

# Hady Primary School

Hady Lane, Hady, Chesterfield, S41 0DF

**Inspection dates** 27–28 February 2014

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils' progress has improved and is now consistently good. Attainment at Key Stage 2 has risen and is above average.
- Children join the Early Years Foundation Stage with skills and knowledge well below those expected for their age. They are well taught and very well cared for and make outstanding progress which prepares them well for Year 1.
- Teaching is consistently good and some is outstanding. Displays are used well to support learning and pupils find them helpful. Pupils are proud to share their achievements in lessons.
- Pupils behave well around the school and are courteous and polite to adults and to each other. Pupils say that they feel safe in the school.
- The nurture provision provides pupils and their families with helpful support and also provides activities for pupils during the school holidays.
- The headteacher, well supported by other leaders, managers and governors has ensured that teaching and pupils' achievement have improved so that they are now good.
- Governors have a good understanding of all aspects of the school and have been both supportive and challenging.

### It is not yet an outstanding school because

- Sometimes teachers do not have high enough expectations of pupils' work rate in lessons and in the presentation of their work in books.
- Teachers do not always make sure comments in books are used by pupils to improve their work.

## Information about this inspection

- The inspection team observed 15 lessons or part lessons, one of which was carried out jointly with the headteacher. A series of shorter visits to lessons also took place with the headteacher to focus on learning and to discuss how teaching supports pupils' progress over time.
- Meetings were held with two governors, staff and a local authority representative.
- Inspectors spoke to pupils about their views of the school, listened to them read and looked at their work in books.
- One inspector spoke with parents informally at the start of the day. The team also reviewed correspondence from parents, returns to the school's own questionnaire and responses submitted to the online survey, Parent View.
- The responses from the school's own pupils' survey were scrutinised along with eight completed staff questionnaires.
- Inspectors scrutinised records relation to pupils' recent attainment and progress, the school's own evaluation of its performance and plans for the future, records relating to the management of the performance of staff, minutes of meetings of the governing body, behaviour, attendance and safeguarding records.

## Inspection team

Susan Williams, Lead inspector

Additional Inspector

Lynn Alexander

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- The very large majority of pupils are White British.
- The proportion of pupils for whom the school receives the pupil premium, additional government funding for pupils known to be eligible for free school meals and other groups, is similar to the national average.
- The proportion of disabled pupils and those with special educational needs supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is also below average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

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

- Improve teaching so that more is outstanding by:
  - teachers having higher expectations of pupils' work rate in lessons and in the presentation of work in their books
  - ensuring that pupils follow up teachers' comments in their books and apply these to their work and teachers check that this happens.

## Inspection judgements

### The achievement of pupils is good

- Pupils' progress has accelerated across the school and is consistently good. It is particularly rapid in Year 6. Results at the end of Key Stage 2 improved and have been above average for the last two years. The most able pupils have been well supported and results at the higher level 5 were well above national levels in 2013. Pupils have strong attitudes to learning in lessons and these contribute to their good progress.
- Children enter the school with skills and knowledge well below those expected for their age. The environment in Nursery supports children's learning with displays which help them to understand basic number and letter skills and celebrate children's work. Staff support children's interests by adapting their planning to the needs of the group which ensures their rapid progress. Children who enter at different times of the year are helped to quickly understand the learning routines and enjoy activities with other children. Standards at the end of Reception in 2012 were broadly average and in 2013 a similar proportion of children reached a good level of development as found nationally representing outstanding progress from their starting points.
- There is a consistent approach to the development of early reading and in the phonics (letters and their sounds) screening check in Year 1 in the last two years a similar proportion of pupils reached the required standard as in schools nationally. Pupils are keen to read and are able to use their phonic strategies and others such as covering up parts of words, to help them read words. They understand what they are reading and are able to correct words they get wrong. They enjoy moving onto harder books when they do well.
- Results in reading, writing and mathematics have improved steadily at Key Stage 1 over the last three years. In 2013 they were broadly average in reading and writing and above average in mathematics. Although progress is strong across the key stage it is not rapid.
- Pupils supported by pupil premium funding receive a range of extra help overseen by the nurture manager. This includes individual and small group sessions to help particular aspects such as reading or mathematics. There is also an enterprise group to further opportunities for pupils who do not need extra academic support, for example an inspiration and aspiration session with professional visitors including a nurse, banker, healthcare professional and a female footballer to encourage pupils to think about what they might do when they grow up. Progress for these pupils is strong across the school, particularly in Years 5 and 6, and gaps in attainment are narrowing. In 2013 these pupils were approximately five months behind in reading and six months in writing and mathematics.
- Disabled pupils and those who have special educational needs receive extra support in lessons which is effective in helping them to understand the work and supports them with their learning. In addition, some pupils also receive specialist programmes to support identified areas of needs. These pupils progress well across the school and in Years 5 and 6 their progress is rapid due to the new additional support in the afternoons which quickly identifies and addresses misunderstandings.
- Achievement is not outstanding as pupils' progress is not rapid in all year groups as teachers' expectations of the rate of learning of pupils are not always high enough.

