

# Inspection of a good school: Hady Primary School

Hady Lane, Hady, Chesterfield, Derbyshire S41 0DF

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Inspection dates:

23 and 24 April 2024

## Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

## What is it like to attend this school?

'The Hady Way' is embedded in everything that happens at this school. The school's 'six Rs' of respect, resilience, responsibility, reflectiveness, readiness and resourcefulness are consistently understood and aspired to by staff and pupils alike. As one pupil told the inspector: 'It's what the school teaches us to be. It is the expectation from Nursery to Year 6. These help us to know what to do in different situations.'

Pupils are eager to attend school. Attendance is high. 'Time Tokens' motivate pupils to be punctual. In lessons and around school, pupils are highly attentive, polite and courteous. They encourage each other to contribute to discussions. They are motivated by the wide range of rewards on offer, including moving up through the different-coloured ladders and earning stickers linked to the 'six Rs'. They say that the recently introduced 'consequences' system has helped to make behaviour even better.

Pupils are prepared thoroughly for life in modern Britain. They have a secure grasp of British values. Older pupils know and can name the full range of protected characteristics. They talk knowledgeably about their understanding of equalities.

Pupils are looked after, cared for and nurtured. There is a broad range of help and support for pupils' social, emotional and mental health needs.

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

Across all subjects, the school's curriculum is meticulously planned and sequenced. It consistently makes clear the content that pupils are expected to know and remember from Nursery to Year 6. Content builds seamlessly from one year to the next. Rigorous quality assurance processes and a broad range of training and support for staff have ensured that the curriculum is taught to a consistently high standard. As a result, pupils

know and remember curriculum content well. For example, one group of pupils was able to talk about what they had learned in music several terms ago. They spoke knowledgeably about the different genres and their features, including jazz, ragtime, Dixieland and scat music. In the early years, children were able to explain how they use a number line to count one forward and one backwards from a given number.

Reading sits at the heart of the school's curriculum. All pupils learn to read as quickly as possible. No one is left behind. Over time, pupils develop a love of reading. The well-stocked library is busy and popular with pupils of all ages. The school's librarian ensures that all pupils' reading preferences are known and catered for. The reading ambassadors' book recommendations are popular. The school has ensured that reading is prioritised and promoted in all subjects and across the early years.

The school's phonics programme is comprehensively planned. It is kept under constant review. Where possible improvements are identified, they are quickly implemented. Phonics lessons are pacy and energetic. Pupils benefit from lots of opportunities to practise the sounds that they have learned. All pupils, including those who are at the earliest stages of learning to read, quickly acquire the knowledge and skills needed to tackle new and more challenging words.

Pupils with special educational needs and/or disabilities (SEND) do well. Their needs are comprehensively evaluated, understood and planned for. The longer-term targets in education, health and care plans are distilled into smaller, achievable, short-term targets. In lessons, teachers and support staff make sure that pupils with SEND access the same education as their peers. As one pupil told the inspector: 'The staff understand what I need. They make sure that I get the right sort of help.' All pupils learn British Sign Language to help make the school inclusive.

The school's personal development offer is broad and rich. The curriculum for personal, social and health education is well planned and sequenced. Learning about British values, equality and protected characteristics is skilfully interwoven into the curriculum. There is a broad range of extra-curricular activities on offer. Pupils have many opportunities to take on roles and responsibilities, including 'Ivengers', British Sign Language leaders, reading ambassadors, mini lunch leaders and school councillors.

The school has a well-established, systematic approach to checking on the quality of its work. As a result, leaders at all levels, including governors, have a detailed understanding of how the school is performing. The school continually looks for ways to improve. Staff, pupils and the vast majority of parents and carers are positive about the school. One parent summed up many when they said: 'I'm proud to tell others that my children go to Hady. I know my children will look back on their primary school years as some of the happiest of their lives. As a parent I couldn't ask for more.'

## **Safeguarding**

The arrangements for safeguarding are effective.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in February 2014.

## 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>	112665
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10298381
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	326
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Vicky Clayton
<b>Headteacher</b>	Susan Chapman
<b>Website</b>	<a href="http://www.hadyprimaryschool.co.uk">www.hadyprimaryschool.co.uk</a>
<b>Date of previous inspection</b>	15 March 2018, under section 8 of the Education Act 2005

## Information about this school

- Hady Primary School is a community school. It is due to convert to an academy in July 2024 and will become part of the Chorus multi-academy trust. The school has been working closely with the trust in preparation.
- The school uses one unregistered alternative education provider.
- At the time of the inspection, the headteacher was at the earliest stage of returning to work following a period of absence. During the absence of the headteacher, the deputy headteacher became the school's acting headteacher.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection that the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.

- The inspector held meetings with the headteacher, the acting headteacher, curriculum leaders, leaders responsible for pupils with SEND, the early years leader and groups of staff and pupils.
- The inspector carried out deep dives in three subjects: reading, mathematics and history. To do this, he met with curriculum leaders, visited lessons, looked at pupils' work and met with teachers and pupils. The inspector also spoke to leaders, looked at curriculum documentation for writing, physical education and music.
- The inspector met with representatives of the local governing body, including the chair. He took account of the responses to Ofsted's Parent View and staff surveys.
- To evaluate the effectiveness of safeguarding, the inspector: 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 inspector reviewed school documents, including those relating to governance, behaviour and attendance. He scrutinised leaders' plans for improvement and their assessment of the school's effectiveness.

### **Inspection team**

Vic Wilkinson, lead inspector

His Majesty's Inspector

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