

# Hardwick Primary School

Dover Street, Derby, DE23 6QP

**Inspection dates** 21–22 May 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- All groups of pupils make outstanding progress and standards are rising across the school. Pupils show great enjoyment in lessons and are excited by their learning.
- The quality of teaching has improved dramatically since the previous inspection. Teachers are very aware of the different abilities and needs of their pupils and plan carefully so that all are able to achieve success.
- Behaviour in lessons and around the school is exemplary. Pupils are excellent ambassadors for the school, welcoming visitors into their classrooms and explaining what they are learning.
- The school is rigorous in ensuring that all pupils, especially those facing challenging circumstances, are safe and able to thrive. New arrivals from different countries, unable to speak English, are extremely well supported and quickly included.
- Pupils say how much they value the diverse cultures and religions that make up the school and show a high level of respect for each other's beliefs.
- Pupils from Nursery to Year 6 follow a curriculum where reading, writing and numeracy skills are developed through a series of exciting topics that capture their imagination and make learning fun.
- The school ensures that pupils' experience is enriched through a wealth of activities including art, music and sport. Pupils across the school have an excellent understanding of what is meant by spiritual, moral, social and cultural development and how the school promotes this in all it does.
- The inspirational headteacher, closely supported by his senior team and the governors, has been relentless in driving improvement in every area of the school's work. Their attention to detail and high expectations of both pupils and staff have led to exceptional improvement since the previous inspection.

## Information about this inspection

- Inspectors observed 23 lessons, 11 of which were jointly observed with one of the school’s senior leaders. They also made several short visits to lessons together with leaders.
- Meetings were held with pupils, parents, the local authority’s improvement partner, members of the governing body and staff, including subject leaders.
- Inspectors observed the school’s work and looked at a range of documents, including policies, development plans, minutes of meetings of the governing body, monitoring records, information about pupils’ progress, safeguarding information and samples of pupils’ work.
- The views of 15 parents and carers who responded to the school’s questionnaire were considered (Parent View). In addition, the schools’ own survey of parents’ views and 44 responses to the staff questionnaire were taken into account.

## Inspection team

Mary Davis, Lead inspector

Additional Inspector

Michael Onyon

Additional Inspector

Sarah Davey

Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils from minority ethnic backgrounds is high, with the largest groups being of Pakistani and Gypsy Roma heritage. An above average proportion of pupils speaks English as an additional language with some, newly arrived, at an early stage of learning English.
- A well above average proportion of pupils is known to be eligible for the pupil premium (which provides additional funding for looked after pupils and those known to be eligible for free school meals).
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Not all children who enter the Nursery class move on to Reception or to Key Stage 1. An additional class is added at the start of Year 3 to cater for the large proportion of pupils entering the school at the start of Key Stage 2. Over recent years, newly arrived pupils, particularly from Eastern Europe, have joined year groups across the school.

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

- Increase the proportion of outstanding teaching by ensuring that teachers fully challenge the highest-attaining pupils consistently, particularly in writing.

## Inspection judgements

### The achievement of pupils is outstanding

- Pupils join the school at many different stages, but the very large majority, of whatever age, have very low basic skills in reading, writing, communication and mathematics. Children enter the Nursery class 18 to 20 months behind the expected stages of development at the age of 3. Pupils joining the school as late as Year 5 and 6, frequently, are unable to speak English, many having had no prior schooling. There are very few higher-attaining pupils.
- As a result of high quality teaching and a strong focus on language acquisition, children in Nursery begin to develop basic skills, including developing their physical coordination. For example, inspectors observed a session where children were practising jumping over a small hurdle, initially lacking the skills to do this unaided. The children make good progress through Nursery; however, those who move to the Reception class are joined by others with little or no pre-school experience.
- By the end of the Early Years Foundation Stage, children are beginning to develop literacy and numeracy skills and the good learning and listening skills to prepare them for Key Stage 1. Their basic skills are still below average.
- Although standards by the end of Year 2 have remained below average, as pupils have so much ground to catch up, there has been a steady rise over recent years. The school's rigorous assessments suggest that, by the end of 2014, standards in reading and mathematics will be broadly average.
- Results of Key Stage 2 national tests have also shown a rising trend, particularly in mathematics, where 2013 results show that attainment is above average and in reading and writing broadly average. Secure assessments suggest that this trend may continue in 2014, with a larger proportion of pupils attaining the higher levels 5 and 6 in both reading and mathematics.
- All groups of pupils make outstanding progress from their low starting points. All the current Year 6 pupils who have been at the school since the start of Key Stage 1 have made expected progress. Despite a further intake of pupils from other providers at the start of Year 3, the proportion of pupils overall making more than expected progress is also high in reading and mathematics, although slightly less so in writing. This is because nearly all pupils speak English as an additional language and therefore find speaking and writing more challenging. The school is strongly focusing on promoting opportunities for writing and speaking to address this.
- There is no significant difference between the achievements of boys and girls, pupils from different ethnic backgrounds or pupils who speak English as an additional language. Inspectors examined the writing books of several Year 6 Gypsy Roma pupils who had joined the school in Year 5 unable to speak English or to read or write. These pupils had made exceptional progress in a very short time and are now able to write neatly and fluently. This is as the result of the outstanding provision they have received.
- Disabled pupils and those who have special educational needs also make rapid progress. They are very well supported in lessons by both their class teachers and by high-quality teaching assistants, so that they are able to achieve their potential.
- A high proportion of pupils supported by the pupil premium also have special educational needs. This was the case in 2013, when these pupils were two terms behind their classmates in writing and three terms behind in reading and mathematics. During the current year, the gap between

