

Hardwick Primary School

Dover Street, Derby, DE23 6QP

Inspection dates

4–5 December 2012

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Standards in English and mathematics are low for some groups of pupils. Not enough pupils reach above-average standards in these subjects.
- In some practical subjects, such as art and design, and design and technology, school leaders have not improved the teaching and the way pupils are helped to develop their skills as much as they have in English and mathematics.
- The responsibility for the governance of the school has yet to be handed back to a school governing body. It is still the responsibility of the interim executive board (IEB).
- Teaching in Years 3 and 4 is not as good as in the other years. This results in progress in some classes being slower than in others.
- There are communication barriers between the school and families where they speak little English.

The school has the following strengths

- Achievement in the Early Years Foundation Stage is good. From very low starting points, children make good progress and join Year 1 with standards that are closer to average.
- Many groups of pupils are now making good progress. This is raising standards fast. For example, in English and mathematics, by the end of Year 6, Pakistani pupils now reach average standards.
- Pupils in Years 3 to 6 who speak little English when they first arrive join a class that is giving them a good start to their education in the school.
- Pupils' behaviour and attitudes are good. They work hard in all lessons and try their best. The attendance rate has risen strongly and is now average. Pupils say that the school is a very safe place.
- The headteacher, supported by other senior leaders, the IEB and the local authority have driven improvements to teaching and learning at an impressive rate. In response to the very effective leadership of the headteacher, teachers are working well together to improve their teaching.

Information about this inspection

- The inspectors visited 24 lessons and observed 19 teachers.
- Inspectors heard pupils read, met with them to discuss their lessons, and scrutinised their work.
- Meetings were held with a member of the interim executive board (IEB) who are responsible for the governance of the school, a community representative who will be a member of the reinstated governing body, local authority representatives, staff, and pupils.
- Informal discussions were held with some parents.
- Inspectors were unable to take into account the online questionnaire (Parent View) because there were too few responses, but they examined the results of a recent parent survey.
- School assessment data, self-evaluation information, procedures for the performance management of teachers and the school's improvement plan were scrutinised.
- Policies and procedures for the safeguarding of pupils were examined by inspectors.

Inspection team

Tim Bristow, Lead inspector	Her Majesty's Inspector
Kathryn Skan	Additional Inspector

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Information about this school

- This is a larger than average-sized primary school.
- Nearly all the pupils come from a wide range of minority ethnic heritages. The biggest single group of pupils, approximately two-thirds of the school population, is Pakistani. The number of Gypsy/Roma heritage pupils who come to this school is growing; currently it is approximately 10% of the school population. English is an additional language for 90% of the pupils.
- A greater proportion than average start or leave school outside the normal admission dates. Many of these pupils are newly arrived into the country and speak little English. Very few of these pupils have attended school prior to their arrival here. Those pupils who are in Key Stage 2 enter an induction class when they first start school.
- The proportion of disabled pupils and those who have special educational needs is above average (those supported by school action plus or with a statement of special educational needs). The proportion supported by school action is also above average.
- An above-average proportion of the pupils are eligible for the pupil premium, which provides additional government funding for children in local authority care, pupils known to be eligible for free school meals and those whose parents are employed in the armed services.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Some pupils attend a before-school club that provides childcare. This is managed by the governing body.
- At its last inspection in November 2011, the school was placed into special measures.
- Following the last inspection, an executive headteacher was appointed. He has recently been appointed as the permanent headteacher.
- Following the last inspection, the governors were replaced by an IEB. Plans are in place to return the governance of the school to a governing body in April 2013.

What does the school need to do to improve further?

