

Hoath Primary School

Address: School Lane, Hoath, Canterbury, Kent, CT3 4LA

Unique reference number (URN): 118361

Inspection report: 27 January 2026

Exceptional	
Strong standard	● ● ● ●
Expected standard	● ● ●
Needs attention	
Urgent improvement	

✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Leaders have high expectations for attendance. Pupils attend school well. Attendance at the school is in line with the national average. Leaders monitor this closely and identify quickly when it becomes a concern. They take the time to find out the reasons for absence and work effectively with families to provide the right support, without lowering their expectations. The school has clear, rigorous processes it follows to support pupils.

Behaviour in and around the school is a strength. In classrooms, pupils listen to each other and work cooperatively. At social times, they play together happily and show consideration in offering support to any friends who might need it. Pupils understand what bullying is and say it does not occur here. They develop compassion, resilience and independence from the very start of their time in school.

Leaders support staff from their induction onwards to understand and apply the school's approach to behaviour. All staff have high expectations for behaviour, and pupils respond positively to this. Pupils learn how to manage their own emotions and behaviours. They are respectful of others. As a result of this work, behaviour across the school is calm and highly conducive to learning.

Inclusion

Strong standard ●

Leaders ensure that the school promotes a highly effective culture of inclusion. Staff have ambitious expectations for pupils. They have a detailed understanding of every pupil and their families. Leaders are proud of the work they have carried out to ensure that the school remains inclusive and accessible to everyone. Pupils are fully included in all aspects of school life.

Leaders support staff to swiftly identify pupils' needs. Staff have the right expertise to effectively meet these needs. They consistently enhance the education and wellbeing of pupils with special educational needs and/or disabilities and any pupils who need additional support. As a result, pupils gain confidence and independence. Leaders carefully check the progress that pupils make in their learning. This information helps staff to provide the right support at the right time.

The school works effectively with external agencies. Leaders use additional funding well to improve access and outcomes for disadvantaged pupils. Any barriers to learning or wellbeing are quickly and effectively addressed. Staff receive high-quality training to support disadvantaged pupils, both in the classroom and through the wider opportunities on offer at the school. As a result of the school's work, pupils thrive in this small and inclusive school.

Leadership and governance

Strong standard ●

Leaders understand their school context extremely well. They are highly ambitious for all pupils at the school and act in their best interests. Leaders know what is working well and what actions are needed to strengthen practice further across all aspects of school life.

There is a clear rationale for improvement. Leaders consider carefully the impact of their actions. Their knowledge of the school supports them to take the right action at the right time. Leaders and staff are role models for the high expectations in place across the school.

Staff are proud to work at Hoath Primary School. They speak highly of leaders, who thoughtfully consider their wellbeing and are mindful of their workload. Leaders actively encourage professional development, a culture which is well embedded. Staff value and take ownership of these professional learning opportunities. Focused training ensures that staff are well supported and effective in their roles.

Governors bring a range of experience and expertise that supports the work of the school. They are knowledgeable and passionate about their roles. Governors know the school well and take pride in being part of it. They receive effective training that supports them to meet their statutory duties. At times, governors join wider training opportunities with staff to further understand the work of the school. There is a collaborative approach across leadership and governance. This enables governors to provide a high level of support and challenge.

Personal development and wellbeing

Strong standard ●

Leaders' work to promote pupils' character and access to wider opportunities in school is highly effective.

The carefully designed personal, social and health education curriculum enables pupils to develop a deep understanding of how to keep safe when online and when out in the community. They understand how to look after their mental health and their own wellbeing. Pupils show a mature understanding of topics such as consent and healthy lifestyles. They also learn about life in modern Britain and welcome everyone, regardless of any differences they may have. An understanding of the characteristics that are protected by law is taught and remembered by pupils. They speak confidently about why 'it's good to be different'.

Pastoral and wellbeing support are effective across the school. Lunchtime nurture clubs are available for pupils. These foster pupils' wellbeing and sense of belonging. Where necessary, more personalised support is provided. The school works in partnership with outside agencies to seek guidance and advice to ensure pupils' needs are met. Pupils value this pastoral offer and confidently access any additional help provided.

Pupils understand their place within the school and the local community. They learn how to become global citizens. Pupils take on responsibilities across the school. They speak with pride about their roles, such as 'ECO ambassadors' and librarians. Pupils access the outdoor learning offer. They talk enthusiastically about their time learning new skills in the school forest.

Leaders ensure that pupils broaden their lived experiences through carefully considered trips and enrichment activities. Pupils have access to a wide range of clubs and activities in areas such as sports, arts and games. These are designed to support pupils' talents and interests. They also help them to develop new skills and work collaboratively with others. Leaders carefully track participation to ensure that every pupil is supported to access the full

range of opportunities. This enables all pupils to benefit fully so that they are consistently well prepared for life beyond school.

Expected standard

Achievement

Expected standard 

Staff have a detailed knowledge of pupils' starting points. They use this information to support pupils to achieve well. Younger pupils generally secure the necessary skills to communicate, read, write and calculate. However, for some pupils, inconsistencies in the way teachers check for understanding mean there are some gaps in pupils' knowledge or understanding. Where this is the case, leaders ensure that pupils receive support to catch up.

Pupils often achieve above the national averages by the end of Year 6. Staff ensure that pupils across the school produce accurate work that demonstrates their progress through the curriculum over time, with pupils in key stage 2 demonstrating some notable strengths in their learning. Pupils progress well socially and emotionally. Overall, pupils leave the school as confident and enthusiastic learners who are well prepared for secondary school.

Curriculum and teaching

Expected standard 

Leaders have an accurate understanding of the quality of the curriculum and teaching at the school. They ensure that pupils are taught an ambitious curriculum across the mixed-age classes. It is broad and well sequenced in all subjects. It has been adapted to ensure it is accessible for all pupils.

