

# Hudson Road Primary School

Villiers Street South, Sunderland, Tyne and Wear SR1 2AH

## Inspection dates

5–6 December 2017

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	<b>Good</b>

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher and other leaders, including governors, are highly ambitious and have a clear vision for the school. They set high standards and expectations for everyone.
- Governors consistently challenge the school and hold all leaders to account for pupils' outcomes. They know the school extremely well.
- The work of the school around pupils' welfare and personal development is outstanding. Parents spoken to highly praised the support given to their children.
- Leaders and governors have worked effectively to continue to improve the quality of teaching, learning and assessment across all key stages. As a result, pupils in key stage 2 are currently making good progress in reading, writing and mathematics and historical progress was higher than national. In addition, pupils also make good progress in key stage 1.
- Leaders and staff have developed a curriculum that focuses on pupils' interests as well as their needs. Pupils have played an active role in curriculum development. As a result, pupils speak very positively about its impact on their enjoyment of learning.
- Pupils' behaviour and attitudes towards learning are good and they show a high level of respect for everyone in school.
- Children in the early years make a good start to their education. They are immediately given the support and guidance needed to ensure the best possible progress is made, especially in speech and language development.
- Teachers constantly challenge pupils across subjects to extend their understanding. They recognise that the use of high quality language is a key area of development for a high proportion of pupils. Pupils are especially strong in using technical language to support their understanding in mathematics.
- Overall, pupils' standards in key stage 1 are currently in line with national averages for reading, writing and mathematics. However, some of the most able pupils in key stage 1, particularly in writing, are not consistently being given the opportunities to enable them to achieve at greater depth.
- Senior leadership roles have been developed across the school and the impact can be seen in the quality of teaching and learning and pupils' standards. However, further support is needed to extend the role of middle leaders and their impact at a whole school level.

## **Full report**

### **What does the school need to do to improve further?**

- Improve the quality of teaching and learning further by:
  - making sure that teachers consistently enable the most able pupils to achieve at greater depth by planning for further opportunities to produce extended pieces of writing in key stage 1.
  
- Further develop middle leaders' skills in monitoring and developing their subjects to have a greater impact on whole school standards.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher, deputy headteacher, senior leaders and governors are ambitious for the school and work very effectively as a team to ensure that it continues to improve. They have developed a vision and ethos of high aspirations and expectations for everyone. All staff within the school share this vision and it is equally supported by parents. Pupils have also played a key role in establishing this aspect. As the chair of the governing body stated, 'I thought it would be me setting the vision, but in fact it's the children who have created it for us!'
- Leaders have an accurate view of the school's performance because of their accurate monitoring and evaluation procedures. They are quick to identify those areas of the school's work that need further work and take appropriate action when required to do so. The headteacher is very clear about the standards expected in school and takes effective steps to make sure that all pupils receive the high-quality education they deserve.
- Leaders make sure that pupils' progress is monitored carefully. Teachers have a planned programme of meetings across the school year where they use detailed evidence to check that pupils are making the best progress that they can. When pupils are identified as not making the appropriate progress, additional support and teaching is quickly put in place to help.
- The headteacher and leaders have developed a curriculum that is about building pupils' aspirations and providing exciting and challenging new learning opportunities. Real experiences and high-quality texts are used to stimulate pupils' written and spoken responses and staff are very effective in encouraging pupils to play an active role in their learning. For example, pupils in Year 2 had written persuasive letters to their headteacher to allow them to go on a visit to see the Fenwick's window display based around the Paddington Bear character. They then developed their own new stories about Paddington. In a Year 6 class, pupils were able to talk about challenging topics linked to World War II through work on the text 'Once' by Morris Gleitzman. The curriculum is reviewed on a regular basis to make sure it is always meeting the needs of current pupils in school. Enrichment activities support pupils' learning by providing a range of new experiences, including, for example, residential visits, an annual science fair and many opportunities to celebrate the different cultures that are part of the school and greater community. Because of all of these opportunities, pupils are making good progress across the school.
- Staff access a wide range of high quality support and training to further develop the quality of their teaching, learning and assessment. Staff spoken to highly value these opportunities and are quick to share new knowledge and skills with other teachers within the school. Teachers recognise and value the trust the headteacher has in them that they will continually develop their teaching and, as a result, give pupils the best education possible.
- All leaders, including governors, feel that preparing pupils for life in modern Britain is an essential part of the school's work. The school sees that pupils' understanding and acceptance of difference is an integral part of the curriculum just as it is an integral

