

Inspection of Hamstreet Primary Academy

Hamstreet, Ashford, Kent TN26 2EA

Inspection dates: 17 and 18 May 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils look forward to coming to school each day. They enjoy their busy days, which are filled with opportunities to learn, be creative and get active. They recognise the ambitions that staff have for them and work hard to achieve them in lessons and around the school.

Pupils appreciate the wide and varied opportunities they have through an enriched curriculum offer and a well-thought-out learning environment. Pupils are keen to share their learning from 'enterprise week', when they design and make items to sell to raise money. They are looking forward to helping to decide which new books to buy for their school library.

Parents and carers are complimentary about the wide range of activities, trips and sports on offer. They like the community feel that the school has. Year 6 pupils talk enthusiastically about their residential trip to Paris, where they were able to speak the French they had learned in lessons.

Pupils behave well and are proud of their inclusive school. They explain what it means to be a good friend. They are able to define bullying, know where to go for support and trust the adults will help them sort things out. Bullying happens rarely, and if it does, adults quickly help. Pupils feel safe in school.

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

Leaders are ambitious in their expectations for all pupils. The curriculum has been developed by leaders across the trust to realise these aspirations from the early years upwards. Leaders have thought carefully about how to support and challenge pupils in mixed-age classes so they can achieve well. They have developed detailed plans that support pupils to build knowledge and skills well over time.

Subject leaders check that the implementation of the curriculum is effective and helps pupils to know and remember more. There is further work to do because some leaders are new to the role. Leaders also recognise that assessment does not yet fully identify gaps in pupils' knowledge in the foundation subjects. To ensure pupils' progress is not slowed, leaders are reviewing assessment so that it helps to shape pupils' learning by building on what they already know.

Learning is adapted where needed so that all pupils learn the curriculum well, with appropriate support provided where required. This ensures that all pupils, including pupils with special educational needs and/or disabilities, learn successfully.

Children get off to a great start in the early years, where leaders have made learning to read a priority. Staff have been trained well and teach the phonics scheme in line with leaders' high expectations. They regularly check to make sure that all are keeping up. Effective support is quickly put in place for those who are

not. Teachers provide plenty of stories and rhymes in the early years, and quality texts are used across the school to enrich the curriculum. Reading environments in classrooms across the school are well resourced and inviting. This has improved pupils' engagement and interest in books and reading for pleasure. Pupils read well and with confidence.

Leaders are proud of their inclusive school. Their provision for pupils' personal development is a particular strength of the school. Adults have built positive, caring relationships with pupils. Pupils show respect, care and tolerance towards others. There are a range of opportunities for pupils to take responsibility in school, which develops their leadership qualities. The school council allow pupils' voices to be heard and changes to be made. Pupils enjoy a number of lunchtime and after-school clubs. These include knitting, puzzles and games, cricket and netball.

From the start, in early years, pupils are taught the rules and routines, which are linked to the school's 'PROUD' values of 'positive, respectful, outstanding, understanding and determined'. Pupils and staff know what is expected and most pupils listen well in lessons and respond quickly to adult instructions. Adults calmly and patiently give time and space to pupils who need support to manage their own behaviour. Playtimes and lunchtimes are enjoyable, social occasions. Pupils play sensibly and enjoy the opportunity to be active and play with their friends.

Parents are warmly welcomed at a number of events, including parent workshops, coffee mornings and open afternoons. School leaders appreciate this positive partnership and aim for it to be strengthened.

Staff in school speak positively about the wealth of training opportunities given to them, including the support from the trust. Staff say that they feel valued and that leaders consider their workload and well-being. Trustees have a good understanding of the school's strengths and challenges and hold leaders to account effectively. Staff and trustees say that they feel proud to be part of the school community.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding processes are robust. Staff know their safeguarding responsibilities and fulfil them well. Staff are trained to recognise the signs that pupils or their families may need help. Staff record any concerns in a timely manner and leaders act quickly to get the right support. The curriculum helps pupils to know how to keep themselves safe. They learn about online safety and how to identify and manage risk. Pupils feel safe because they trust the adults will listen to them and help them if they have any concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Subject leadership is at an early stage of development. Subject leaders have been unable to monitor the quality of teaching in their subjects of responsibility as fully as they would wish, due to being new to role. Leaders should continue to provide the training and support needed to ensure that subject leaders develop their roles to ensure that the curriculum is delivered as they intend.
- Staff are not yet using assessment procedures consistently in the foundation subjects to support the teaching of the curriculum in these areas. This hinders pupils' learning overall. Leaders need to ensure that staff have the knowledge and confidence to use assessment to inform teaching and embed pupils' knowledge in the foundation subjects systematically.

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

Unique reference number	140323
Local authority	Kent
Inspection number	10256281
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	268
Appropriate authority	Board of trustees
Chair of trust	Gail Spragg
Headteacher	Helen Glancy (Head of School)
Website	www.ham-street.org.uk
Dates of previous inspection	22 and 23 February 2022, under section 8 of the Education Act 2005

Information about this school

- The school is one of two schools in the ACE (Aspire, Create, Excel) Learning multi-academy trust (MAT).
- The school manages its own breakfast club and after-school club.
- The school does not currently use any alternative provision.

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

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the head of school, the deputy headteacher and the special educational needs coordinator. The lead inspector met with the chief executive officer and education director of ACE Learning MAT. The inspector met with trustees, including the chair of trustees.
- Inspectors carried out deep dives into these subjects: reading, mathematics, history, music and art. 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. An inspector also listened to some pupils read.

- As part of the inspection of safeguarding, inspectors reviewed the school's safeguarding arrangements. Inspectors scrutinised the school's single central record and the systems in place for recruitment. They also spoke to staff about their training and understanding and to pupils about their learning about how to identify risk and keep themselves safe. Inspectors also considered a number of risk assessments linked to trips and the school's swimming pool.
- In order to gather the views of the parents and carers, inspectors considered responses to the Ofsted Parent View survey and free-text comments. Inspectors spoke to some parents at the start of the first day of the inspection.
- Inspectors met with and spoke to a range of pupils throughout the inspection to gather their views on the school. They also observed pupils' behaviour in lessons, at playtimes and at lunchtime.
- Inspectors considered responses to Ofsted's confidential staff survey and met with staff during the inspection.
- Inspectors reviewed various documents provided by the school, including the school's self-evaluation, the improvement plan, external reviews of the school and minutes of the trustees' meetings.

Inspection team

Kirstine Boon, lead inspector	Ofsted Inspector
Gillian Lovatt-Young	Ofsted Inspector
Lorraine Clarke	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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