

Inspection of a good school: The Hundred of Hoo Academy

Main Road, Hoo, Rochester, Kent ME3 9HH

Inspection dates:

19 and 20 March 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The principals of this school are Carl Guerin-Hassett and Mike Etheridge. This school is part of Leigh Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Simon Beamish, and overseen by a board of trustees, chaired by Frank Green.

What is it like to attend this school?

Pupils thrive at this happy and welcoming school. There are high expectations for how pupils behave. The school has put in place intensive and very effective support to help those pupils who find it difficult to regulate their behaviour. As a result, all pupils benefit from calm classrooms where they can concentrate on their work.

Pupils are keen to demonstrate how much they have learned and they are confident in discussing this learning. All pupils, including those with special educational needs and/or disabilities (SEND) are expected to join in discussions, and they are expertly supported to do so. While these high expectations are particularly notable in the school's specially resourced provision, the same ethos runs across the school and for all pupils.

A very well-planned curriculum for personal development means that pupils feel prepared for the future. They are ambitious for what this future holds and they have high aspirations. The school ensures that pupils know how these aspirations can be realised and it supports them to achieve their goals. The school pays close attention to the needs of the most disadvantaged pupils, and it makes sure that barriers to learning are removed. These pupils, like all pupils at the school, also have access to a very wide range of experiences that have been carefully chosen to enrich their lives.

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

The school has created a highly ambitious curriculum that runs seamlessly from the Reception classes through to the sixth form. The International Baccalaureate forms an

effective framework for this curriculum. This means that each subject is a focus in its own right but is then combined with other subjects to become something bigger than the sum of its parts. Pupils are confident in discussing what they have learned in one subject and they reflect with insight how this connects to what they have learned elsewhere.

Pupils study a broad range of subjects in all phases of the school. While the number of pupils taking modern foreign languages in the past has been low, it is now rising rapidly. This is leading to a significant rise in the entries into the English Baccalaureate.

The teaching of reading is very effective and pupils make excellent progress. This begins as soon as children start in Reception where the use of language is expertly modelled by the adults there. When pupils do struggle to read, there is timely intervention put in place. This intervention matches the needs of each pupil and helps them to quickly catch up with their peers. This approach continues, if needed, into the secondary phase of the school. As a result, pupils read with confidence and pleasure.

There are also very effective approaches to identifying other barriers to learning. Pupils with SEND are extremely well supported by the school because their needs are so well known. Staff receive high quality training on meeting these needs and their practice in the classroom is excellent. What is especially notable is how pupils with SEND are taught how to use the support that is provided and to select things for themselves that they will find useful.

Across the school, teachers are experts in their subjects. They provide very clear explanations of the material and ask probing questions of pupils to both check and deepen their understanding. Teachers are especially adept at identifying the misconceptions that pupils have and addressing them. Throughout the lessons, and between lessons, teachers make excellent use of assessment. The school ensures that these assessments are done in a way that do not increase the workload of staff. Whole-class and live feedback is used very well to help pupils make progress through the curriculum. Pupils appreciate the feedback they get and the opportunities they have to regularly review their learning.

The attendance of most pupils is very good. This is especially true for the most disadvantaged pupils. When pupils do not attend as often as they should do, the school takes effective actions to work with parents and the pupil to address any issues and support them into coming to school more regularly. Pupils are very punctual to lessons and arrive ready to learn. The school has a very clear vision for how it expects pupils to behave and pupils are taught routines for behaviour that are applied consistently across the school. Disruption to learning is very rare. If a pupil does need to be removed from a lesson, there is both work and support provided so that they can return to their lessons as soon as possible.

The school has put in place a broad programme for careers education which includes opportunities for work experience and to learn about a wide range of routes into employment and further education. Pupils, especially the most disadvantaged, have many opportunities to receive careers advice. The school is very aware of where additional support might be needed. Students in the sixth form get targeted support with a range of

life skills. Pupils with SEND also get additional help and support with preparing for the future. There is an excellent curriculum for personal, social, health and economic (PSHE) education and for relationship, sex and health education (RSHE). Pupils get age-appropriate advice that responds to local needs and issues as they arise. The programme for form time is especially impressive and it gives pupils well-planned opportunities to discuss social and moral issues that prepares them well for life in modern Britain.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in July 2018.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	137119
Local authority	Medway
Inspection number	10296365
Type of school	All-through
School category	Academy sponsor-led
Age range of pupils	4 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1702
Of which, number on roll in the sixth form	140
Appropriate authority	Board of trustees
Chair of trust	Frank Green
Principals	Carl Guerin-Hassett and Mike Etheridge
Website	www.hundredofhooacademy.org.uk
Date(s) of previous inspection	5 and 6 July 2018

Information about this school

- The school is part of Leigh Academies Trust.
- The school is an all-through school. There is a principal for the primary phase and a principal for the secondary phase. Both have been appointed since the last inspection of the school took place.
- The school is an International Baccalaureate World School which is registered for the International Baccalaureate Middle Years Programme and the Primary Years Programme.
- The school uses one registered alternative provider.
- There is a specially resourced provision for 46 pupils with autism.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with leaders including the principals, special educational needs coordinator and other leaders. The lead inspector also met with members of the local governing body, trustees and with members of the trust.
- Inspectors carried out deep dives in these subjects: English, science, modern foreign languages, early reading and physical education. For each deep dive, inspectors discussed the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with a range of staff and considered their views through the confidential online staff survey.
- Inspectors met with pupils formally and informally around the school, in lessons and at lunchtime. Inspectors took account the views of parents through the responses to the Ofsted Parent View and one email sent to the inspection team.

Inspection team

Mark Enser, lead inspector

His Majesty's Inspector

James Freeston

Ofsted Inspector

Michelle Payne

His Majesty's Inspector

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