**The quality of teaching is good**

- Teaching, including in English and mathematics, has improved and is consistently good with some that is outstanding. There is a consistent approach to the use of display in classrooms to support learning with examples of pupils' work celebrated. In Nursery, for example, the focus is on letters and numbers and in other classes examples of what pupils are working on in that year are displayed. Pupils are very positive about how these displays support them with their learning.
- Learning is celebrated at the end of lessons throughout the school with this routine being established in Nursery with children sharing what they have learnt and being congratulated for what they have done well.
- Pupils are clear about what they are learning about in lessons and enjoy listening to each other's views and identifying good aspects in their work. For example, in a Year 4 literacy lesson pupils helped each other improve their work by making suggestions and pupils were able to identify features in the writing such as similes which they had learnt about previously. One pupil was praised for using 'as smooth as skin' whilst another used 'as white as a wolf in the north pole.' Pupils were proud to share their work.
- There are clear expectations from teachers about how pupils move around the room and they stop activities with the effective use of chants and the clicking of fingers to grab pupils' attention. Pupils focus well in lessons and have good attitudes to learning which support their good progress. They listen to each other respectfully, are happy to work in groups and help each other with their work.
- Pupils make rapid progress when the activities they are given are varied and exciting. Not a moment was wasted in a Year 6 literacy lesson where pupils worked in teams to carry out a rescue operation of a climber. Pupils worked together and shared ideas, respecting each other's views. In their written work they were able to identify their own strengths and areas for development and talked with pride about the progress they had made in the year. Every pupil was fully engaged in learning and their enjoyment of this was evident.
- In the Early Years Foundation Stage children make rapid progress. There are a wide range of activities with a mixture of time on activities so all children access a wide range of activities and time where children choose activities for themselves. The development of number and letter use are encouraged in different activities such as clipboards at the construction site and at the hospital. Children are eager to learn developing skills in writing and counting in a very positive atmosphere focused on learning which supports their progress.
- Although progress is particularly rapid in Year 6, in the rest of the school it is good. Teachers do not always have high enough expectations of how much pupils can learn in lessons to make the fastest progress and expectations for presentation in books are not high enough for pupils to take sufficient pride in their work. Although books are marked regularly in all year groups, pupils do not always take note of comments and apply these to future pieces of work and teachers check to make sure that this happens.

**The behaviour and safety of pupils are good**

- The behaviour of pupils is good. Behaviour around the school is good and usually pupils choose to do the right things. In the playground pupils are aware of each other and how they should behave. Pupils like the school rewards and think that the rules are fair. They say that behaviour is typically good and it was the same as it usually is during the inspection.

