

Inspection of Hartley Primary Academy

Round Ash Way, Hartley, Longfield, Kent DA3 8BT

Inspection dates: 10 and 11 October 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Outstanding

The principal of this school is Nicole Galinis. 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 flourish at this school. They are well motivated and learn how to become inquisitive and independent. Pupils behave impeccably in lessons. They strive to meet staff's high expectations and hold each other to these standards too. Pupils feel safe in school. They know that staff will help them with any worries that they might have.

Pupils delight in learning. They learn the importance of perseverance and demonstrate this when producing high-quality work across their subjects. Pupils make secure connections between the topics and concepts within the curriculum. Teachers help pupils build on their prior knowledge until they develop a deep understanding of the learning within the curriculum. Pupils achieve highly in all their subjects and perform extremely well in national examinations.

Pupils know what it takes to be a responsible citizen. They learn about democracy through the active school council and have a wide range of leadership opportunities. Pupils contribute to the wider community extremely well. The school listens attentively to pupils' views. Pupils choose which local charities to support and plan a rich diet of fundraising activities, such as sponsored dancing and raising money for the local food bank. Pupils are proud to be involved in these initiatives and thoroughly enjoy being part of them.

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

The school has developed a carefully planned curriculum that meets the needs of pupils from Nursery onwards extremely well. Pupils embrace the carefully selected activities that teachers provide, and this inspires them to refine their thinking and rehearse their learning. Staff identify the needs of pupils with special educational needs and/or disabilities (SEND) accurately and plan well-thought-through adaptations for them. For example, some pupils who struggle to understand the meanings of words while reading use text recognition software to help them.

Teachers model and explain learning superbly well. For example, in physical education, staff demonstrate the best techniques for throwing the javelin and this helps pupils increase their distances. Teachers explain clearly what pupils need to learn and remember. Pupils ask searching questions and develop their own enquiries into their subjects. Staff skilfully guide these enquiries as pupils move through the curriculum. This inspires pupils to find out more and enjoy their learning.

Teachers assess pupils' learning astutely and plan challenging work that builds on the important knowledge that pupils remember. For example, in history, pupils learn how to develop theories about the causes of historical events and test these through investigation of sources. They build a curiosity and enthusiasm for different subjects right from the time they embark on the exciting Nursery curriculum. This ensures that pupils achieve extremely well and are prepared excellently for the next stages

of their education as they move from early years into key stage 1 and then into key stage 2.

The school has an ambitious approach to reading. Teachers' expert approach to reading ensures that children begin to learn and enjoy rhymes and songs from Nursery onwards. When pupils join in Reception, those who require support to catch up in their phonics knowledge receive swift and carefully planned support from knowledgeable staff. As a result, pupils become increasingly fluent readers, embracing different genres of books as they move through the year groups. Pupils thoroughly enjoy discussing the stories they have read and what they have learned from them.

Pupils are incredibly enthusiastic in lessons, and the school is a calm and purposeful environment. They behave excellently because they firmly believe in the school's values and recognise how they help them to do well in school. Classes that are alive with excited discussions quickly become focused. Pupils who require guidance in how to behave learn strategies that help them to concentrate when they need to.

Teachers emphasise the school's values in lessons and this supports pupils' character development. For example, pupils in Year 6 created an exhibition on current global issues, including gender equality. The school prioritises improving pupils' attendance. Staff contact parents regularly and support them in removing any barriers that might exist to high attendance. Leaders at all levels work with parents to set high expectations around pupils' attendance.

The school's approach to personal development is extremely well developed. Pupils learn about different faiths, visiting places of worship such as local churches. They show great sensitivity when learning about the beliefs of others and are able to confidently discuss religious stories and beliefs. Pupils understand and embrace cultural differences, learning about children's experiences in schools in other countries. All pupils have a wide range of opportunities to compete and represent their houses and the school in sports competitions with other schools. There are a rich variety of clubs for pupils to attend, including French and drama clubs and a range of sports. Pupils with SEND and those who are disadvantaged benefit significantly from this offer.

Parents are effusive about the school. They appreciate the depth of learning pupils experience and the way that this prepares them extremely well for their next steps. The trust contributes significantly to the highly effective training staff receive. Trustees provide the school with insightful support and advice that helps them to improve the school even further.

Safeguarding

The arrangements for safeguarding are effective.

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	139615
Local authority	Kent
Inspection number	10256300
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	443
Appropriate authority	Board of trustees
Chair of trust	Frank Green
CEO of the trust	Simon Beamish
Principal	Nicole Galinis
Website	www.hartleyprimaryacademy.org.uk/
Dates of previous inspection	2 and 3 February 2022, under section 8 of the Education Act 2005

Information about this school

- The school has been part of the Leigh Academies Trust since May 2013.
- The school is authorised as an International Baccalaureate World School. It teaches the Primary Years Programme.
- The school has added a Nursery provision since its last graded inspection.
- The school provides a breakfast and after-school club for pupils.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of the school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- The inspection team held meetings with the head of school, teachers and pupils.
- The lead inspector met with members of the governing body and also with the chief executive officer. The lead inspector also held a telephone conversation with the chair of the trust board.
- The inspection team carried out deep dives in these subjects: early reading, mathematics, history, French and physical education. 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. The lead inspector listened to some pupils read to familiar adults.
- 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.

Inspection team

Gavin Thomas, lead inspector	His Majesty's Inspector
Graham Chisnell	Ofsted Inspector
Michelle Payne	His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023