

# Hogarth Academy

Porchester Road, Nottingham, NG3 6JG

**Inspection dates** 19–20 May 2015

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected
	This inspection:	<b>Good</b> <b>2</b>
Leadership and management	Good	2
Behaviour and safety of pupils	Good	2
Quality of teaching	Good	2
Achievement of pupils	Good	2
Early years provision	Good	2

## Summary of key findings for parents and pupils

### This is a good school

- Since the academy opened, its leaders, including governors, have made significant improvements in teaching and achievement, which are now consistently good.
- Standards and progress being achieved by the pupils have risen sharply, and particularly so in reading across the whole academy.
- Staff have addressed and overcome some poor results in 2014 at Key Stage 1.
- A strong team spirit has been created and leaders support staff well.
- The academy gives the professional development of staff high priority and this has helped to improve teaching and learning.
- The governing body focuses strongly on actively monitoring progress on the academy's priorities to make sure that the academy is improving rapidly.
- Children make a good start to their education in the Nursery and Reception classes.
- Pupils have positive attitudes to their learning and are keen to do well.
- Behaviour is good and often exemplary in lessons and around the academy. The new behaviour policy is working consistently and very effectively.
- Pupils are safe in the academy. Parents say that their children are safe and secure, and feel safe, because there are systems in place to protect them, and adults care for them well.
- The academy prepares pupils well for the next phase of their education because standards are now on track to be above expected levels when they leave.

### It is not yet an outstanding school because

- Marking does not consistently make sure that pupils are clear about how to improve their work.
- Not all teachers organise sufficient support to help the less-able pupils to make good progress.
- The curriculum does not create sufficient opportunities for pupils to apply their skills in writing and mathematics in other subjects.

## Information about this inspection

- The inspectors observed learning in 16 lessons and while pupils were working in smaller groups. They observed six of the lessons jointly with the headteacher or deputy headteacher.
- The inspectors heard pupils read and checked their reading records.
- The inspection team held meetings with some members of the teaching staff.
- The lead inspector held a meeting with the Chair of the Governing Body and the vice-chair.
- The lead inspector held a meeting with the Chief Executive and the Director of Schools from the Academy Trust.
- Many discussions took place with pupils, both formally in groups and informally in lessons and at lunchtimes.
- The inspectors took account of the views of 13 parents from Ofsted’s online questionnaire (Parent View). Inspectors held conversations with parents at the start and end of the day. The inspector also analysed the 17 responses to the questionnaire for staff.
- The inspectors observed the academy’s work and looked at a number of documents. These included: the academy’s own data on pupils’ recent and current progress; planning and monitoring documentation; reports on the quality of teaching over time; records relating to behaviour and attendance; the academy’s improvement plan; documents relating to safeguarding; and the minutes of various meetings, including those of the governing body.
- The inspectors checked closely the accuracy of the academy’s assessments of standards and progress.

## Inspection team

Nigel Grimshaw, Lead inspector

Additional Inspector

Suha Ahmed

Additional Inspector

## Full report

### Information about this school

- The academy is smaller than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs is above the national average.
- The proportion of disadvantaged pupils, for whom the academy receives the pupil premium, is above the national average. The pupil premium is additional government funding provided to schools for the education of looked after children and pupils known to be eligible for free school meals.
- The majority of pupils are from White British backgrounds. Almost half the academy population are from a broad range of minority ethnic groups. One in five of the pupils speak English as an additional language. These proportions are above average.
- The proportion of pupils arriving at and leaving the academy part way through their education is high compared to other schools.
- The academy's early years provision in the Nursery class is part-time and in the Reception class is full time.
- The academy meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- Hogarth Academy opened on 1 November 2013. The academy is part of the LEAD Academy Trust.
- Since the academy opened, there have been a very significant number of changes to the teaching staff, including a complete change to the senior leadership team.
- At the time of the inspection, the Executive Headteacher was leading the academy and will be doing so for the foreseeable future.

