

# Hartley Primary School

## Inspection report

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<b>Unique Reference Number</b>	118481
<b>Local Authority</b>	Kent
<b>Inspection number</b>	358358
<b>Inspection dates</b>	2–3 February 2011
<b>Reporting inspector</b>	Michelle Winter HMI

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

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<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>	396
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Graham Clewes
<b>Headteacher</b>	Lorraine Hollingworth
<b>Date of previous school inspection</b>	1 July 2008
<b>School address</b>	Round Ash Way Longfield DA3 8BT
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## Introduction

This inspection was carried out by two of Her Majesty's Inspectors and one additional inspector. Nineteen lessons were observed and meetings were held with groups of pupils, staff and governors. The headteacher was absent at the time of the inspection so the school was led by the deputy headteacher. The inspectors observed the school's work and examined documents including the school development plan, the self-evaluation, assessment data used to monitor pupils' performance and attendance information. They also analysed the content of 269 questionnaire returns from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The overall progress and attainment of pupils in Key Stage 1 and in mathematics at all ages.
- Pupils' understanding of how to stay safe and adopt healthy life-styles and the effectiveness with which the school promotes equality of opportunity.
- Teaching and assessment, particularly in Key Stage 1 and in mathematics across the school.
- The effectiveness of developments in the curriculum in supporting pupils' progress.
- The effectiveness of actions to promote better attendance.
- The effectiveness of leaders and managers at all levels in tackling the areas for improvement identified in the last inspection.

## Information about the school

This is a larger than average primary school. The proportion of pupils known to be eligible for free school meals is below the national average. The percentage of pupils with special educational needs and/or disabilities is broadly average; however the proportion of pupils with a statement of special educational needs is very low. The proportion of pupils from minority ethnic groups is below that seen nationally. The percentage of pupils who speak English as an additional language is well below average. A lower than average proportion of pupils join or leave the school other than at the usual times. The school has Healthy School Status and Artsmark and Sportsmark awards. It has also been accredited by Kent Safe Schools as an anti-bullying school. It offers extended services including a breakfast club.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This is a satisfactory school. It has a number of areas of strengths and is a friendly, caring and harmonious community in which pupils feel safe. They show a clear understanding of the need to respect people's differences, beliefs and values. Pupils take responsibility for aspects of school life with enthusiasm: for example, the eco-warriors ensure adults and children recycle correctly. Most pupils look forward to school and consequently behave well and are keen to learn. The popular breakfast club provides a good start to the school day and is enjoyed by pupils.

Parents are very supportive of the school and appreciate the good care, guidance and support it provides. As a result of effective collaboration with external agencies and careful monitoring, those pupils who are most vulnerable receive good support, as do their families. For example, a parent of a child with particular medical needs commented on the school's sensitive care for him. Despite these strengths, not all pupils attend regularly, with some families taking holidays during term time. The school is adopting appropriate strategies to tackle this and attendance is now in line with primary schools nationally and improving.

Pupils join the school with skills expected for their age and make good progress in the Early Years Foundation Stage. By the end of Year 6, their attainment is broadly average. Progress varies between subjects. Notably, it is good in English so that attainment is above average. Progress is only satisfactory in mathematics so that attainment is average. This is due to inconsistencies in the quality of teaching. In the less effective lessons expectations are not always high enough, especially of more able pupils, and there are sometimes too few tasks involving practical learning. Consequently pupils do not always fully understand the purpose of their work. Improvements in the curriculum mean that it is now good. Links between subjects have been strengthened and pupils enjoy their theme-based 'quests'. Links to literacy are well-planned and help raise attainment in English but those with numeracy are less well developed.

Leaders and managers support a motivated staff team who are keen to bring about further improvement. Subject leaders play a satisfactory role in improving standards and provision in their areas but need to be more fully involved in evaluating teaching and learning. The school has a broadly accurate understanding of its strengths and weaknesses. Actions to bring about improvement have been effective in areas such as literacy and developing aspects of the curriculum, as well as addressing area for improvement from the its last inspection. However, teaching has not had enough rigorous monitoring to ensure it is of consistently good quality. Strategic planning provides satisfactory clarity about the school's priorities and how they will be achieved. However, some targets are not precise enough to enable the impact of initiatives to be checked properly. Governors are very visible in the school. The newly re-organised governing body

