

Hady Primary School

Inspection report

Unique reference number	112665
Local authority	Derbyshire
Inspection number	378533
Inspection dates	26–27 April 2012
Lead inspector	Alison Cogher

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	216
Appropriate authority	The governing body
Chair	Nigel Butler
Headteacher	Susan Chapman
Date of previous school inspection	15 May 2008
School address	Hady Lane Hady Chesterfield S41 0DF
Telephone number	01246 279254
Fax number	01246 273296
Email address	info@hady.derbyshire.sch.uk

Age group	3–11
Inspection date(s)	26–27 April 2012
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Introduction

Inspection team

Alison Cogher

Additional Inspector

Raymond Biglin

Additional Inspector

This inspection was carried out with two days' notice. The inspectors watched a range of subjects being taught in 17 lessons and observed nine teachers for periods of between 20 and 40 minutes. Sessions taught by teachers and teaching assistants that focused specifically on pupils learning about the sounds that letters make were included in inspectors' observations. Meetings were held with staff, pupils, and members of the governing body. Inspectors looked at a range of school documents, including self-evaluation information and records of pupils' attainment and progress. Some pupils read to inspectors and their work was scrutinised. Inspectors took account of the responses to the on-line Parent View survey in planning the inspection. The views of staff, pupils and 69 parents and carers were considered, as expressed through the returned questionnaires.

Information about the school

This is an average-sized school that serves a largely White British community from the surrounding area. The proportion of disabled pupils and those with special educational needs, including those with a statement of special educational needs, is average. The proportion known to be eligible for free school meals is also average. The school meets the government's current floor standards, which set minimum expectations for the proportion of pupils attaining Level 4 and above in English and mathematics. There have been many changes in teaching staff over the last few years.

The school has achieved a number of awards including the Basic Skills and Derbyshire Anti-bullying Awards, the ECO Schools Green Flag Award and the Derbyshire Quality Music Mark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key findings

- Hady Primary is a satisfactory school. It is improving rapidly but is not good because middle leaders have not ironed out inconsistencies in teaching so that pupils are able to progress consistently well in writing and mathematics. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- The achievement of all pupils, including disabled pupils and those with special educational needs, is satisfactory overall. Typically, their achievement in reading is better than in writing and mathematics.
- The quality of teaching is satisfactory overall, but improving. Good and outstanding teaching is evident when assessment information is used effectively to plan activities that take full account of pupils' learning needs so they make good progress. This is not yet a consistent feature of all lessons. Similar inconsistencies are evident in teachers' marking. They do not always provide pupils with precise guidance on how to improve their work.
- Behaviour and safety are good. Respectful and supportive relationships throughout the school enable pupils to develop good levels of self-esteem and confidence. They work together well and enjoy school.
- Changes in teaching staff have resulted in significant challenges with regard to securing whole-school consistency and have slowed the pace of school improvement. The headteacher, with the support of the governing body, has shown good leadership by implementing effective plans to address these challenges. Consequently the quality of teaching and learning is improving. Middle leaders are developing the skills necessary to monitor and evaluate school performance, but are not yet making a full contribution to the school improvement process including that of teaching and learning.

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What does the school need to do to improve further?

- Raise the quality of teaching so it is consistently good or outstanding and all pupils make good progress in writing and mathematics, by ensuring that:
 - assessment information is used to plan activities that provide all pupils with the challenge they need to learn well
 - the marking of pupils' work provides them with specific guidance about what they need to do next to improve it.
- Ensure that middle leaders have the skills needed to enable them to contribute fully to school self-evaluation and the improvement of teaching and learning.

Main report

Achievement of pupils

When they start at the school children's skills and understanding are broadly at the levels expected for their age. They make satisfactory progress across the areas of learning, and grow in confidence as they take part in activities both indoors and outside. Pupils of all abilities, both boys and girls, continue to make satisfactory progress in Years 1 to 6 and attain broadly average standards in writing and mathematics by the end of Year 6. In reading they make good progress from broadly average attainment in Year 2 to reach above-average levels by Year 6.

Pupils' progress in writing and mathematics is accelerating due to improved teaching as staffing becomes more stable. This improvement, evident in the lessons observed, was confirmed by the school's data and scrutiny of pupils' work. The gaps in pupils' learning caused by changes in teaching staff are closing. This is most apparent in the classes where teachers make good use of assessment information to identify what pupils already know and can do, and planning is then tightly focused on taking their learning forwards from that precise point. This was demonstrated very well in the Year 6 class where pupils of all abilities consolidated their knowledge and understanding of the properties of quadrilateral shapes. The most-able pupils solved challenging puzzles that required them to investigate how shapes fitted together in three dimensions. Pupils of all abilities responded very well to their teacher's questioning, so that they clarified their knowledge and understanding and were able to take the next step towards extending their learning.

Progress and attainment in reading have been stronger than in writing and mathematics for some years. Pupils of all ages are supported to learn a range of strategies that help them to read with confidence. They make good use of their knowledge of letter sounds to read unfamiliar text and enjoy reading a wide variety of books.

Disabled pupils and those with special educational needs make similar progress to all

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other pupils. The support they receive enables them to work confidently in lessons. Their progress, as for all other pupils, is better in the lessons where teachers make effective use of assessment information to plan pupils' next step in learning.

Parents and carers are confident that their children are taught well and make good progress, a view also held by pupils themselves. Inspection evidence shows that pupils' progress is improving and that in some lessons pupils do make good or even outstanding progress. However, this has not been the case in previous years and remaining inconsistencies mean that teaching and pupils' progress is satisfactory overall.