eligible pupils and their classmates making expected progress in reading, writing and mathematics has closed across all of Key Stage 2. This is because of the closely tailored provision for these pupils that includes having two teachers in each class, as well as other additional adults. Teachers are highly aware of this group and are closely held to account for their progress.

- All pupils enjoy reading. Right from the start, children learn how to sound out words and are confident to 'have a go' at reading unfamiliar text. Systematic support to develop pupils' reading skills continues throughout the school. Teachers' high expectations of pupils' use of language means that even the youngest children use a wide range of vocabulary including technical terms. For example, in a Year 3 class pupils excitedly explained what 'pyroclastic' meant as they wrote about the historic volcanic eruption at Pompeii.

### **The quality of teaching** is outstanding

- Teaching has improved dramatically since the previous inspection, because leaders have been relentless in the promotion of, and insistence on, high-quality teaching and learning. Teachers have responded with a clear determination to improve. As a result, teaching observed during the inspection, together with sampling of pupils' books and leaders' rigorous monitoring of all aspects of teaching over time, show teaching that is consistently good, with much that is outstanding. This is the case in all key stages.
- Teachers plan carefully to make sure that work is of the right difficulty for all ability groups. Disabled pupils, those with special educational needs and those supported by the pupil premium, together with newly arrived Gypsy Roma pupils, are clearly identified in teachers' planning and there is a relentless focus in each classroom on enabling these different groups to succeed.
- Many classes have two teachers taking separate groups within the class, so that they can focus more closely on promoting fast progress, with additional adults providing expert support for a third group. In this way, pupils facing challenging circumstances have the benefit of being taught in small groups, while also being taught alongside higher-ability pupils who act as role models. This policy is a key factor in raising the achievement of these groups, for whom circumstances may make them vulnerable.
- Teachers promote pupils' enjoyment of writing by providing tasks that skilfully link subjects across the curriculum. For example, in one English lesson observed, pupils showed great enthusiasm as they wrote explanations about the digestive system and other health-related topics, all writing for a specific purpose. Resources are well prepared, so that pupils are able to use fact sheets, diagrams and illustrations, together with dictionaries and 'phonics' sheets to help them spell correctly.
- Every teacher ensures that pupils' spiritual, moral, social and cultural development is promoted and this forms the essence of learning in all subjects. Consequently, pupils have an excellent understanding of what this means and are able to assess their own development. For example, a mathematics topic was skilfully linked with a comparison of Muslim, Hindu and Sikh religious practice, enabling pupils to understand not only the differences but the similarities and to understand the importance of respect for others' beliefs.
- Marking of work is exemplary, with a high degree of consistency across the school. Pupils are provided with advice and opportunities to respond by trying another challenge or re-writing a section to show they understand the advice given. This response is then marked again with the pupil to ensure their full understanding. Target sheets clearly show progress from the start of each year and pupils express pride at how much progress they have made, many already having

exceeded their targets and being set a more-challenging one.

- Where teaching is not yet outstanding, a minority of teachers are not fully stretching the highest-attaining pupils, particularly in writing.