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has a robust system for monitoring the work of the school and is focused on challenging it to improve. Overall, the school's capacity for further improvement is satisfactory.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Improve the effectiveness of leaders and managers at all levels by:
  - ensuring there is rigorous and purposeful monitoring of teaching and learning
  - ensuring that improvement plans are systematically linked to outcomes for pupils
  - involving subject leaders more fully in the evaluation of teaching and learning.
- Improve the quality of teaching and learning so that it is consistently good or better by:
  - ensuring appropriate differentiation in lessons particularly for higher achieving pupils and in mathematics
  - ensuring that activities are engaging and practical to ensure that pupils fully understand the purpose of their learning.
- Further improve the curriculum by:
  - fully supporting mathematics across the curriculum.

**Outcomes for individuals and groups of pupils****3**

Pupils enjoy learning and their progress in most lessons is satisfactory. Where activities challenge pupils to improve their work, and the activities are engaging, progress is good, for example in English lessons. Learning is slowed in lessons where pupils are not clear about key concepts or the purpose of their work and when they do not understand well enough what to do to achieve their individual targets. Pupils with special educational needs and/or disabilities are supported well in lessons, including through an effective range of individual and group activities, so that they make good progress.

Behaviour is good; pupils play and work together well in most cases. They are well-mannered and polite. They understand the difference between right and wrong and apply this to their time in school. Pupils feel the school deals with any incidents of poor behaviour effectively. They feel safe and contribute thoughtfully to their own safety by moving around the school in a calm and orderly way. Pupils' spiritual development is good. They take advantage of good links with local faith organisations and respond well to the recently introduced 'values curriculum' which provides opportunities for them to reflect on a range of concepts such as trust.

Pupils adopt healthy lifestyles with enthusiasm and are keen to take part in physical activities in lessons and after-school clubs. They also enjoy other healthy initiatives such as 'Walk on Wednesday' when they make a special effort to walk to school. Pupils contribute purposefully to the school community by taking on responsibilities in the classroom and around the school. These include acting as school councillors and play leaders. They also enjoy participating in a range of local community events and raising

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funds for many good causes while learning about teamwork, for example supporting the parents' association in running their events.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teachers are confident in managing pupils' behaviour and have positive relationships with them. Classrooms are usually calm and orderly with logical links between the different stages of learning. The best lessons feature good use of assessment information to provide specific learning goals for children and good teaching of key concepts through engaging tasks and demonstrations. This is evident particularly in English lessons. In other lessons the purpose of the activity is not always made clear enough or communicated through practical experiences which embed and build learning. This is most evident in mathematics where pupils sometimes have too few opportunities for engaging in practical investigations. In these less effective lessons teachers do not always make enough use of their good knowledge of pupils' different abilities to provide suitably challenging work.

Well-planned developments in the curriculum mean that some subjects are taught within a theme. This adds to pupils' enjoyment because they can see the links in their learning and activities are more meaningful to them. Partnerships outside the school also enrich the curriculum. For example, work with a theatre group and visits to the local area provide stimulating starting points for pupils. These cross-curricular links are having a positive impact in some key areas such as writing. However there are missed opportunities to

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develop systematically pupils' understanding in other subjects, notably in mathematics. Pupils have good opportunities to direct their learning when helping plan their 'quests' by evaluating what they already know and thinking about what they would like to learn.

The care, guidance and support of pupils are good. The school is working well with parents and outside agencies to improve attendance, not least by impressing on parents the importance of not taking holidays in term time. Useful links are made with external services, including the local authority welfare service, to provide support where required. Vulnerable pupils are supported and guided carefully to help them integrate with others. Effective transition arrangements are in place on arrival and for pupils leaving the school, with leaders even continuing to support some vulnerable pupils during the settling-in period at their new school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Leaders and managers are ambitious for the school and their drive for improvement is sound. In some areas their interventions have had a significant impact. The senior leadership team is broadly accurate when identifying areas for improvement. In some areas, such as the curriculum and action on attendance, developments are going well and strengths in provision for vulnerable groups have been sustained. Plans for strategic improvement are in place but these are not always linked precisely enough to outcomes for pupils so that their impact can be checked. The priorities in plans are largely appropriate but give too little emphasis to improving teaching. Leaders are keen to share good practice among teachers. However systems for monitoring the quality of teaching do not systematically focus on common areas of weakness so as to bring rapid improvement. Middle leaders, particularly subject leaders, undertake some useful monitoring of assessment, the curriculum and marking in their subjects, and make a positive impact, but they are insufficiently involved in evaluating teaching and pupils' progress.

