



# Hardwick Primary School

## Inspection Report

**Unique Reference Number** 134629  
**LEA** City of Derby LEA  
**Inspection number** 282623  
**Inspection dates** 30 March 2006 to 31 March 2006  
**Reporting inspector** Mrs. Gill Broadbent LI

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

<b>Type of school</b>	Primary	<b>School address</b>	Dover Street
<b>School category</b>	Community		DE23 6QP
<b>Age range of pupils</b>	3 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01332 272249
<b>Number on roll</b>	529	<b>Fax number</b>	01332 773638
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr.Clark Field
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Mrs. Sushma Sehmbi

Age group	Inspection dates	Inspection number
3 to 11	30 March 2006 - 31 March 2006	282623

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

The school is a large primary school for pupils aged 3 to 11. It serves an area of high social and economic disadvantage. The vast majority of pupils come from Pakistani backgrounds and learn to speak English as a second language. Mobility is high as pupils from other countries frequently join and leave the school. An above average number of pupils have special educational needs. The school is operating in very challenging circumstances. It was formed in April 2004, following the amalgamation of the separate Infant and Junior Schools on the same site. Staff changes have been above average. The school is being rebuilt in stages as part of a Private Finance Initiative (PFI). Pupils aged 3 to 7 are taught in the completed part of the new building. Older pupils remain in the Junior School while the next phase is built. This is the school's first inspection.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 3**

The school judges its overall effectiveness as satisfactory and inspectors agree. Standards are well below average but progress and achievement is satisfactory in English, mathematics and science by the end of Years 2 and 6. Provision in the Foundation Stage is satisfactory. From very low starting points pupils achieve satisfactorily and by Year 1 they enter school with well below national expectations. The quality of teaching and learning is satisfactory throughout the school. Some teaching is good, but too much is only satisfactory, with the result that pupils reach reasonable rather than challenging targets. Pupils' behaviour is satisfactory. They enjoy coming to school and make the most of the activities provided. Their attendance is significantly below average because of the extended absences of a large number of pupils, which interrupts their learning. Pupils are safe and well cared for in school. They receive adequate guidance to ensure that their academic progress is satisfactory. The curriculum is satisfactory and is adapted to support the needs of pupils from all groups in the school, for example, those with learning difficulties and disabilities, those who are learning English as a second language and those who newly arrive from other countries. Leadership and management are satisfactory. The headteacher, senior staff and governors are successfully managing the rebuilding and amalgamation and have established a satisfactory learning environment. Senior leaders know how to identify the school's strengths and weaknesses accurately and tackle the most important issues. However, they do not focus closely enough on the fine detail of measures used nationally to find out how successful their actions have been. This leads to satisfactory improvements rather than good. Thus, the school has a satisfactory capacity to improve and provides satisfactory value for money.

### **What the school should do to improve further**

- Raise standards and achievement in English, mathematics and science by improving the quality of teaching and learning so that more is consistently good rather than satisfactory.
- Develop greater rigour, consistency and clarity in checking and working out how well the school's actions are improving the school's effectiveness.

## **Achievement and standards**

### **Grade: 3**

Standards reached by pupils at the end of Year 6 are well below average. With very low starting points pupils' achievement is satisfactory. Standards improved in English but fell in 2005 in mathematics and science. However, the school's data show that pupils who remained in the school throughout years 3 to 6 achieved satisfactorily. At the end of Year 2, standards fell in reading, writing and mathematics and are well below average, although achievement is satisfactory. In the Foundation Stage pupils start with skills that are extremely low in relation to national expectations. Most of them are at the very early stages of speaking and are also learning to speak English as a second language. They do well in their personal, social and emotional development

but satisfactorily in other areas of learning which remain well below the expected goals by the time they enter Year 1.

