

# Hoath Primary School

School Lane, Hoath, Canterbury, CT3 4LA

**Inspection dates** 23–24 May 2013

<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		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The quality of teaching is typically good and sometimes outstanding. As a result, pupils achieve well and attainment at the end of Year 6 is typically above average in reading, writing and mathematics.
- The headteacher and her staff have very successfully secured improvements in achievement and in the quality of teaching while maintaining the benefits of a small village school ethos.
- Pupils behave exceptionally well and feel very safe. They thoroughly enjoy school and are keen to do their best. Pupils in Year 6 are well prepared for the next stage in their education.
- Governors understand the important role they play in school improvement and provide a good balance of support and challenge for the school.
- Parents and carers express confidence in the school. All those who completed Parent View would recommend this school.

### It is not yet an outstanding school because

- There is not yet enough outstanding teaching to secure pupils' outstanding achievement.
- Occasionally, opportunities are missed to involve pupils in more open-ended discussions and to provide even more challenge for the most able.
- Activities in the Early Years Foundation Stage outdoor area are not as well developed as those in the classroom.

## Information about this inspection

- The inspector observed six lessons and part lessons, including one lesson observation with the headteacher.
- Discussions were held with the headteacher, a group of governors, a representative from the local authority, senior leaders, staff and pupils.
- The inspector took account of 15 responses to the online Parent View survey.
- The inspector observed the school's work and analysed a range of documents and policies, including the school improvement plan, information about pupils' progress, attendance records, safeguarding documents and a sample of pupils' work.

## Inspection team

Julie Sackett, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is much smaller than the average-sized primary school.
- The proportion of pupils who are known to be eligible for the pupil premium is below the national average. (Pupil premium is additional funding provided by the government to support pupils known to be eligible for free school meals, children who are looked after by the local authority and the children of service families).
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- Most pupils are White British.
- Pupils are taught in mixed-age classes.
- Hoath Primary School is part of a federation with Chislet CE Primary School.

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

- Increase the proportion of outstanding teaching so that pupils' achievement is outstanding by ensuring that:
  - teachers' expectations of the most able pupils are always high and that the work set for them is consistently challenging
  - there are regular opportunities for pupils to share their thoughts and ideas during lessons so that teachers can check their understanding and move them on when ready
  - activities in the Early Years Foundation Stage outdoor area are as stimulating and engaging as those in the classroom, with a clear focus on children's learning and development.

## Inspection judgements

### The achievement of pupils

is good

- Children's knowledge and skills when they join the Reception Year are generally in line with those expected for their age. The older pupils in the mixed-age class provide very positive role models for the younger children, who are keen to emulate their peers. Children make good progress, particularly in the development of reading, writing and communication skills, so that attainment by the end of Reception Year is above average.
- Pupils make good progress across Key Stage 1 and Key Stage 2 in English and mathematics, with more rapid progress in Years 5 and 6. As a result, attainment at the end of both key stages is typically above average in reading, writing and mathematics, with further improvement since the last inspection.
- Mutual respect between adults and pupils ensures that pupils of all abilities feel valued. The small numbers of disabled pupils and pupils with special educational needs are keen to do well and the work set is appropriate for their needs. As a result, their progress is in line with other pupils in the school and is typically good.
- Raised expectations of the most able pupils since the last inspection have led to an increase in the proportion of pupils attaining the higher levels in reading, writing and mathematics at the end of Year 2 and Year 6. In 2012, the proportion was above average in reading, writing and mathematics.
- In 2012, very few Year 6 pupils were eligible to benefit from pupil premium funding. Their attainment in English and mathematics was a third of a National Curriculum level behind the national average. School information indicates that the gap in attainment is closing as a result of the school's effective strategies.
- School information about the progress pupils are making indicates that achievement continues to improve, with further increases in attainment forecast this year.

### The quality of teaching

is good

- Teaching is typically good and sometimes outstanding. As a result, pupils make good progress and achieve well.
- Lively and well-paced teaching means that pupils are interested in lessons and motivated to learn. For example, during the inspection, pupils in Years 5 and 6 relished the element of competition when estimating amounts, while in Years 3 and 4, pupils confidently used whiteboards to calculate quickly and accurately the total amount of money the teacher had in a sequence of coins.
- Pupils in Reception and those in Key Stage 1 make good progress because teaching in this mixed-age class is of good quality and relationships are strong. Pupils enjoy learning because activities are planned with care to be interesting and to build on prior learning. For example, during the inspection pupils were intrigued by the work of Hundertwasser displayed on the interactive whiteboard and went on to create striking pastel pictures of flowers in a similar style.
- Class teachers and teaching assistants work well together so that there is a shared understanding of the aims of lessons. As a result, teaching assistants play a confident role, and the pupils they support, including those with disabilities and those with special educational needs, make similar progress to other pupils in the class.
- Reading and writing skills are taught effectively throughout the school. Regular lessons teach pupils the link between letters and the sounds they make (phonics) and individual and small-group support provide extra help where needed. Pupils are given many opportunities to write for different purposes so that they are able to apply and use literacy skills. There is an effective focus on developing pupils' ability to edit and improve their written work.
- The widespread support provided by parents reading with their children at home and events

such as the annual 'book week' successfully contribute to pupils' enjoyment of books.