- Pupils' attitudes to learning are good. They are interested in learning and contribute well in lessons. They show good manners, listen to each other and put hands up to ask questions. They get on with their work in lessons with little prompting from teachers. Teachers support these good attitudes with clear routines for moving between tasks and for stopping work. Pupils can find resources to help them with their work and use the wall displays to help them.
- The school's behaviour records are well documented and show that follow-up work and the use of external agencies to support individuals have been successful in reducing rates of exclusions over time. There have been no exclusions in the current year.
- Pupils are well mannered and polite being courteous to adults and to each other. The school council is aware the school needs to be tidy inside and outside. In the lunch hall pupils are aware of clearing up after they have eaten and not dropping litter.
- The school's work to keep pupils safe and secure is outstanding. The nurture manager has a specific role to oversee the well-being of pupils, particularly those who need extra support or whose circumstances may make them vulnerable. Additional sessions and clubs are provided including holiday clubs to support pupils throughout the school year.
- Bullying incidents are rare. Pupils understand and can talk about all kinds of bullying including cyber and name calling. They are aware of internet safety. They know what to do if they have a problem and are confident it will be dealt with. Pupils say they feel safe in the school and the vast majority of parents responding to the online questionnaire agree.
- Attendance is average and pupils are routinely punctual to school and to their lessons.

### **The leadership and management** are good

- The headteacher has high expectations and has driven improvements in teaching and pupils' achievement since the previous inspection. She has been well supported by her team of senior and middle leaders who have taken an increasing role in successfully leading improvements in their areas. Staff have confidence in her leadership of the school.
- Subject leaders know, understand and use pupils' progress data to identify areas for improvement and have been involved in monitoring and developing teaching through lesson observations and team teaching.
- The school's view of its own performance is accurate and school improvement plans are focused on appropriate priorities. Senior staff help to formulate these plans and understand the focus in each area.
- There have been impressive improvements to the Early Years Foundation Stage where leadership and management are outstanding. The provision has been improved and children are well supported in the foundations of school routines and the focus on learning which is consistent throughout the school.
- There is a clear system for the management of the performance of staff and professional conversations about improving teaching are regular with lesson observations and feedback always having a specific focus for improvement. Discussions focus on how well teachers perform against the national teacher standards and their individual targets. Teaching has improved and there are now examples of outstanding teaching.

- English and mathematics are given priority and supported through topic work where pupils also learn other subjects. Specific subjects are taught discreetly by a teacher specialising in these areas including French and music. In Year 3 and 4 there is now a focus on the teaching of literacy one week and numeracy the next so pupils have longer to develop their skills in the sessions and this is supporting pupils making faster progress. Pupils' spiritual, moral, social and cultural development is well promoted so pupils know right from wrong and learn about democracy through the school council.
- The sport funding is being used effectively and this area of work is led by a very capable and enthusiastic leader. Athletics was already an area of strength in the school with their success at the regional athletics championships last year which has been continued with the team winning the area athletics competition this year. Staff have been supported in their development of skills in teaching gymnastics and this has developed their skills and confidence. The school provides a wide range of clubs including dance, football, basketball and multi-skills which are effective in supporting pupils' health and well-being.
- The local authority has provided assistance with training, worked with governors and set partnership working with another headteacher, all of which have been helpful to the school and effective in supporting improvement.
- **The governance of the school:**
  - Governors understand the published data on the school and how the school is performing compared with others nationally and in the local area. They are aware of improvements since the previous inspection. They receive regular updates on pupils' progress and know how much difference pupil premium funding is making. They attended a whole day training session with the nurture manager to hear about what is being provided and to see some of this work for themselves. They oversee systems for the management of performance of staff and ensure pay awards are only given when staff meets their targets and teach well. They are aware of what support has been provided to improve the quality of teaching and that this is now good. They ensure safeguarding procedures are audited annually and these meet all statutory requirements.

## 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>	112665
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	430697

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>	Maintained
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	246
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nigel Butler
<b>Headteacher</b>	Susan Chapman
<b>Date of previous school inspection</b>	26 April 2012
<b>Telephone number</b>	01246 279254
<b>Fax number</b>	01246 273296
<b>Email address</b>	info@hady.derbyshire.sch.uk

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