### **The behaviour and safety of pupils** are outstanding

- Pupils show a great love of learning and great excitement when they achieve success. They are often totally engrossed in their learning and listen attentively to their teachers and each other. Inspectors were extremely impressed by being welcomed into each classroom, from Nursery to Year 6, by class ambassadors, who greeted them and shook their hands and explained what they were learning. This is the way all visitors are greeted.
- The behaviour of pupils is outstanding. Pupils told inspectors that pupils are typically well behaved and they have a very clear understanding of rewards and sanctions. They say that their learning is rarely disrupted and that teachers manage any behavioural difficulties very well. Most staff and parents agree that pupils behave well.
- Behaviour around the school is calm and orderly. Outside, plenty of opportunities are provided to promote physical fitness in the playground and pupils of all backgrounds play and get on well together. One pupil said, 'The best thing about the school is that there are so many children from different cultures and religions'.
- Pupils were clear that bullying is rare and that extremely strong action would be taken to address racism or other discrimination. They say that the school keeps them very safe and that there is always an adult who will help them. Adults lead by example, with the result that the school is warm and caring.
- The school's work to keep pupils safe and secure is outstanding. There is a rigorous system in place to make sure that pupils attend regularly and there is great competition to be the class with the best attendance. Attendance rates are above average.
- New arrivals to the school are very closely supported and welcomed. The 'language class', staffed by teachers who speak a variety of languages, ensures that pupils settle quickly and enables them to be quickly included in mainstream classes once they are ready.
- Pupils facing challenging circumstances and their families are very closely supported and a wide range of external agencies used to provide expert support. The 'Rainbow Room' provides nurture and individual care for pupils experiencing difficulties and a safe haven for those who need extra support.

### **The leadership and management** are outstanding

- The inspirational headteacher has been relentless in his drive for improvement. He is very well supported by his deputy, his senior team and by the governing body. Together, they have left no stone unturned in ensuring that every policy is fully implemented, every small detail has been attended to, and progress closely analysed and evaluated.
- The school's clear view of its own performance and well-focused development planning has resulted in all issues raised by the previous inspection being rigorously and successfully addressed. All aspects of the school's work are now outstanding.

- Processes to improve the quality of teaching have been extremely thorough. All aspects of teaching are closely and frequently checked and a comprehensive programme of support put in place to ensure that any teaching judged as less than good quickly improves. Teachers are closely held to account through the setting of performance targets that are closely related to the progress of all groups of pupils.
- Procedures for tracking pupils' progress across the school are highly effective. The meticulous analysis of pupil performance ensures equal opportunities for all. The progress of each individual child is discussed at progress meetings, when teachers are expected to explain what they are doing to secure each pupil's achievement and well-being.
- Subject leaders have a dual role as year group leaders, sharing the responsibility for driving improvement, and being closely involved in checking the quality of teaching within their areas of responsibility. Senior leaders have ensured that the capacity of middle leadership has been built through the provision of training and the sharing of good practice across the school.
- The Early Years Foundation Stage is well led and managed. Effective teamwork ensures that there are clear goals to which all staff can contribute. Detailed assessments are carried out with the aid of computer tablets, to photograph and record the children's progress. Leaders ensure the early diagnosis of disability or special educational needs, so that rapid support can be provided. Priorities for improvement are identified and action taken, for example, a scheme to develop more opportunities for talking to promote children's language acquisition.
- An excellent balance of subjects and opportunities is provided to build and extend pupils' basic skills and to enrich their experience. A wide variety of exciting topics is provided to promote creativity and is a key to the rising achievement. These enable pupils to develop their literacy and numeracy skills through the study of real-life tasks that also promote their excellent spiritual, moral, social and cultural development. This has resulted in the school being a harmonious community, celebrating the rich diversity of cultures and respecting individual differences.
- Opportunities for art, sport and music are many and varied, including the opportunity to learn a brass instrument or contribute to an art exhibition for Derby Royal hospital. The primary sports funding is used very effectively, for example, through skipping, tennis and swimming lessons.
- Since the previous inspection, the school has designated a member of staff to lead and coordinate the engagement of parents. Adult workshops for Gypsy Roma families engage parents with their children's work. The website and other materials are translated into several languages to ensure that all parents understand communications. Parents value the breakfast club, providing free breakfasts and the opportunity to talk to teachers if they have a concern.
- The local authority has provided close support for the school since its previous inspection and knows the school well. It, greatly, values the work of the headteacher for the rapid progress that has been made and uses the school as a model of good practice in many aspects of its work.
- **The governance of the school:**
  - The transition from Interim Executive Board to full governing body has been smooth. Governors have a very clear vision for the school and are focused on sustaining the high level of effectiveness that now exists. They know the school extremely well and have an in-depth understanding of how well it is performing compared with other schools. They have sought appropriate training and continually question and challenge the school's leaders, holding them to account for all aspects of its work. Governors know the strengths and areas for development in teaching and ensure that good performance leads to appropriate salary

progression. They check thoroughly that additional funding is used appropriately and is leading to the gap in achievement closing between all groups of pupils. They ensure that safeguarding and health and safety practices are exemplary.

## 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

<b>Unique reference number</b>	134629
<b>Local authority</b>	Derby
<b>Inspection number</b>	441971

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	595
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Chris Parker
<b>Headteacher</b>	Jonathan Gallimore
<b>Date of previous school inspection</b>	18 December 2012
<b>Telephone number</b>	01332 272249
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