- Pupils' work is regularly marked so that they understand what they have done well and how they can improve their work. Written comments successfully encourage pupils to refine their work and to complete further challenges, with time given for them to respond.
- Occasionally, opportunities are missed to involve pupils in more open-ended discussions about their learning. When this is the case, learning is not always adapted fully to individual needs as the lesson progresses and the level of challenge provided is not always high enough, particularly for the most able pupils. As a result, their progress slows slightly.
- While there is a wide range of activities in the Year R/1/2 classroom, those provided in the outdoor area are more limited. As a result, opportunities are missed to build on children's interests and accelerate their progress when they are learning outdoors.

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

- The high standards of behaviour recognised at the time of the last inspection have been maintained. Pupils of all ages behave exceptionally well in lessons and when moving around the school. They are impeccably polite and keen to learn. Pupils in Year 6 are mature and responsible and very well prepared for the next stage in their education.
- There are high levels of respect between pupils of different age groups and between pupils and adults. Pupils enjoy each other's company and develop outstanding social skills because adults provide positive and caring role models and expectations are high. This was evident during the inspection, for example, when some of the children in Reception Year who were riding tricycles spontaneously swapped places with their friends so that everyone had a turn.
- Pupils feel very safe in school and say that adults look after them very well. The way older pupils play and behave, including the way they help to care for the younger pupils in the school, provides an exemplar for the younger pupils. Pupils clearly appreciate each other's company. All parents who completed Parent View feel that their children are safe and happy. Pupils' enjoyment of school is reflected in attendance levels, which have been above average for some time.
- During the inspection, pupils discussed different forms of bullying sensibly with the inspector and explained what they do to help keep themselves safe. School records show that the school responds promptly and seriously on the rare occasions that concerns are raised about possible bullying incidents.
- The school is committed to ensuring equal opportunities for all, and discrimination of any form is not tolerated. There have been no racist incidents reported over the last five years.

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

- The headteacher, ably supported by senior leaders and governors, has very successfully led improvements in pupils' achievement and in the quality of teaching since the previous inspection. In this small village school, effective and committed teamwork has been central to whole-school development and each member of staff has played an important role in moving the school forward.
- Robust procedures for checking the quality of teaching and learning, including lesson observations and work scrutiny, mean that leaders have an accurate picture of the school's strengths and what needs to be done to improve pupils' achievement even further.
- Teachers' commitment to developing their practice has been central to improvements in the quality of teaching. Well-judged staff training, including opportunities for teachers to observe outstanding teaching in other schools, has contributed very well to improved teaching. Systems to review teachers' performance are well established, with a clear focus on raising the quality of teaching from good to outstanding, including challenging targets to support individual development.

- Pupils' extremely positive attitudes to learning are due, in part, to the broad and interesting curriculum, with many opportunities to enrich their learning through events, visits and clubs. Pupils' spiritual, moral, social and cultural development is very successfully nurtured. For example, the school helps pupils to appreciate their roles in relation to the environment so that they understand the value of recycling waste and take pride in looking after the school grounds.
- The school has benefited from the federated link with Chislet CE Primary School through, for example, shared training opportunities.
- The local authority knows the school well and provides effective light-touch support. For example, following the last inspection a local authority representative regularly observed lessons with the headteacher to support developments in teaching.
- **The governance of the school:**
  - The governing body provides an effective balance of support and challenge for the school. Governors have an accurate view of how the school has improved since the last inspection and of the priorities for further development. They have a secure grasp of how well pupils are achieving, including comparisons with other schools nationally, because they are actively involved in analysing and discussing achievement information. Governors are well informed by the headteacher's comprehensive reports about how well groups of pupils are performing, including those who are eligible to benefit from pupil premium funding, and ask searching questions about the school's performance. For example, they know about the quality of teaching and how systems for managing teachers' performance are used to recognise and develop strengths in teachers' practice, including the use of pay progression to reward effective practice. A range of training, including finance and child protection training, has been used well to develop governors' roles. Safeguarding procedures are rigorous and meet 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>	118361
<b>Local authority</b>	Kent
<b>Inspection number</b>	401746

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	67
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Georgina Glover
<b>Headteacher</b>	Andrea Noake
<b>Date of previous school inspection</b>	14 September 2009
<b>Telephone number</b>	01227 860249
<b>Fax number</b>	01227 860249
<b>Email address</b>	headteacher@hoath.kent.sch.uk



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