

Inspection of a good school: Hogarth Academy

Porchester Road, Nottingham, Nottinghamshire NG3 6JG

Inspection dates:

14 and 15 May 2024

Outcome

Hogarth Academy continues to be a good school.

The headteacher of this school is Sarah Lee. This school is part of L.E.A.D. Academy Trust, which means that other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Diana Owen, and overseen by a board of trustees, chaired by Andy Buck.

What is it like to attend this school?

Staff are determined to empower all pupils, including those who are disadvantaged, to be well prepared for the next stage of their education. The school uses the L.E.A.D. values of 'lead, empower, achieve and drive' to promote positive attitudes to learning. Pupils respond enthusiastically to the school's high expectations. They are keen to work hard and learn well.

Pupils' behaviour is positive. As soon as children start in the early years, they are explicitly taught how to recognise and manage their emotions. If pupils struggle to make appropriate choices, staff provide suitable support. Pupils are confident to speak to staff if they have any worries. They appreciate the care they receive.

Pupils value the exciting range of leadership opportunities. They appreciate the process of applying and being interviewed for positions, such as school councillor, librarian or carer of the recently hatched chicks. These positions enable pupils to make a highly positive contribution to the school.

Pupils enjoy coming to school and they say they feel safe. They participate in a wide range of clubs and activities. Trips and visitors add to the curriculum. Pupils work with the local community and learn to take care of the environment. Staff know pupils and their families well. The school provides a wealth of information to parents to support their child's learning.

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

The curriculum is ambitious. The school has identified and sequenced the content it intends pupils to learn from early years onwards. Staff make appropriate changes to the curriculum when they think it could better meet the needs of pupils. This supports pupils' learning. Staff provide appropriate support for pupils with special educational needs and/or disabilities (SEND). Leaders ensure that pupils with SEND are fully included in the life of the school. They work effectively with external agencies. Pupils with SEND follow the same curriculum as their peers and achieve well.

Staff benefit from high-quality training. This equips them with sound subject knowledge to help pupils learn the most important content. Staff prioritise building pupils' vocabulary over time. This begins in the early years where children talk with accurate language about number and shape. Across the school, staff usually create thoughtfully designed tasks for pupils to learn and practise their skills and knowledge. They often recap important content, which helps pupils to connect and build learning over time. In some subjects, staff do not consistently check pupils' understanding accurately or use this information to inform teaching.

Reading is given the highest priority in the school. The school's library monitors take their roles seriously and organise the library so it is accessible for all pupils. The school ensures pupils have exposure to a range of high-quality texts. Staff use these to develop pupils' love of reading and reading comprehension. Children in the early years develop skills in communication and language. From the Reception Year onwards, staff teach phonics using a well-structured and sequenced programme. However, although all staff have been trained in how to deliver phonics, there is some minor inconsistency in how well this curriculum is taught. This means that some pupils cannot read as fluently as they should.

Pupils' personal development is considered carefully. They have ongoing opportunities to reflect on their own beliefs and values. Pupils learn about the beliefs of others and learn to value difference. They learn how to live healthy and positive lives. Activities, such as field trips to Mablethorpe and visits to places of worship, are planned to broaden pupils' horizons and promote their understanding of diversity.

Pupils are polite and courteous. They attend well. Leaders prioritise support for families to ensure attendance is high for all pupils.

Those responsible for the school's governance fulfil their responsibilities diligently. They make careful checks to assure themselves that they meet their statutory duties. The school is supported and challenged to provide a positive education for pupils. Staff appreciate leaders' consideration of their well-being. They value the support given to their professional development. Morale is high.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, staff do not accurately check what pupils have remembered over time. This means that some pupils have gaps in learning that are not fully addressed before moving on. The school should make sure that staff accurately check pupils' understanding and use this information to inform future teaching to support pupils to achieve highly across the curriculum.
- There are some minor inconsistencies in how well staff teach phonics. This means that some pupils do not always learn to read as quickly as they could. The school should ensure that staff have the expertise and confidence to teach phonics consistently and in line with leaders' high expectations.

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 second ungraded inspection since we judged the school to be good in May 2015.

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	140303
Local authority	Nottingham
Inspection number	10339681
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	228
Appropriate authority	Board of trustees
Chair of trust	Andy Buck
CEO of trust	Diana Own
Headteacher	Sarah Lee
Website	www.hogarthacademy.co.uk
Date of previous inspection	8 February 2019, under section 8 of the Education Act 2005.

Information about this school

- The school is part of L.E.A.D. Academy Trust
- The school does not make use of any alternative provision.

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. The inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.
- The inspector carried out deep dives in reading, mathematics and history. For each deep dive, the inspector held discussions about the curriculum, visited a sample of

lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector listened to some pupils read to a familiar adult.
- The inspector also discussed the curriculum in some other subjects, reviewed curriculum plans and checked a sample of pupils' work.
- The inspector met with leaders responsible for behaviour, attendance, personal development and the provision for pupils with SEND.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record, sampled recruitment files; 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.
- The inspector spoke with parents at the end of the school day.
- The inspector reviewed a range of documents, including the school's self-evaluation and improvement plan. The inspector met with members of the local governing body and trust board.
- The inspector met with governors, the director of schools and the deputy CEO of the trust.
- The inspector considered the responses to Ofsted's online questionnaires and Ofsted Parent View, including any free-text comments.

Inspection team

Liz Moore, lead inspector

Ofsted Inspector

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