- Improve teaching and achievement to good by:
 - increasing the proportion of good teaching in Years 3 and 4 so that pupils' progress matches that of other years
 - providing harder work for pupils who are capable of reaching high standards
 - improving the teaching and learning of Gypsy Roma pupils and others that are new to the school once they have left the induction class so that their progress continues to accelerate at the same fast pace.
- Strengthen the leadership and curriculum to good by:
 - ensuring the smooth transfer of governance to a well-trained governing body
 - leading improvements to the curriculum for practical subjects, particularly in the arts, so that they are as good as the curriculum for English and mathematics
 - finding ways to better communicate with parents who speak little English.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because too few pupils reach standards in English and mathematics that are higher than average. Pupils make the progress they should, but too few exceed this rate. Teachers do not use the information about these pupils well enough to plan challenging work that will enable them to achieve high standards.
- Some disabled pupils and those who have special educational needs have not made the same rate of progress as other pupils. The school is successfully addressing this. Additional support, such as help for individual pupils from a teaching assistant, is accelerating progress. Recent assessment information shows that this group is now making progress that is closer to the rate of progress of others.
- Pupils' progress in reading has accelerated this term because of recent improvements to the teaching. Pupils now learn in groups where the work has been pitched at the right level for them. Even the weakest readers are demonstrating that they recognise the sounds made by letters, and they use this skill with increased proficiency to help them to read words that they find difficult.
- When children start in the Early Years Foundation Stage, their skills are well below what would be typically expected. Approximately three-quarters of the children do not speak English. Every opportunity is then taken to develop their speaking, listening and other skills. Children make good progress and, by the time they join Year 1, the majority reach average standards.
- The progress made by pupils who speak English as an additional language, pupils eligible for pupil premium funding and Gypsy Roma pupils (who tend to start school outside of the normal admission dates) is good. Most exceed the expected rate of progress. The gap is narrowing and they are reaching standards that are closer to average. However, the starting points for some pupils, such as the Gypsy Roma pupils, are so low on entry, because they have not been to school before, that even when they make good progress they leave Year 6 with standards in English and mathematics that are low.
- The achievement of Pakistani pupils is better than for other groups in the school. They make good progress throughout their time in school and leave having gained average standards in English and mathematics.
- In most English and mathematics lessons, lower and average ability pupils receive work that is generally pitched at the right level for them. They work hard and cooperatively and make good progress.

The quality of teaching

requires improvement

- In Years 3 and 4, the proportion of good teaching in English and mathematics has increased, but not at the same fast rate as the rest of the school and typically it requires improvement. The teaching in the Early Years Foundation Stage, Key Stage 1 and Years 5 and 6 is good. Although teaching requires further improvement, teaching overall already represents impressive improvement on the inadequate teaching of a year ago.
- Where teaching requires improvement, teachers' questioning skills are underdeveloped. Questions do not address the learning taking place, but focus on organisational aspects of the

lesson. In some lessons, teachers spend too long talking to all pupils at the beginning, which reduces the time that pupils have to spend on their work.

- Teachers are now much better at planning work that is at the correct level for most groups of pupils. However, even in some good lessons, the most able pupils do not receive work that is sufficiently challenging. Although the work for the most able is different to the others, because they have more to do, it does not challenge them to think creatively or to use their own ideas enough.
- Marking has improved over the last year. In Years 1 and 6, it is outstanding in English and has been promoted to other schools by the local authority as examples of good practice. In other years, while much better than in the past, it is not as good as this. The advice given by teachers does not give pupils clear enough guidance about how they can improve their work.
- The teaching in the induction class is typically good and often outstanding, and pupils make very rapid progress. Teachers and well-trained teaching assistants help pupils to learn to speak English at a rapid rate. Following this period of intense support, they join another class in school. While they maintain good progress, it is not as rapid as it was because the teaching is not as well tailored to their needs. Standards are rising at a faster rate than for this group nationally, but it does not prepare them well enough for the next stage in their education.
- The teaching of disabled pupils and those who have special educational needs has improved considerably since the last inspection. Additional activities led by well-trained teaching assistants are much better tailored to the needs of these pupils.
- An important feature of the lessons where teaching is good is that teachers are becoming much more skilled at organising lessons to meet the needs of pupils so that they make good progress. For example, in a mathematics lesson, the teacher had decided that there was no need to introduce the work to all the pupils at the same time because they would be carrying out different activities based on their ability. At the start, one group worked by themselves to solve problems consolidating what they had learnt in earlier lessons. A group of less-able pupils worked with a teaching assistant who questioned them expertly so that they made good progress. Meanwhile, the teacher introduced another group to something new that they had to learn about.
- Teaching in the Early Years Foundation Stage is good. Teachers and teaching assistants develop language skills very well. For example, at snack time, a teaching assistant reminded children how to ask for fruit. Children remembered the names of the fruit and practised the sentences they needed to use to ask for it. Any errors were sensitively corrected by the teaching assistants.

The behaviour and safety of pupils

are good

- In all the lessons that the inspectors witnessed, behaviour was good. Discussions with pupils and the records of the checks made on lessons by school leaders shows that behaviour is always like this. Pupils are eager to learn and always try their best. They work well together and are cooperative and considerate.
- There is a significant group of pupils whose circumstances make them vulnerable who receive help from a range of different agencies such as social services. Procedures to safeguard and care for these pupils are of a high quality. The high quality of the care gives these pupils the opportunity to learn in safety even when they experience turbulent home lives.

