

# Inspection of Hartley Primary School

Hartley Avenue, East Ham, London E6 1NT

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Inspection dates: 12 and 13 October 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Requires improvement

## **What is it like to attend this school?**

Pupils are proud to be part of this happy and inclusive community. They celebrate differences. Staff motivate pupils to do well. Pupils respond with kindness to each other and adults. Staff have high expectations for all, and pupils are keen to rise to the challenges set for them.

Pupils know that staff want the best for them. They enjoy taking part in many school activities. Pupils value the range of opportunities that they have to develop their individual talents, including arts and crafts clubs, and sports.

Pupils are helped to understand the role that everyone plays in developing the school. They felt that teachers listened to their views and were encouraged to make a difference. Pupils are safe. They appreciated how much the adults at school care about them. Pupils respond maturely to the routines in place to support positive behaviour. As a result, pupils respect each other and behave sensibly. Any incidents of bullying are dealt with quickly by adults.

## **What does the school do well and what does it need to do better?**

Leaders have worked positively with the support of the trust, to develop an ambitious curriculum. The curriculum in early years is planned effectively. Leaders' curricular thinking in most subjects identifies the important knowledge that pupils must learn. Teachers develop pupils' subject-specific knowledge sequentially in most subjects. For example, in physical education, teachers deepened Year 5 pupils' understanding of the techniques required to pass a ball. In a few subjects, leaders have not developed the curriculum as effectively. This is because in these subjects, leaders do not identify the important knowledge pupils need to learn and remember, starting from the early years. As a result, in these subjects, pupils do not have a deep body of knowledge.

Typically, teachers help pupils to build on their prior learning. They have strong subject knowledge and support pupils effectively to clarify any misconceptions. Teachers check that pupils understand what they have learned. For example, in mathematics, teachers help pupils to develop accurate calculation strategies. In early years, teachers use resources to motivate children. Teachers encourage children to use their imagination. Children in Nursery and Reception thoroughly enjoy their learning in the early years welcoming environment.

Leaders ensure that they identify early the needs of pupils with special educational needs and/or disabilities (SEND). Leaders take care over these pupils' well-being and academic success. They provide extra help to pupils with SEND, so that they can access the full curriculum. However, for a minority of pupils with complex needs, leaders do not ensure that all staff have the required expertise to support them. Consequently, the help given to these pupils is not as effective as it should be.

Teachers manage behaviour consistently across the school. Pupils rarely interrupt the learning of others. Children in early years develop in confidence, so that they are prepared for Year 1. Adults have high expectations of what children can achieve. Children respond to these expectations and develop into independent and curious learners.

Staff are trained effectively to teach early reading. Pupils respond enthusiastically to their reading lessons. Staff help pupils to become independent readers. Books that pupils read are well matched to the sounds that they know. Pupils learn to read fluently and with understanding. Staff identify pupils that struggle with their reading and support them to catch up quickly. Pupils across the school read regularly. Teachers promote a love of reading using high-quality texts.

Leaders and the governing body actively promote pupils' personal development. Pupils have opportunities to take part in competitions and to develop socially. Pupils enjoy a range of outings and visitors. For example, they visit the local area including parks. Staff teach pupils to cope with different challenges and to develop resilience. Leaders ensure that pupils are taught about healthy relationships in an age-appropriate way.

Members of the governing body and trust have a detailed and accurate knowledge of the school. They work in partnership with leaders to ensure the school is continually improving. Leaders consider staff's workload and ensure that it is manageable.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff prioritise pupils' safety and well-being. Leaders provide staff with regular safeguarding training. They have clear systems in place to check safeguarding procedures. Leaders act swiftly to follow up on any safeguarding concerns. They work closely with external agencies to keep all pupils safe. Staff understand how to identify pupils at possible risk of harm. They have a secure knowledge of what to do to support them. Pupils are taught how to stay safe, including online. They are confident to share their concerns with adults if something worries them.

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

### **(Information for the school and appropriate authority)**

- In a few subjects, leaders do not identify the key knowledge that pupils need to learn and when. As a result, pupils do not learn the key knowledge they require to build a deep body of knowledge. Leaders should ensure that all subjects identify the content that pupils need to learn sequentially over time, beginning from the early years

- For a minority of pupils with complex needs, staff do not always provide appropriate support. As a result, these pupils do not make the progress of which they are capable. Leaders should ensure that all staff have the required expertise to support all pupils with SEND, so that learning is adapted according to their needs.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

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| <b>Unique reference number</b>             | 142708   |
| <b>Local authority</b>                     | Newham   |
| <b>Inspection number</b>                   | 10241129   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Academy converter  |
| <b>Age range of pupils</b>                 | 3 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 674  |
| <b>Appropriate authority</b>               | Board of trustees  |
| <b>Chair of trustees</b>                   | Phil Haslett   |
| <b>Headteacher</b>                         | Leilah McClay  |
| <b>Website</b>                             | <a href="http://www.hartley.newham.sch.uk">www.hartley.newham.sch.uk</a> |
| <b>Date of previous inspection</b>         | 9 and 10 January 2019, under section 5 of the Education Act 2005         |

## Information about this school

- The school does not use any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, senior leaders, trustees and members of the local governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, religious education, physical education, and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also considered the curriculum in other subjects.

- Inspectors met with the designated safeguarding leader, examined the school's safeguarding records and discussed safeguarding cases.
- Inspectors considered the views of parents, staff and pupils, including through responses to Ofsted's online surveys.

### **Inspection team**

|                              |                         |
|------------------------------|-------------------------|
| Phil Garnham, lead inspector | His Majesty's Inspector |
| Teresa Neary                 | Ofsted Inspector        |
| Amanda Ruthven               | Ofsted Inspector        |
| David Bryant                 | Ofsted Inspector        |

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