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

- Improve the consistency of outstanding teaching by making sure that:
  - teachers provide more regular and consistent guidance to pupils on how to improve their work
  - pupils always respond to the teachers' marking
  - lower ability pupils are given more guidance and support to structure their learning, particularly in their writing.
- Provide more opportunities for pupils to apply their writing and mathematical skills in a wider variety of other subject areas, and also extend their work on developing pupils' knowledge of other cultures.

## Inspection judgements

### The leadership and management are good

- The LEAD Academy Trust board took prompt and necessary action to improve teaching and standards at the academy soon after it opened. The trust brought in an executive headteacher to provide support and to give a clear direction. The academy has now established an ethos that strongly supports good teaching and behaviour.
- The developments resulted in many staff changes, including a completely new senior leadership team. The staff received a range of training and support to improve practice and the academy has maintained this high level of professional development. The newly appointed teachers and support staff have raised standards and achievement is now consistently good across the academy.
- The executive headteacher and the deputy headteacher have continued the drive for improvement. Staff have responded well and one wrote, 'I have learnt so much over the last year and I am proud to be a part of this school. This academic year has been the best ever and the headteacher is amazing.' Another wrote, 'The school has come so far it is almost unrecognisable.'
- The leadership team monitors the quality of teaching rigorously through checks on the pupils' work in their books, checks on their attainment and progress and through regular lesson observations. The academy gives staff good support and guidance to address any areas in need of further improvement.
- With so many new staff in post, subject leadership is in a transitional period and some subject leaders have not had sufficient time to make a significant impact in their role. However, the senior leaders have a clear plan to enhance this aspect of leadership and it is developing well.
- The academy uses the pupil premium very effectively to increase staffing to provide one-to-one and small group support for eligible pupils. As a result, every disadvantaged pupil made at least expected or better progress in reading, writing and mathematics. The academy's records indicate they are continuing to do well this year.
- The academy has used primary physical education and sports funding well to increase opportunities for pupils to participate in a range of activities, including more opportunities for swimming. Staff have attended training to improve their skills and develop confidence in teaching this subject. Pupils have a good understanding of how to live healthy lives and the importance of eating healthily.
- Senior leaders have been rigorous in improving attendance, including the appointment of an attendance officer to follow up any concerns. As a result, attendance has improved each year and is now above the national average.
- Arrangements for the safeguarding of pupils are in place and meet statutory requirements. Appointments of staff comply with 'safer recruitment' requirements and all staff are checked thoroughly. The academy always undertakes thorough risk assessments for visits and off-site activities. Staff give pupils good advice on how to stay safe in the wider community.
- The academy has reviewed its curriculum in the light of the new National Curriculum. The work planned by the teachers motivates the pupils and they say that they really enjoy their learning. The recent focus has successfully been on improving English and mathematics. However, the pupils do not have sufficient opportunities to apply their much improved writing and mathematical skills in other subject areas. The development of spiritual, moral, and social skills is a strength of the academy and equips pupils well for their future life in modern Britain. Staff actively promote British values. As a result, pupils show respect and tolerance for other pupils and adults within school and have a good understanding of democratic processes through class discussions and the elections to the school council. However, some pupils do not have a good knowledge of other cultures and religions, or of the different festivals that take place.

- The school council is very effective and has opportunities to contribute ideas for improvements to the academy. Members take on real areas of responsibilities, such as leading an assembly during the inspection where pupils received awards for 'Marvellous Manners' and 'Best of British' contributions to academy life.
- The academy has demonstrated excellent joint working with other local schools as part of the academy trust's training and support programme. This cooperative working has been a key factor in the academy's improvement through the sharing of good practice.
- Parents who inspectors spoke to during the inspection were unanimously positive about the academy and the progress it has made. One parent said, 'A year ago we were thinking of removing our children from the school but now we would fight to keep them here. It's a very different place and the children now love it.'
- **The governance of the school:**
  - The governing body works closely with the Trust Board and has improved its effectiveness. It focuses its checks on the academy's effectiveness specifically on the key areas of the academy improvement plan rather than more generalised monitoring. Governors have taken part in training to give them a clear understanding of their roles and responsibilities.
  - The governors are all now actively involved in checking the work of the academy through their links with key areas of the school improvement plan. They undertake regular visits to the academy to check on progress. Governors have a good grasp of the academy's performance data, including the very effective use of the pupil premium. They are fully aware of the improvements in the quality of teaching. Consequently, they have a good appreciation of the strengths and weaknesses in the academy and priorities it may have to tackle in the future. Governors are rigorous in monitoring the performance of staff and ensure that salary increases are linked to good performance in the classroom. They are clear about actions the academy is taking to improve teaching further. Governors have worked with senior leaders to make sure that all pupils have equal opportunities and that the academy tackles any discrimination effectively.