Safeguarding arrangements are robust and meet requirements. School leaders enjoy the trust and confidence of parents and carers and keep them well informed. The school satisfactorily promotes equality of opportunity and tackles discrimination. It is a cohesive community and is developing links with schools and communities in other areas locally and internationally. The 'My Village Project' was helpful in promoting pupils' understanding of their immediate community and its history. The school has yet to evaluate fully the impact of its work in this area but has good plans to do so. The governing body is developing its role well and is asking searching questions of the school, particularly with regard to raising standards.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## **Early Years Foundation Stage**

Children in the Early Years Foundation Stage are happy and settled and are developing their skills and confidence well. The indoor environment is stimulating and there are good plans to develop the outdoor environment. There is a good balance between activities that children choose for themselves and those that are led by adults. Good care and guidance ensure that children make particularly strong progress in their social and emotional development. Children happily share equipment and talk confidently about what they are doing and their language skills are above average when they enter Year 1.

Leaders understand how young children learn best and plan the curriculum so that it is flexible and changes to meet the needs and interests of individual children. Adults provide appropriate opportunities for children to develop their knowledge and skills through play and focused tasks: for example, children in one class worked together using the remote control train to deliver addition sums to their correct answers. Teachers keep thorough records of children's achievements in their learning journey books which rightly include close observations of the children at work.

Effective steps are taken to make links with parents and carers. For example, staff encourage parents to add to children's assessments through learning logs that are completed at home. These record children's learning including the reading they have done beyond school. Leaders have a good grasp of strengths and weaknesses in the Early Year Foundation Stage. They are rightly reviewing the structure of the day to provide even more opportunities for children to extend their learning through play.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The questionnaires indicate a high level of support and confidence in the school. A number of parents made additional comments and there was much consistency in what was said. Parents spoke particularly positively about how the school keeps their children safe and the care and commitment of the staff. Parents were more positive about the progress their children make overall than the team was, after inspectors had spent time observing learning and evaluating records of progress.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hartley Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 269 completed questionnaires by the end of the on-site inspection. In total, there are 396 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	156	58	104	39	7	3	0	0
The school keeps my child safe	188	70	76	28	3	1	1	0
My school informs me about my child's progress	132	49	125	46	10	4	0	0
My child is making enough progress at this school	117	43	133	49	15	6	0	0
The teaching is good at this school	129	48	136	51	3	1	0	0
The school helps me to support my child's learning	126	47	127	47	14	5	1	0
The school helps my child to have a healthy lifestyle	114	42	148	55	6	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	94	35	153	57	2	1	0	0
The school meets my child's particular needs	118	44	141	52	5	2	1	0
The school deals effectively with unacceptable behaviour	116	43	132	49	7	3	2	1
The school takes account of my suggestions and concerns	99	37	144	54	13	5	0	0
The school is led and managed effectively	160	59	103	38	3	1	0	0
Overall, I am happy with my child's experience at this school	151	56	113	42	3	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



4 February 2011

Dear Pupils,

**Inspection of Hartley Primary School, Longfield, DA3 8BT**

Thank you for making us so welcome when we visited your school recently. We certainly enjoyed talking with you and were impressed by your politeness and the way you get on with your teachers and each other. We think yours is a satisfactory school with a number of good features and we know from talking to you and reading your questionnaires that you enjoy being there. Your headteacher and her staff take good care of you, make sure that you get along well with each other and that you make satisfactory progress. We were pleased to see how you take responsibility and are willing to do jobs and help around the school, including helping to make Hartley a 'green' school. We have asked Mrs Hollingworth, the staff and governors to try to make your school even better by:

- increasing the proportion of good teaching in the school so that you make better progress
- giving you more opportunities to do practical, fun tasks which will help you understand your work, especially in mathematics
- making sure that all of your work builds on what you can do and helps all of you to make good progress particularly in mathematics
- checking carefully that the things they do to improve the school involve all the staff and make a difference to your lives and learning.

I hope you will play your part by continuing to work hard and do your best.

I wish you every success in the future.

Yours sincerely

Michelle Winter

Her Majesty's Inspector

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