On the whole, staff have the necessary subject expertise to teach important knowledge with accuracy. Typically, staff check on pupils' learning effectively during lessons. They have a clear understanding of pupils' individual needs and know which pupils require additional support. While most pupils receive this bespoke support to quickly overcome barriers to learning, for others support in lessons is not timely enough to help them fully secure their learning. Leaders are working swiftly to enhance the consistency of teaching across the school. This work is not yet fully established. Consequently, there remain occasional gaps in pupils' knowledge and understanding, particularly in early reading and writing.

The development of oracy and communication is a priority for leaders. Children often start school with gaps in their language knowledge. Activities such as performance poetry feature regularly in the curriculum to provide pupils with the opportunity to practise and apply their language skills.

Early years

Expected standard 

Children in the early years arrive at school happily each morning. They are welcomed warmly by staff they trust. Children learn the routines and expectations right from the start.

They feel safe and happy and engage well in their learning. The school establishes positive relationships with parents and carers, who appreciate the communication and care provided.

Leaders have developed a carefully sequenced curriculum based on their understanding of the children and their needs. This curriculum successfully ensures that children learn the basic knowledge they need. Over time, they are supported to sustain their concentration for increasing periods. This ensures that they are developing positive learning habits and are typically ready for key stage 1. Reading is taught from the beginning. Children generally use their knowledge of phonics to read with increasing fluency.

Developing early language and communication is a central thread that runs through the curriculum. Staff typically use their conversations and interactions with children to move learning on. Staff check children's starting points, identify their ongoing needs and adapt learning for each child. For those who enter school below age-related expectations, children typically make positive progress from their starting points.

What it's like to be a pupil at this school

Pupils at Hoath Primary School are proud to be part of this caring school. Relationships between staff and pupils are warm and respectful. Pupils are happy. They enjoy their lessons and feel part of a very welcoming school community.

The school lives and breathes an inclusive, nurturing ethos. This culture ensures that pupils with special educational needs and/or disabilities, and disadvantaged pupils, are fully included. They receive the support they need to enjoy all aspects of school life. Pupils at this school achieve well. They apply the knowledge they have previously gained in their learning as they progress through the school. For most pupils across the school, gaps in learning are successfully identified and addressed. Leaders continue to develop staff expertise to ensure that this is the case for all pupils.

There are a range of exciting activities available to all pupils. These include carefully considered trips to enhance the curriculum, such as a visit to a Roman museum, and clubs to develop pupils' talents and interests. Pupils develop important wider skills through the school's outdoor learning provision. They learn to be aware of risks and how to keep themselves safe, for example when using tools in the forest area. Pupils build their knowledge of what it means to be a resilient learner. The school is successful in its vision to 'prepare them for life as global citizens'.

The attendance of pupils is high. Pupils enjoy coming to school. Behaviour across school is calm. There is a productive and purposeful atmosphere in lessons. Pupils are welcoming, polite and enthusiastic about their learning. They listen respectfully to staff and their classmates. Pupils understand what bullying is and say that it does not happen at their school. This helps them feel safe and valued. They work and play cooperatively with each other during the school day. Pupils understand the importance of treating everyone equally and fairly.

Next steps

- Leaders should ensure that strategies to support pupils to quickly close gaps in knowledge and understanding, particularly in early reading and writing, become embedded and consistent across the school.
 - Leaders should continue to refine their identified priorities for development and embed highly effective teaching across all subjects so that it is reflected in pupils' achievements.
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About this inspection

The chair of the board of governors in this school is Dr Peter Gregory.

This school is part of a federation called The Federation of Chislet CE and Hoath Primary Schools.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the executive headteacher, the head of school and other senior leaders. The lead inspector spoke with the chair of governors and members of the governing body.

The inspectors confirmed the following information about the school:

The school does not currently use any alternative provision.

Executive headteacher: Mr Tim Whitehouse

Lead inspector:

Simon Graydon, His Majesty's Inspector

Team inspector:

Sara Wakefield, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 27 January 2026

School and pupil context

Total pupils

104

Well below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

105

Well below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

28.85%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

4.81%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

10.58%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	61%	Above
2024/25 (revised)	71%	62%	Above
2023/24 (final)	80%	61%	Above
2022/23 (final)	80%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	84%	74%	Above
2024/25 (revised)	86%	75%	Above
2023/24 (final)	80%	74%	Close to average
2022/23 (final)	87%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	86%	72%	Above
2024/25 (revised)	86%	72%	Above
2023/24 (final)	87%	72%	Above
2022/23 (final)	87%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	84%	73%	Above
2024/25 (revised)	79%	74%	Close to average
2023/24 (final)	87%	73%	Above
2022/23 (final)	87%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25 (revised)	S	47%	S
2023/24 (final)	S	46%	S
2022/23		44%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		62%	

Year	This school	National average	Compared with national average
2024/25 (revised)	S	63%	S
2023/24 (final)	S	62%	S
2022/23		60%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		59%	
2024/25 (revised)	S	59%	S
2023/24 (final)	S	58%	S
2022/23		58%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25 (revised)	S	61%	S
2023/24 (final)	S	59%	S
2022/23		59%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		68%	
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
2022/23		66%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S
2022/23		78%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		78%	
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S
2022/23		77%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S
2022/23		79%	

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.9%	5.2%	Close to average
2023/24 (3 term)	6.0%	5.5%	Close to average
2022/23 (3 term)	6.0%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	14.3%	13.3%	Close to average
2023/24 (3 term)	16.5%	14.6%	Close to average
2022/23 (3 term)	15.1%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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