## **The behaviour and safety of pupils** are good

### **Behaviour**

- The behaviour of pupils is good. Pupils and the large majority of parents who commented during the inspection agreed that behaviour is good.
- Behaviour in lessons is consistently good and often exemplary because the pupils are engaged in their work and find it enjoyable. Pupils have very positive attitudes to their learning and are keen to do well. They show considerable pride in the presentation of their work.
- Behaviour is good around the academy. Pupils have excellent manners, helped by the high expectations and the 'Marvellous Manners' awards. They are polite and courteous with each other and with the adults. Pupils like the new behaviour policy and the guidance it provides. They are clear about the behaviour management and staff apply this consistently across the academy.
- Attendance has improved and is now above the national average at 96.6%.

### **Safety**

- The academy's work to keep pupils safe and secure is good. Pupils and the vast majority of the parents who commented said that the children feel safe there.
- All required safeguarding systems and checks are in place. Visitors to the academy are all checked on arrival and issued with badges. Access to the buildings is secure and the site is also secure and well-maintained.
- From their work and discussions in academy, the pupils have a very good understanding about the various

forms of bullying. They know about the safe use of the internet. Pupils say that bullying is rare and is usually limited to mild name-calling. They have confidence that adults deal with the isolated instances effectively. Three parents who responded to the questionnaire said that the academy did not deal effectively with bullying. The inspection team studied the academy's records and could not find evidence to support this view.

### **The quality of teaching** is good

- Since the academy opened, teaching has improved steadily and is now consistently good.
- The work planned for the pupils by the teachers motivates them. As a result, they are productive and there is clear evidence in their books of good progress in lessons and over time in reading, writing and mathematics.
- The classrooms are attractive, stimulating and provide good support for pupils' learning through the displays. In most classes, there are also good examples of pupils' work being celebrated on display.
- Teachers know the pupils well and match the work to their ability levels so that they challenge them to think carefully about their work. On occasions, the teachers do not give lower ability pupils clear enough help by providing a structure for their writing.
- Teachers use their on-going checks on pupils' understanding to plan work for the following lessons. In a Key Stage 1 class, the pupils had struggled in one lesson to understand how to use a number square to help them to add two two-digit numbers. The teacher revisited the work in the next lesson and, as a result, all the pupils made excellent progress and understood fully.
- The good teaching of mathematics in younger classes ensures that pupils are given a firm foundation for more challenging work in the older classes. For example, in a Year 6 lesson where the pupils were successfully calculating the addition and subtraction of negative decimals.
- In a Key Stage 2 lesson, the pupils were writing about life for children in reform schools in Victorian times. The teacher used excellent questioning skills to develop pupils' understanding and particularly to extend their use of challenging vocabulary. As a result, pupils changed 'Victorian times' to 'Victorian era' and another changed 'nasty' to 'demonstrating aggressive behaviour'.
- There are high expectations in the teaching of writing and in the quality of pupils' joined handwriting. Pupils have outstanding pride in their work. The presentation of their work in all their books makes them a pleasure to read.
- The teaching of reading, and particularly phonics (the sounds that letters make), is now particularly good. Pupils have increased confidence to tackle new words and enjoy their reading. All the pupils spoken to during the inspection said that they read for pleasure at home.
- The teaching assistants provide consistently good support in the classes and in their work with small groups. They have received good quality training and support and some commented on how much their confidence had grown as a result.
- Marking is generally good across the academy, especially in explaining to pupils why their work was so good. However, there are inconsistencies in the guidance given to pupils on how to improve their work, and also in ensuring that pupils follow up on the guidance given to them by the teachers.