part of life. Pupils spoken to were all confident that, in their school, being different would not be a problem because everyone is entitled to be different but everyone is still then equal. Leaders and managers recognise the diverse community from which its pupils come and take every opportunity to explore and share that diversity within the school. Major cultural events are celebrated and taken as a school focus for both parents and pupils to take part in. For example, the school community recently celebrated Diwali with work which extended into art and English. The school is a Rights Respecting School Level 1 and pupils can speak confidently about what that means in relation to them and their school community. Every effort is made to engage members of the local community in the work and life of the school. For example, Year 3 pupils have been involved in a project 'Intergenerational Journey from Syedpur to Sunderland' which looked at not only immigrants' experiences of integrating into a new community, but also pupils' own understanding of coming into a new school. The project was linked to work in history, geography, art and food technology.

- The development of pupils' spiritual, moral, social and cultural development is a strength of the school. All adults promote it very effectively and it is shown very clearly in the quality of relationships in school and the sense of community and family that is highly valued by parents. Immediately when any parent or visitor enters the building, there is a clear, welcoming atmosphere that promotes a feeling of openness and the desire to bring people into the school community.
- Physical education and sports funding is used effectively to raise staff expertise in teaching this subject area. Specialist coaches are used to develop both pupil and staff skills and knowledge, including providing football training during the school's breakfast club. The school has introduced a wide range of new sporting activities, including outdoor residential trips, trying out archery, canoeing, kayaking, orienteering and climbing.
- Leaders, including governors, make sure that the additional funding for disadvantaged pupils is used effectively. It is used to provide interventions, targeted support in key stage 1 and key stage 2 and funds a range of family learning courses to enable parents to support their children's learning in the home. The school is seeing the impact of this additional funding through the improvement in standards being achieved by this group of pupils, particularly in key stage 2.
- Performance management is administered and led effectively, and targets are set that are challenging and directly linked to the school's identified priorities. The headteacher has developed a clear culture of every member of staff being accountable for the learning and outcomes of all pupils.
- The role of middle leaders is being developed across the school by the headteacher. However, currently, their impact is not fully at a strategic whole-school level and further support is required.
- Parents are very positive about the work of the school. Of those who responded to the Ofsted online questionnaire, Parent View, and free-text services, the overwhelming majority are highly positive in their praise of what the school is providing for their children. As one parent stated, 'Moving to this school has been the best decision we have made in terms of our daughters' learning in order to give them the best education possible.'

## Governance of the school

- Governors are regular visitors to the school and work closely with the headteacher and leaders to check pupils' progress and the quality of teaching, learning and assessment. As a result, they have a very accurate view of the school and pupils' needs.
- The governing body possesses a wide range of skills and experience, which they use effectively to challenge the work of the headteacher and staff in school. Minutes of governor meetings clearly show that they are not simply accepting of the information provided for them, but can analyse and interrogate it appropriately to ensure it is accurate.
- Governors constantly make sure that they listen to the needs of parents and their children and respond appropriately and take action as necessary.
- The governing body is forward looking and has a clear vision for the future for all pupils who attend Hudson Road Primary: '... build leaders of the future, make sure our pupils have a voice and that they are heard.'

## Safeguarding

- The arrangements for safeguarding are effective.
- There is a very strong culture of safeguarding that is rigorously upheld by all staff within the school.
- The deputy headteacher, as designated lead for safeguarding, is extremely knowledgeable about pupils and their families. As a result, support for pupils is provided quickly and effectively, enabling issues to be dealt with as soon as they occur. Staff are tenacious in their ability to follow through actions and making sure that parents and their children receive the help they need.
- The school engages positively with parents and provides guidance to enable them to access and use outside agencies, including help with health issues and early care for children.
- Pupils in discussion show that they have a good understanding of how to keep themselves safe both in school and outside in the community.

