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23 September 2010

Mrs Sushma Sehmbi  
Hardwick Primary School  
Dover Street  
Derby  
Derbyshire  
DE23 6QP

Dear Mrs Sehmbi

**Ofsted monitoring of Grade 3 schools: monitoring inspection of Hardwick Primary School**

Thank you for the help which you and your staff gave when I inspected your school on Wednesday 22 September 2010, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. Please pass on my thanks to the staff and governors for their time and courtesy. I would like to particularly thank pupils for the enjoyable time I spent talking with them.

Since the school's last inspection, there have been no significant contextual changes.

As a result of the inspection on 23-24 June 2009, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made:

satisfactory progress in making improvements and in demonstrating a better capacity for sustained improvement.

Over the last three years, attainment at the end of both Key Stage 1 and Key Stage 2 has been low compared to national averages. Despite the school's determination to improve pupils' basic skills, attainment remains low. This is because too few pupils are making sufficiently rapid progress to raise attainment. Lessons observed jointly with senior leaders confirm that most pupils are continuing to make satisfactory progress.

Satisfactory progress has been made with improving consistency in the quality of teaching and learning. A range of professional development opportunities has been

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undertaken by all teachers to promote consistency in teaching and learning. However, whilst this is developing, it is not yet of a sufficiently uniform quality throughout the school. Consequently, although there are now more good lessons, teaching and learning remain satisfactory overall. Where teaching is good there is detailed planning, clear learning intentions, interesting activities and lively questioning to sustain pupils' interest and encourage active involvement. In all lessons pupils follow classroom routines diligently and work well in small groups. Pupils are extremely proud of what they do and often feel a strong sense of accomplishment. Teaching assistants generally support pupils well. In lessons where teaching and learning remain too slow, this is sometimes because teachers do not make effective use of assessment information about pupils. Consequently, the main tasks for those pupils are not structured well enough to help them undertake them successfully. Additionally, expectations are not always high enough and as a result, there is a lack of appropriate challenge for pupils. Marking is undertaken diligently. Teachers celebrate pupils' accomplishments and give pupils pointers for improvement. However, sometimes they do not contribute as much as they might to improving progress and raising attainment because they are not precisely focused upon what is needed to reach the next level.

Senior leaders are strongly committed to improving progress throughout the school and in turn, to raising attainment. They are determined and sharply focused on promoting more effective teaching. In order to achieve this, they have strengthened procedures for reviewing and monitoring the school's work since the last inspection. All staff are now involved in evaluating pupils' progress with early action being taken to address any underachievement. Middle management roles have been reorganised and include phase leaders, year leaders and curriculum team leaders. Their monitoring roles are developing and consequently, these leaders are beginning to be more responsible and accountable for the outcomes and provision across the whole school. However, there is still more to do because of the inconsistencies that remain in the quality of teaching and learning. Governors are beginning to contribute more effectively to self-evaluation processes and are developing greater confidence in holding leaders to account.

Reports show that the school benefits from the challenge and support received from the regular visits made by the local authority school improvement partner.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Dorothy Bathgate

**Her Majesty's Inspector**

## **Annex**

### **The areas for improvement identified during the inspection which took place in June 2009.**

- Improve the quality of teaching and learning to build greater consistency between classes and to strengthen the engagement of pupils.
- Strengthen the leadership and management of the school by developing clear lines of accountability at all levels in order to improve the monitoring of pupils' progress and raise standards further.