Quality of teaching

The school's focus on improving teaching and learning is having a positive impact on the quality and consistency of the strategies used to support pupils, including planning lessons based on regular assessment of pupils' knowledge and understanding. For example, in response to the teacher's evaluation of their work from the previous day, pupils in Year 2 were helped to improve the riddles they were writing. By providing specific examples of the features of a 'good' riddle, the teacher ensured that they went on to make more effective use of the order of their clues and included a greater variety of descriptive vocabulary. Although this effective practice was evident in a good number of lessons seen, it is not firmly embedded across the school. In some lessons where teaching is less than good, activities are largely presented as a whole-class activity with the result that some pupils are not challenged enough to deepen their learning. Marking is timely and encouraging but does not always provide guidance that is precise enough to help pupils improve their work.

Lessons are usually well structured and a good range of resources are used effectively to motivate and engage pupils. Teaching assistants work in close partnership with teachers and make a good contribution to learning, particularly for disabled pupils and those with special educational needs. Relationships throughout the school are good and pupils' behaviour is managed well. This ensures that pupils generally work hard, and are keen to share their learning with each other. They respond well to their teachers' questioning and confidently try out ideas to find solutions to problems. Teachers ensure pupils have many opportunities to work together and to appreciate each other's views and ideas. For example, Year 4 pupils eagerly shared the features of Haiku poems, and this gave them the confidence to write a poem of their own.

The teaching of reading is well organised and includes the successful teaching of letter sounds by both teachers and teaching assistants. This effective practice is reflected in pupils' enthusiasm for reading and the standards they reach.

Behaviour and safety of pupils

The vast majority of pupils behave well around the school and in their lessons. From

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the time they start in the nursery they are helped to develop the social skills that enable them to interact positively with each other and with adults, and to develop an enthusiasm for learning. Their attendance is above average and this reflects pupils' enjoyment of learning and their eagerness to do well. They take pleasure in working together in lessons, showing good levels of cooperation and a willingness to listen to each others' views and ideas. The overwhelming majority of pupils are polite, friendly and courteous. Most parents and carers who responded to the questionnaire judged behaviour overall to be good, although a small minority expressed concerns about some pupils' inappropriate behaviour in lessons. Inspections findings, including observations and the scrutiny of school documentation, show that incidents of unacceptable behaviour are rare. The school has clear procedures that are implemented consistently for the effective management of pupils who find behaving well difficult. Pupils' respect for adults and each other, and their clear understanding of how they are expected to behave, are strong features of lessons that enable almost all to proceed with minimal disruption.

All parents and carers who responded said their child was safe and well cared for. This view is reflected in the confidence expressed by pupils that they are safe at school, and that bullying of any kind is very rare but dealt with effectively if it does arise. Through a well-planned curriculum including safety and anti-bullying weeks, pupils are helped to develop a range of strategies so they are able manage for themselves everyday risks such as those associated with the internet and building sites.

Leadership and management

The headteacher has led the school well through a period of significant staffing turbulence that has until recently hindered pupils' progress. The governing body has provided good support during this time and its members have a secure understanding of what the school does well, and what it now needs to do next to improve. Increased stability since September has put the school on a firm footing from which to secure further improvement. Performance management and focused professional development are used well to help staff realise the school's raised expectations of teaching and learning. The impact of this work is particularly evident in the effective way assessments made during and after lessons are used by some teachers to plan activities that take pupils' learning forwards at a good pace. Although inconsistencies remain, the improvements secured so far this year are reflected in pupils' faster progress and attainment data that is better than for previous years. To date this improvement has been led largely by the headteacher, who has conducted the overwhelming majority of observations of teaching and learning in lessons. This year has seen a greater involvement of other members of staff, particularly middle leaders, in the process of school self-evaluation and improvement planning. Although middle leaders do not yet have the full range of skills necessary for them to make a full evaluation of their particular area of responsibility, they are making an increasing and valuable contribution through their monitoring and evaluation work.

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The school has close working relationships with a number of outside agencies to support pupils and their families whose circumstances make them potentially vulnerable. Safeguarding procedures meet requirements, and are managed well and consistently applied. The promotion of pupils' spiritual, moral, social and cultural development is good. The provision of opportunities to engage in sport, music and cultural events such as 'International Week' help to broaden pupils' appreciation of British and global diversity. This is reflected in the good quality of relationships and the harmonious way in which pupils work and play together. Discrimination of any kind is not tolerated, and the curriculum is suitably adapted to meet the needs of pupils from all backgrounds and of all abilities, including disabled pupils and those with special educational needs, so that all are helped to make similar progress.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



30 April 2012

Dear Pupils

Inspection of Hady Primary School, Chesterfield, S41 0DF

Thank you for making us feel so welcome when we visited your school. We appreciated talking to you and enjoyed reading your questionnaires, hearing some of you read and looking at the work you do in lessons. The school is giving you a satisfactory education, and it is getting better. The standard of your reading is above that of other pupils your age. Your standards in writing and mathematics are similar to those reached by most other pupils of your age.

Here are some of the things we liked most about the school.

- You enjoy your lessons and work well by yourselves and together.
- Your attendance is good and almost all of you behave well and work hard.
- You are learning more in lessons and making better progress this year because the quality of teaching is improving.
- The school takes good care of you, so you feel safe.
- The headteacher and staff are working hard to make sure that the school improves.

These are the things we have asked the school to do to make it better.

- We have asked the teachers to make sure that the activities they plan for you in lessons always help you to learn more, and that when they mark your work they show you clearly what you need to do to improve it.
- We have also asked the school to make sure that the teachers who are involved in checking how well the school is doing have all the skills they need to do this job well.

All of you can help by continuing to work hard and by doing your best to follow your teachers' advice about how to improve your writing and mathematics.

Yours sincerely

Alison Cogher
Lead inspector

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