## Quality of teaching, learning and assessment

**Good**

- Leaders, including governors, have worked effectively to ensure that the quality of teaching, learning and assessment continues to improve across the school and this enables pupils to make good progress in their learning.
- Teachers provide pupils with clear guidance as to how to improve their work. Pupils are given time to respond and talk positively about being challenged in their learning. For

example, in a Year 5/6 class, pupils were able to talk confidently about which word choices would have the most impact in their writing and then which forms of punctuation would be necessary to go with them. Across different subjects, pupils show confidence in using technical vocabulary to support their discussions around improving and challenging their learning. For example, pupils in Year 1 could confidently name the properties of 3D shapes and then make links to the different objects in their classroom that also had these properties.

- Teaching assistants and teachers work very closely together to make sure that pupils receive the extra guidance and support that they need as quickly as possible. Both teaching assistants and teachers have a very good knowledge of their pupils and this enables them to provide interesting and challenging learning opportunities to enable pupils to make good progress. The high quality of teaching and intervention provided by teaching assistants makes it difficult, on occasions, to recognise who is the teacher and who is the assistant in the classroom.
- The teaching of phonics continues to be effectively developed across the school and this is reflected in the increasing proportion of pupils who are successful in the Year 1 phonics screening check. The increasing number of pupils who come into the school with English as an additional language or no language at all is impacting on the school's ability to reach national figures in phonics. However, teachers, especially in early years, continue to challenge and support pupils to ensure that they make the best progress possible.
- Across each key stage, pupils are given many opportunities to experience high quality texts that extend their learning. Pupils particularly enjoy the texts used with the whole class to support learning. For example, a Year 5/6 group were desperate to read the next instalment of their class novel. The school uses a variety of volunteers to support pupils' reading, including local university students, as positive role models as readers. Pupils across both key stages are confident readers and enjoy the varied reading experiences they have in school. Year 6 pupils could speak confidently about the benefits of reading, including improving their own work and learning new things. As one pupil stated, 'It helps you when you're feeling down as a book can take you somewhere positive.'
- Teachers and other adults have very high aspirations for all pupils and are very clear as to what is expected of everyone. As a result, pupils make good progress across the curriculum. For example, a Year 3/4 group were presented with a challenging text on volcanos to examine and identify the key features and then produce guidance as to how to write their own versions. By the end of the session, pupils were able to confidently discuss how the text was written, using appropriate vocabulary such as sub-heading, present tense and diagrams, identify the key elements that needed to be included in their own versions and then begin to prepare to write independently. However, these opportunities are not always consistently provided for pupils, particularly across key stage 1.
- Across all subjects, teachers are very aware of the need to develop pupils' language skills, both spoken and written. Every opportunity is taken to extend their learning, including surrounding pupils with challenging texts, providing opportunities to talk through ideas before beginning to write, and teachers themselves modelling the quality of language required. For example, in Year 1, the teacher modelled how to ask probing

mathematical questions which pupils then tried out for themselves in their own discussions.

- The impact of the work that the school does to extend pupils' language skills can be seen in the rapid progress that individual pupils make when they join the school. For example, in upper key stage 2, pupils who had entered the school at the beginning of the school year with little language were able to take an active part in the lesson and prepare responses to questions using appropriate vocabulary.
- Teachers plan for and provide high-quality targeted support for those pupils who have special educational needs and/or disabilities. Additional adults within the classroom are used very effectively to enable pupils who have special educational need and/or disabilities to make strong progress.
- Teachers share good practice and continually reflect on their own teaching to make sure it is helping pupils learn. In key stage 1, staff recognise the need to provide challenging tasks for all learners, and particularly to provide opportunities to write extended pieces of work. Actions are being taken to ensure that this is happening. However, teachers do need to check that these opportunities are consistently provided across the year.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils have very positive attitudes towards their learning. Pupils spoken to value their education, want to come to school, and appreciate what Hudson Road Primary can provide for them. This has a strong impact on the progress they make within school.
- Pupils spoken to see their school as being a warm and welcoming family where all adults will care for them. Pupils who have recently joined the school are very appreciative of the help and support that they are given and feel that they are immediately included into the school community. Parents, pupils and staff spoken to see that it is very definitely an inclusive school.
- The school provides a breakfast club for pupils, who are given the opportunity not only to meet socially before the day begins but also to take part in a variety of activities, including football with a local coach.
- Pupils recognise the need to be continuously challenged to make the best progress possible in their learning. They talk confidently about how they enjoy tasks that 'make them think' and the new skills and knowledge they develop as a result.
- The school is extremely tenacious in working with outside agencies to make sure that families and their children receive the best possible advice and guidance to support their emotional and physical well-being. Strong relationships have been developed with families by leaders and governors in school and as a result parents are confident to share concerns knowing that they will receive the support and care they need. A common phrase used by parents spoken to about the help that the school gives is: 'They all go above and beyond.'

