs Year 6

	2023 % working at the age expected level or higher (greater depth in brackets)	2022 % working at the age expected level or higher (greater depth in brackets)	2019 % working at the age expected level or higher (greater depth in brackets)	2018 % working at the age expected level or higher (greater depth in brackets)	National 2022	National 2023
Reading	84% (34.5%)	75% (37%)	73% (17%)	79% (25%)	74% (28%)	73%
Writing	64%	71% (10%)	85% (5%)	87% (27%)	69% (13%)	71%
Maths	69% (14.5%)	73% (16%)	71% (12%)	75% (35%)	71% (22%)	73%
SPAG	76% (29%)	63% (25%)	78% (36%)	78% (34%)	72% (28%)	72%
R, W, M Combined	53%	55%	61%	69%	59% (11%)	59%

Internal Data (Years 1 to 6)

Reading		Writing		Maths	
% Expected +	% Greater Depth	% Expected +	% Greater Depth	% Expected +	% Greater Depth
76%	19%	58%	5%	70%	13%
Combined Data for Reading, Writing and Maths				Combined Data for Reading and Maths	
% Expected +				% Expected+	
54%				66%	

Quality of Education

1) To improve the quality of writing across the whole curriculum

What will success look like?

- Improved outcomes in writing across all year groups
- Effective moderation in place in school as well as developing some form of external moderation with other schools.
- The implementation of a new spelling and handwriting scheme
- Writing evident across foundation subjects which is in line with year group expectations
- Progression in writing evident in pupil's books from September
- Modelling of writing within lessons
- Writing being celebrated and promoted across the school through 'writer of the week'
- Raising the profile of spellings through the return of the 'Spelling Bee'

Quality of Education (2)

2) To improve the use of assessment across the school in reading, writing and maths to deepen pupil's knowledge and understanding

What will success look like?

- Improved outcomes across the curriculum especially in the combined figures (R, W & M)
- Termly Pupil progress meetings using summative assessment to target gaps in pupil knowledge
- The Arbor assessment tool and/or spreadsheets being used effectively to show progress children are making in reading, writing and maths.
- Teachers being able to extract and use data to identify how well different groups of children are doing in their class.
- Subject Leaders in reading, writing and maths being able to track the progress of children across the school comparing the progress and attainment of different sub groups.
- New levels being introduced on Arbor to show evidence of progress in reading, writing and maths

Personal Development

3) To broaden the curriculum offering opportunities at Hadrian Academy extending beyond the academic, technical and vocational.

What will success look like?

- Offering a wider range of extra curricular opportunities to children during and after the school day

	Monday	Tuesday	Wednesday	Thursday	Friday
After School	Choir Football	Street Dance Football	Ballet	Basketball	

- Through undertaking the Arts Mark journey, pupils will experience a wider and richer experience in music, dance, drama and art/design.
- Pupils taking part in a wider range of sporting festivals each term to develop children's character and helping to keep them physically and mentally fit.
- Developing pupil's understanding and knowledge of the British and school values through more whole school weekly assemblies.
- Enhancing children's cultural understanding through a yearly calendar learning about traditions and religious festivals/events in assemblies.
- Developing and building on already formed community links e.g. Ridgeway Lodge & Harvest event

Behaviour and Attitudes

4) Developing pupil's attitude to learning leading to improved pupil outcomes

What will success look like?

- - More pupils working at greater depth in writing and mathematics with reading continuing to be a strength of the school
- - All books to be neatly presented with evidence of age appropriate challenge and expectations
- - Whole School attendance to be above 95% with persistent absentees to be less than 15%
- - The consistent application of the school behaviour policy by all staff with all CPOMS entries being actioned
- - High standards of work are celebrated across school life including through assemblies, classroom displays and inter-school competitions (Spelling Bee, Maths Competition and end of year medal ceremonies)
- - Positive relationships taking place between staff, pupils and parents with training in place to enhance subject knowledge where required (e.g. relating to racism, bullying and the needs of SEN pupils)
- Pupils knowing and able to demonstrate the school values through daily school life
- New amendments to the 'live marking policy' to engage and motivate pupils

Leadership and Management

5) To develop the role of subject leadership across the school leading to a curriculum which is well designed, structured and sequenced in all subjects.

What will success look like?

- A curriculum will be in place which is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life.
- Each curriculum subject will be coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- Full National Curriculum coverage will be achieved in all subjects
- The needs of all pupils including those with SEND and Pupil Premium will be met in all subjects
- Subject leaders will be confident in leading their subjects and feel well supported by senior leaders.

Leadership and Management continued

A Subject Leadership programme of support will be in place which will include:

- Dedicated weekly subject leadership time
- Termly check in and check out meetings with the Principal/Vice Principal
- Priority given to subject development during the weekly staff meetings
- Fortnightly middle leadership curriculum meetings
- Clear expectations and target setting for every subject through action plans
- Performance Development meetings aligned closely with subject leadership and development
- Collaboration with external partnerships (St. Augustine's, St. Christophers, English and Maths Hub)
- A Subject Leadership Policy in place
- Access to subject leadership monitoring resources when carrying out monitoring such as learning walks, book reviews and pupil conferencing