## **Personal development and well-being**

### **Grade: 3**

The personal development and well-being of pupils is satisfactory. Pupils enjoy coming to school and their behaviour is satisfactory. They work hard, behave well and do their best in lessons, especially when activities interest and challenge them. They usually have good relationships with each other and the adults who work in the school. However, they occasionally become restless when they are not working with their usual teachers or when work is not at the right level. Behaviour around the school is good when pupils are supervised, although on the playground some boisterous behaviour occurs, mainly involving boys. Attendance is well below average. A large number of pupils have extended absences which interrupt their learning. The school makes a good contribution to pupils' spiritual, moral, social and cultural development. Pupils develop healthy lifestyles. They enjoy taking part in interschool sports, competitions and other activities arranged through the school's secure community links with all groups. Pupils develop a secure foundation for adult life and their future economic well-being through their involvement in Young Enterprise, and the satisfactory development of their language, mathematics and computer skills.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory. There is some good teaching throughout the school, but too often it is satisfactory. Teaching generally manages pupils' behaviour well, especially where it captures their interests, where relationships are good and where there is encouraging praise. Teaching assistants make a very good contribution to pupils' learning, in particular for those who are learning to speak English. Teachers use information and communication technology well to help pupils to grasp new ideas and some examples of effective marking help learners to do better. Teaching does not always ensure that work set accurately matches the very wide range of pupils' needs. As a result, they make satisfactory rather than good progress. Where pupils are involved practically in their learning, as in art, they have good attitudes and do well. When this is not the case, pupils are less engaged and do not always make best progress. Teachers' questioning skills are sometimes good, though inconsistent throughout the school. These skills are less well used to ask questions which might make pupils think hard and extend their learning.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory and effectively meets the needs of the majority of pupils. The school works hard to provide for those arriving from an increasing range of countries and those from diverse cultural backgrounds. It celebrates well the differences in pupils' heritage. They prepare pupils well for life in multi-cultural Britain. One pupil explained that he liked religious education because 'you learn about what other people believe'. There is satisfactory provision for mathematics and English. However, plans are not always adapted to the full range of pupils' learning needs. As a result, work that is set sometimes inaccurately matches pupils' prior attainment and this slows learning at times. Learners have satisfactory opportunities to contribute to and take on responsibilities in the community and there is satisfactory education for safety and health. The curriculum is well enriched through a wide range of clubs, visits out and visitors to the school, including those contributing to sports development.

## **Care, guidance and support**

### **Grade: 3**

The provision is satisfactory, with some good aspects. Pupils are safe and well cared for. Pupils from different backgrounds quickly learn to work together harmoniously because they are well taught about social issues. They are taught to look after themselves and to keep healthy by taking plenty of exercise. The School Council enables them to contribute to decisions about healthy eating and changes to the school. The needs of pupils who have difficulties with learning, who learn English as an additional language, and those new to the school are well known by the staff, which enables staff to provide support matched appropriately to their needs. Teaching provides pupils with satisfactory guidance on how to improve their work. Most pupils have a general view of how well they are doing and achieve reasonable targets. However, written and spoken guidance varies in quality and is insufficiently clear, with the result that they are unsure how to improve. Pupils know they learn well when they have challenging targets, are told how well they are doing and guided on how improve. Pupils said how much they appreciate their teacher's 'tips for learning'. The school's considerable information on pupils' progress needs to be more precise and better used to guide planning and to give pupils a clearer picture of their progress.

## **Leadership and management**

### **Grade: 3**

Leadership and management of the school and the Foundation Stage are satisfactory. The headteacher, senior management team and governors have led the school successfully during two turbulent and challenging years. They quickly established a sense of 'one school'. They have not avoided taking difficult decisions, so that a satisfactory and safe learning environment has been established for all pupils. The inspection agrees with the majority of parents and pupils who are satisfied that the school takes proper account of their views. The school improvement plan identifies

appropriate priorities for development. The plans for staff training are detailed and implemented satisfactorily. The school has established how it can find out what it is doing well and what needs to be improved. The steps they take are the right ones. They work out the most important areas to improve, what actions to take and how they will measure their success. However, they are not sufficiently focused on the finer details of measures used nationally, especially in the quality of teaching, learning and pupils' achievement. This has limited the success of their work to satisfactory improvements in teaching and in pupils' achievement in English. Consequently, the monitoring and evaluation of the impact of their work are satisfactory rather than good. The school has satisfactory capacity to improve and provides satisfactory value for money.





## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	NA	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	3	NA
The attendance of learners	4	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

Thank you for talking to us and being so helpful when we visited your school. This letter is to tell you about some of the important things that we saw and heard about. It has been really hard for everyone to create a new school and to have it re-built at the same time. We found that the school leaders, staff and governors have worked together well to make sure that you are safe and taught soundly while the building of your new school takes place. The staff teach you how to work well together and how to keep healthy. They provide lots of opportunities for you to take part in sport and games. We noticed that you are usually polite and well behaved in lessons. Sometimes you are restless in lessons when you don't have your usual teacher or your work isn't at the right level. A few of you, mostly boys, are finding it hard to be considerate when you are in the limited space of the playgrounds. So, it would be good if you could play more thoughtfully while the new school is being built. Your teachers teach you soundly and sometimes well. You try hard in these lessons. We have asked your teachers to plan your work at the right level and to let you know clearly how well you are doing and what you need to do to improve. We have asked Mrs Sehmbi, your headteacher to ensure that your teachers check carefully how to improve your work. This should help all of you to do as well as you can. We were impressed by the new building. The plans for the rest of the development look really exciting so we were not surprised that you are looking forward to its completion.