- Pupils feel safe in school and are confident that any concerns or issues to do with safety would be dealt with very quickly by any adult. Pupils know how to keep themselves safe in different situations, including online, both in school and at home.
- Pupils have a very good understanding of the need to treat everyone fairly and this is shown in their ability to welcome and support all newcomers into their school.

## Behaviour

- The behaviour of pupils is good. Pupils behave well in lessons and interruptions are rare, so pupils' progress is good.
- Pupils understand that poor behaviour can have an impact on their learning and that it is important not only to manage their own behaviour but also to help others. Pupils recognise that in school there are others who have very particular needs and that this sometimes makes them act differently. However, pupils are very clear that they have a responsibility to help and give their peers every support to manage themselves appropriately.
- The school is an orderly, calm and attractive environment which is very well cared for by both pupils and adults. Pupils move easily around the building in a purposeful way and know clearly that there are rules and procedures, which they follow consistently. There are no raised voices from adults in school and in turn pupils respond overall in a similar way.
- Pupils have a good understanding of the systems in place within school to address positive and negative behaviours and recognise that all adults will respond quickly to any issues.
- Pupils are very happy to come to school and they fully appreciate the opportunities that school provides for them. Pupils understand the need to be in school so that they can learn, and recognise that it is important to come to school every day. As a parent stated, 'My child was so upset when she missed school due to illness, she was desperate to get back!'

## Outcomes for pupils

### Good

- Pupils are making good progress across the school in a wide range of different subjects. This is the result of good teaching. Observations of learning across different year groups and looking at pupils' books confirm that key groups of pupils make good progress in reading, writing and mathematics. Standards are rising as a result.
- Results in the Year 1 phonics screening check are improving but, as yet, are not reaching national average results. However, these results represent at least good progress considering the high proportion of children who enter the early years with either no language or English as an additional language. By the time pupils reach Year 6, current and historical results show that they make good progress in reading.
- Disadvantaged pupils are making at least similar progress, and particularly at mathematics at key stage 2, they are making better progress than other pupils nationally. They benefit from targeted and well-planned support that addresses their needs. Leaders monitor disadvantaged pupils' progress carefully and take speedy



action when any pupil is not progressing as expected.

- Pupils who have special educational needs and/or disabilities make good progress. This is the result of the early identification of needs as soon as pupils enter the school. Then teachers plan support that addresses effectively children's barriers to learning.
- Pupils make good progress in mathematics historically and currently across all key stages. This is a result of the strength in leadership, good subject knowledge of teachers and the opportunities for pupils to use their mathematical skills in different, more challenging contexts.
- Pupils achieve well in writing overall, again because of the strength in leadership, but also through the use of 'real' experiences to stimulate pupils' written responses and the opportunities to explore ideas through talk before committing them to paper.
- Overall, all ability groupings are making good progress across subjects. However, in key stage 1, and particularly in writing, the highest attaining pupils are not always provided with the opportunity to work at greater depth. This is due to teachers not consistently providing challenging writing experiences for this ability group.
- When pupils leave Year 6, they are well prepared for their move into secondary education. They have high aspirations and are given the confidence to continue to achieve. As one parent stated, 'Hudson Road is not just a school but a great place, where my children developed abilities and gained knowledge beyond our expectations.'

## Early years provision

**Good**

- Children in the early years make good progress from starting points that are generally below those typical for their age when entering Nursery. Good progress continues through the Reception class and, as a result, the proportion who achieve a good level of development by the time they leave Reception is increasing over time.
- All adults know the children extremely well and always show a high level of care for them. Relationships between adults and children are strong and these are reinforced by a warm and welcoming environment. Children are tolerant of each other and demonstrate cooperation both in their learning and when they socialise together. As with the rest of the school, the early years provision is fully inclusive.
- Actions taken to ensure that children are safe are of a good quality, both inside and outside of the classroom. Children are given the opportunity to try out different activities that require them to understand how to do more challenging tasks, but be able to do them safely.
- Teaching in the early years is good. Teachers provide children with exciting and creative curriculum opportunities to develop and extend their learning, particularly around speech and language. Staff respond to children's interests and are flexible in their approaches. For example, when children discovered newly placed presents under the Christmas tree, staff immediately extended the experience through talking about how the presents could have arrived there and what could be in each box. In a number session with Reception children, there was the opportunity to develop their understanding of money and how they would pay for something that was 2p and then how they would make it up to 3p. Adults, through careful questioning, were able to support children in their discovery about how to make up different amounts by using

different coins. Throughout, children's use of mathematical language was continuously being extended.