### **The achievement of pupils** is good

- Pupils make good progress across the academy, whatever their background or ability, and standards are rising. Children enter the academy in Nursery or Reception with skills and knowledge that are below those typical for their age because many children have real weaknesses in reading, writing and aspects of

mathematics. They make good progress in the early years and the proportion of children achieving a good level of development at the end of Reception, in 2014, was above the national average and the large majority of pupils are ready for their work in Year 1.

- Pupils' levels of attainment when they left Year 6 in 2014 were broadly average in reading, writing and mathematics. Overall, they were in line with the national averages. The new senior leaders and the academy trust had quickly raised standards through their action plan but the results in 2014 came too soon for these to show the full effect.
- From the checks on the pupils' books, the analysis of the academy's data on pupils' performance and the lesson observations, the inspectors found that the pupils are on track to be above the previous year's national average in reading, writing and mathematics in 2015. The inspectors took time to check thoroughly on the accuracy of the academy's assessment data and found that it was accurate and, if anything, judgements were below those of the inspectors.
- The disappointing results in 2014 for the phonics check in Year 1 and the lower outcomes for pupils in Year 2 meant that the academy leaders rightly had to focus on improving the teaching in Key Stage 1. The teaching of phonics is much improved and the large majority of pupils are now achieving the expected standard already at this stage of the year. Results in other areas of reading, writing and mathematics are already well above the end-of-year results in 2014 for both Year 1 and Year 2.
- The academy gives disadvantaged pupils very effective support and they make progress better than their peers in reading, writing and mathematics. They are currently outperforming their classmates. In 2014, these pupils were about half a term ahead of their classmates in writing and mathematics, and in line with them in reading. Compared to other pupils nationally, they are in line with them in mathematics and writing but two and a half terms below in reading.
- Pupils from different ethnic heritages all achieve similarly well. Pupils who speak English as an additional language do particularly well because of the excellent support they receive when they join the academy.
- The most-able pupils achieve well. In national assessments at Year 6 in 2014, they did particularly well at Level 5 and were above the national averages in mathematics and writing and in line for their 'English Grammar, Punctuation and Spelling' test.
- The academy leaders were disappointed in the progress made in reading by the disabled pupils and those who have special educational needs. This year, as a result, they are receiving additional reading support and are making improved progress. The impact of additional support for less able pupils in writing is not yet consistently evident in their books.

### **The early years provision** is good

- Leadership and management of the early years are good and a strong team of staff work very effectively together. The classrooms and outdoor areas are well-resourced and all areas of learning are evident in different sections of the rooms. Staff encourage successfully children to grow in independence especially in the Reception class. Children show good levels of concentration and perseverance when working. Their social skills are developing particularly well from low starting points and they work and play together cooperatively.
- Parents were very appreciative of the positive way their children had settled when they started. Parents are encouraged to liaise closely with the teachers. The success of this was shown during the inspection when twelve parents joining the Nursery class for their 'Bug Day' and participated in all the activities.
- Behaviour and safety are good because the children soon learn the high expectations and the routines. They are then able to carry these expectations with them through the rest of their life at the academy. Safeguarding procedures are thorough and the staff teach children how to use equipment safely.
- There is a strong focus on developing language and literacy, and the success of this is shown in children's

good progress in their writing, both through the displays and also through their books. Teaching across all areas of learning is good from all the adults and consequently progress is good. From their low starting points, almost three-quarters of the children reach a good level of development when they leave the Reception class, which is above the national average. They are therefore ready for Year 1.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	140303
<b>Local authority</b>	Nottingham
<b>Inspection number</b>	461987

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	217
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sharon Head
<b>Headteacher</b>	Ruth Ellis (Executive Headteacher)
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	0115 9150106
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