

# Inspection of Hackwood Primary Academy

240 Starflower Way, Derby, Derbyshire DE3 0FD

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Inspection dates: 5 and 6 March 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The principal of this school is Forid Miah. This school is part of the Harmony trust which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Anthony Hughes, and overseen by a board of trustees, chaired by Andrew McCully.

## **What is it like to attend this school?**

This is an inclusive and happy school where pupils succeed. Leaders have created an ethos that encourages and supports pupils to achieve their aspirations.

Pupils are happy and say that they feel safe at school. They know that staff care about them. Pupils know who to talk to if they have any worries.

Staff have high expectations of pupils' behaviour. Most pupils rise to the challenge and behave well. They play well together during social times. Incidents of bullying are dealt with swiftly.

Pupils' wider development underpins all school activities. Pupils take the school pledges seriously. For example, by being a fundraiser. They value their leadership roles, including the school council and reading buddies. The reading ambassadors speak confidently about supporting with the school's planning for world book day.

Staff typically have high expectations of what pupils can achieve. The majority of pupils achieve well. However, some pupils do not gain the knowledge they should across the curriculum.

Most parents and carers have positive views of the school. They recognise that since the school opened as a brand-new school, it has had to grow and develop. One parent spoke for many when they described the school as, 'bringing the community together'.

## **What does the school do well and what does it need to do better?**

The school's curriculum matches the requirements of the national curriculum. In most subjects, the curriculum makes clear the important knowledge that pupils should learn and when. The school has ensured that the curriculum helps pupils build their knowledge and skills from the early years to Year 6. In most cases, it is well implemented, where this is not the case, pupils do not remember their learning as well.

Teachers have strong subject knowledge. They encourage pupils to discuss their learning and share their ideas. In mathematics, the consistent approach to learning begins in the early years. Children in the Reception class focus well on their learning of number facts. They enjoy going outside to develop their understanding. In many subjects, teachers carefully check what pupils have learned. They identify those pupils who need extra help and ensure that they get it. In some subjects, teachers do not ensure that learning activities focus sharply on the knowledge in the intended curriculum. Pupils' learning is not secure when this happens. They cannot reliably recall what they have been taught.

Reading is prioritised to ensure that pupils develop a love of reading. Staff are well trained to teach phonics. They demonstrate high levels of expertise. Children begin

to learn phonics as soon as they start in Reception. Staff regularly check on pupils' progress. They quickly identify those who need extra help. Staff encourage pupils to practise their reading at home. They read to pupils regularly. Pupils read books that match the sounds that they know. They quickly gain the knowledge and skills they need to become confident, fluent readers.

Pupils with special educational needs and/or disabilities (SEND) learn well alongside their peers. Staff help pupils with SEND to overcome challenges. Staff break pupils' learning into small chunks when they need support. Pupils' needs are swiftly identified. Clear plans are in place for those pupils who need individualised support. Specialists effectively support staff to develop their knowledge and expertise in meeting the needs of those who have SEND. For example, when developing language and communication in the reception class.

Pupils know and understand the behaviour rules and expectations. In most classes, pupils behave well. They demonstrate positive attitudes to their learning. High expectations and clear routines in the early years, lead to exemplary behaviour. Children in the early years are keen to learn.

Attendance is a priority for the school. The school has identified that some disadvantaged pupils and those who have SEND miss too many school days. They work effectively with families and make good use of external support. The school is securing improvements in pupils' attendance. The number of pupils who are regularly absent from school is reducing. However, some pupils still miss too much of their education.

The school supports pupils' personal development well. Pupils know and understand the schools' values to 'Believe, Achieve and Succeed'. They understand the importance of respect. Pupils benefit from a wide range of enrichment activities, including sports such as handball and golf. They speak enthusiastically about trips and visits. Pupils learn about democracy. However, they do not have a deep understanding of other fundamental British values or the protected characteristics. As a result, they are not as well prepared for some aspects of life in modern Britain as they could be. Or the protected characteristics.

Trust leaders know the school very well. The partnership between the multi-academy trust and the school is strong. The trust provides timely and effective support to the school when needed. Staff are positive about being part of a supportive team. They appreciate the efforts that leaders make to help them manage their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### (Information for the school and appropriate authority)

- Too many pupils, including disadvantaged pupils and those who have SEND, are regularly absent. These pupils miss too much of their education. The school needs to continue to develop the work with children and their families to ensure that all pupils attend school regularly.
- In some foundation subjects, learning activities are not focused sharply enough on the key knowledge that pupils should learn. This leads to some pupils not securely learning knowledge in all of the subjects they study. The school should ensure that the curriculum is successfully implemented in all subjects so that pupils can build their knowledge over time and remember what they have learned.
- Pupils do not have a depth of knowledge of the protected characteristics or fundamental British values. Consequently, they are not as prepared as they should be for some aspects of life in modern Britain. The school needs to ensure that the curriculum supports pupils to develop an understanding of equality and British values.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	147307
<b>Local authority</b>	Derby
<b>Inspection number</b>	10298536
<b>Type of school</b>	Primary
<b>School category</b>	Academy free school
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	243
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Andrew McCully
<b>CEO of the trust</b>	Antony Hughes
<b>Principal</b>	Forid Miah
<b>Website</b>	<a href="http://www.hackwood.theharmonytrust.org">www.hackwood.theharmonytrust.org</a>
<b>Date of previous inspection</b>	Not previously inspected.

## Information about this school

- The school does not use any alternative provision.
- The school is part of The Harmony Trust.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and

considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- The inspectors met with the principal, senior leaders, subject leaders and members of staff. The inspectors met with trustees and leaders from the trust.
- The inspector carried out deep dives in these subjects: reading, mathematics, science and history. For each of these subjects the inspectors held discussions with subject leaders, visited lessons, spoke with teachers and pupils and looked at pupils' work. The inspectors listened to pupils reading.
- The inspectors reviewed a range of documents including curriculum planning, logs of incidents and school policies.
- The inspectors observed social times and lunchtime. The inspectors spoke to a range of staff and pupils.
- The inspectors spoke with parents and considered the responses to Ofsted Parent View, including the free-text comments. The inspectors considered the feedback from pupils and staff to the Ofsted survey.

### **Inspection team**

Donna Chambers, lead inspector

Ofsted Inspector

Alison Adair

Ofsted Inspector

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