- Children's physical development is supported very well through outdoor activities and challenging physical education sessions. For example, children in Reception were able to develop arm, shoulder and core strength through challenging activities and then share what they had learned with each other. Children were attentive and fully engaged throughout the session.
- Leaders have a good understanding of the needs of children when they come into Nursery. They are very aware of the increasing need for support around children's speech and language and that some parents are not always aware of the guidance and advice that is available to them. As a result, the school is establishing a speech and language clinic in the school for all families to access.
- The staff in the early years have established very strong links with families and have developed an extensive programme of activities and events that encourage parents to engage with their children's learning. For example, parents are regularly invited in to share children's learning in phonics and mathematics, take part in seasonal craft sessions, and, at the same time, develop their own skills to enable them to support their children. Parents spoken to were very positive and appreciative of the opportunities that staff in the early years provide to help them with any concerns or issues with their child.
- Leaders accurately measure what children know and can do and have clear plans as to how to continue to increase the proportion that are reaching a good level of development from different starting points. Teachers take part in moderation exercises, which have supported their accurate assessments of children's learning. Staff are continually reviewing the curriculum given to children in the early years to ensure it meets each child's needs.
- Children's behaviour in the early years is managed very well by all adults and clear expectations are shared as to how children should behave when learning independently and with others. They socialise well together and throughout there is a harmonious and purposeful atmosphere.

## School details

Unique reference number	108772
Local authority	Sunderland
Inspection number	10037738

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

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	308
Appropriate authority	Local authority
Chair	Simon Henry
Headteacher	Cathy Westgate
Telephone number	01915143434
Website	<a href="http://www.hudsonroad.org.uk/">www.hudsonroad.org.uk/</a>
Email address	<a href="mailto:HUDSON.ROAD.PRIMARY@SCHOOLS.SUNDERLAND.GOV.UK">HUDSON.ROAD.PRIMARY@SCHOOLS.SUNDERLAND.GOV.UK</a>
Date of previous inspection	5–6 December 2012

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- Hudson Road Primary School is an above-average sized primary school situated in the centre of Sunderland. It serves the communities of Hendon, City Centre and the East End, although it takes in pupils from further afield.
- The proportion of pupils from minority ethnic groups is above average. The proportion learning English as an additional language is well above average.
- The proportion of pupils known to be eligible for free school meals is well above the national average.
- The proportions of pupils with a statement of special educational needs and/or disabilities and those pupils with an education, health and care plan are well below the

national average.

- The proportions of pupils who are supported for their special educational needs and/or disabilities are well above the national average.
- In 2016, the school met the government's current floor standards for primary schools, which are the minimum expectations for pupils' attainment and progress at key stage 2.
- The school does not meet the Department for Education's definition of a coasting school based on key stage 2 performance results in 2014, 2015 and 2016.
- The school provides a breakfast club for pupils each day.

## Information about this inspection

- The inspectors observed pupils' learning in 19 lessons, of which four were joint observations with the headteacher and deputy headteacher. The inspectors also heard pupils read and looked at pupils' work in their books.
- Meetings and discussions were held with the headteacher and deputy headteacher, senior leaders, members of the governing body, parents and the local authority school improvement adviser.
- The inspectors met with pupils, observed breaktime and talked with pupils and staff around the school.
- The inspectors examined a range of school documents, including information on pupils' progress across the school, minutes of governing body meetings, school self-evaluation plans and checks on the quality of teaching. They also examined the school's records relating to behaviour, safety and attendance.
- The inspectors took into account 26 staff responses and nine pupil responses from the Ofsted online questionnaires and 11 parental responses on free-text. In addition, inspectors took account of 15 responses on Parent View.

## Inspection team

Anne Vernon, lead inspector	Ofsted Inspector
Andy Jones	Ofsted Inspector
Dawn Foster	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/ofsted](http://www.gov.uk/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2017