- A year ago, attendance was low. It is now average because of the much better procedures to ensure regular attendance and also the targeted action focused on the pupils who are more likely to be absent.
- One reason why behaviour and safety is not outstanding is because the punctuality of some pupils, particularly those new to the school and Gypsy Roma pupils, is not good enough. School has improved the attendance of this group, but language barriers between the school and some parents and carers make it difficult to emphasise the importance of arriving at school on time.
- The school has a well-developed range of activities to teach pupils about anti-bullying. Pupils spoken to know about various types of bullying and how to decide if they are being bullied. This is preparing them well for the future. The incidents of bullying in school have dropped considerably.
- The spiritual, moral, social and cultural development of pupils is well promoted in school and discrimination is tackled effectively. Over the last year, the number of racist incidents has dropped and is restricted to occasional inappropriate name-calling. Parents spoken to believe the school to be a very welcoming and inclusive environment for learning. Pupils reported how well they all get on together and appreciate the time teachers give them to talk about where they have come from. Pupils reported how much they liked to help pupils new to the school when they visited their classes from the induction class and were pleased to see how well they were doing. As one pupil eagerly reported, 'They are learning really, really fast.'

The leadership and management

requires improvement

- While leadership and management require improvement overall, there are some very strong features of it that are good and better. These are the reason why the school has made the necessary rapid improvements resulting in the removal of special measures.
- The range of activities and teaching for some practical subjects has not improved at the same rate as for English and mathematics because, for understandable reasons, it has not been the school priority. Since September, subject leaders have made a good start at ensuring that subjects all meet pupils' needs with a plan for the year. However, they have not had sufficient time to ensure that skill development in these subjects is continuous and progressive. For example, in design and technology, leaders are unsure about how often pupils work with food, textiles or resistant materials like wood. Nor are there clear expectations about how pupils of different ages will design what it is they are to make.
- History and geography are better organised. One good feature is the promotion of literacy in these subjects so that pupils can practise and apply their reading and writing skills.
- The way in which English and mathematics are taught is now much better than it was because arrangements are well tailored to meet the complex needs of different groups of pupils. This has improved the equality of opportunity for nearly all groups, who are now making better progress. These subjects are well led. The subject leaders demonstrate a clear understanding of the next steps they need to take to make teaching and learning, and the range of activities being taught, even better.
- Pupils' spiritual and cultural development are promoted well. For example, in three Year 6 history lessons, where the teaching was good, pupils were comparing the experiences of German Jewish

children with English children during the Second World War. They worked well together, examining original diary extracts to do this and arrived at some insightful conclusions.

- The headteacher has provided extremely effective leadership. He has a clear sense of purpose that he has communicated very well to other senior leaders. These senior leaders were all in post at the time of the last inspection. They have worked diligently to improve their leadership and its impact on teaching and achievement is increasingly more apparent.
 - All the procedures to check on pupil progress, for school development and to improve the performance of teachers are now fit for purpose and underpin the improvements being made. One particularly successful aspect is the 'action learning sets'. Based on teachers' targets for performance management, teachers are grouped together and work with good practitioners to improve aspects of their teaching to good. School leaders in this way are successfully improving the specific aspects that teachers struggle with. The arrangements also ensure that the headteacher is improving the performance of some teachers so it better matches the salary that they are paid.
 - Responses from parents and the improvement in the attendance rate indicate that the school is establishing a much stronger relationship with parents and carers. One recent development has been to set up a parents' forum. There are, however, some hard-to-reach groups, particularly the increasing number of families that speak little English. In order to improve the opportunities to learn for their children, the school is aware that it needs to establish a stronger relationship with these parents and carers.
 - The local authority has offered a good level of support and challenge to the school. It has given good advice and guidance to leaders on how to be more effective at their work. It has also helped the headteacher to perfect procedures for checking pupil progress and taking account of the complex needs of different groups. It has kept a close eye on teaching and the advice given on how to improve it has been helpful.
 - **The governance of the school:**
 - The IEB has provided the school with the necessary good governance required. It has ensured that safeguarding procedures that were a cause for concern at the last inspection, and the school finances, are secure and meet all regulatory requirements. It has ensured that the pupil premium funds are being used appropriately to provide extra help for those pupils eligible for them. The headteacher provides IEB members regularly with a report to show how the money is spent. IEB members have rightly pointed out that it is unclear whether the good progress made by these pupils is as a result of this extra help and is challenging the headteacher to provide them with this information. The IEB has a high level of expertise in the leadership of teaching and this has enabled them to check that the procedures for managing teaching are increasingly rewarding teachers' appropriately for their performance. In the past, teachers were paid too much for poor performance, this is less the case now as teaching improves and new teachers are recruited. Plans to hand governance over to the new governing body are well advanced. The IEB and local authority know how important it is to ensure that the new governors are well trained to hold the school to account so that improvement continues at the current rate.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	134629
Local authority	Derby City
Inspection number	399362

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community School
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	577
Appropriate authority	The governing body
Chair	Christopher Hassall
Headteacher	Jonathan Gallimore
Date of previous school inspection	10 November 2011
Telephone number	01332 872261
Fax number	01332 874823
Email address	admin@hardwick.derby.sch.uk

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