

# Hampton Junior School

## Inspection report

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<b>Unique Reference Number</b>	102887
<b>Local Authority</b>	Richmond-Upon-Thames
<b>Inspection number</b>	355276
<b>Inspection dates</b>	18–19 October 2010
<b>Reporting inspector</b>	Mike Capper

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	318
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kevin Cook
<b>Headteacher</b>	Rachel Kluczynski
<b>Date of previous school inspection</b>	9 January 2008
<b>School address</b>	Percy Road Hampton TW12 2LA
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 18 lessons, with 13 teachers being seen. Meetings were held with parents and carers, members of the governing body, members of staff and groups of pupils. The inspectors observed the school's work and looked at school documentation, including teachers' planning, assessment information, safeguarding policies and samples of pupils' work. The inspectors analysed 95 questionnaires from parents and carers, 10 from staff and 100 from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The success of the school in removing variations between pupils' attainment in different subjects.
- Pupils' responsibility-taking and their understanding of how to improve.
- The consistency of teaching in providing the right level of challenge for all.
- The impact of leaders at all levels on driving school improvement.

## Information about the school

This junior school is larger than average. It takes most of its pupils from the local community, although some travel from further afield. The proportion of pupils identified as having special educational needs and/or disabilities is above average. Most, but not all, of these pupils have moderate learning difficulties. The proportion of pupils known to be eligible for free school meals is below average. The large majority of pupils are White British, but about 20 other ethnic groups are also represented in the school community. A few of these pupils start school in the early stages of learning English. The headteacher took up post in September 2009 after a year when there was an acting headteacher. The school has a number of awards, including Healthy Schools accreditation and the International School Award.

The breakfast club and after-school club are managed by outside providers and were not inspected.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This satisfactory school is moving forward with renewed vigour and purpose under the clear direction of the new headteacher. As one parent/carer commented, 'The headteacher has been a breath of fresh air.' The senior leaders are taking decisive action to tackle the fall in attainment that started shortly after the last inspection and there have been many recent initiatives. These are helping to reduce inconsistencies in progress throughout the school, although many initiatives are very new and they have not been in place long enough to have had a sustained impact on improving attainment.

Pupils' achievement is satisfactory. Pupils' attainment is above average by the end of Year 6, although there are variations each year in test results in different subjects. The leaders are tackling this well by improving teaching and attainment is becoming more consistent from subject to subject. The teachers are hardworking and enthusiastic, but teaching is still inconsistent in quality and, in some lessons, work is not pitched at the right level for all pupils. The pace of learning is also slowed when there is insufficient encouragement for pupils to work quickly.

The pupils are a credit to the school. They are well cared for and their spiritual, moral, social and cultural development is good. The pupils are sociable and articulate and take on responsibility keenly, making a good contribution to the community. They are given a very strong voice in the life of the school and are very pleased that their views are valued. Particularly noteworthy is the way that school councillors meet each term with the governing body to present a report on their work. This helps the pupils to develop a good insight into democracy.

The very wide range of clubs and visits offered by the school are appreciated greatly by the pupils and contribute significantly to their personal development. Creativity through music and art is strongly encouraged and a good number of sports clubs help the pupils to develop an excellent understanding of the importance of adopting healthy lifestyles. The school gives pupils' safety a high priority and they, rightly, feel very safe.

The school has clear plans for reviewing the curriculum so that it is more broad and balanced. At the moment, too little time is allowed for the teaching of subjects other than English and mathematics. A good start has been made to linking subjects together, but this is still inconsistent and, in some classes, there are too few opportunities for pupils to apply their numeracy and literacy skills across the curriculum.

There are satisfactory procedures for evaluating school effectiveness. Until very recently, most of this was done by the headteacher and deputy headteacher, as a process of staff restructuring was being carried out. Following this restructuring, there are many new middle managers and, as yet, they have had little opportunity to contribute to self-evaluation or school improvement by, for example, analysing data or visiting lessons.

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Nevertheless, the leaders have demonstrated, in the improved attainment in mathematics over the last year and in the sharper use of assessment data to track pupils' progress, that the school has a satisfactory capacity for improvement.

The school engages well with parents and carers to promote learning. There is a strong partnership with other schools and groups and activities, such as those provided through links with a local football club, have a good effect on pupils' learning.

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

- Strengthen self-evaluation and build the school's capacity to improve by:
  - ensuring that middle managers have greater opportunity to monitor provision and to analyse data
  - ensuring that development planning sets measurable targets for checking the impact of initiatives.
- Improve the quality of teaching by ensuring that the pace of learning is always brisk and that work is consistently pitched at the right level for all pupils.
- Improve the curriculum by:
  - ensuring that more time is allowed for the teaching of subjects other than English and mathematics
  - giving pupils more opportunities to use their literacy and numeracy skills in different subjects.

## Outcomes for individuals and groups of pupils

**3**

Pupils' achievement is satisfactory. Their thorough enjoyment of school is reflected in above-average attendance and their very positive attitudes towards learning. The pupils make satisfactory progress in most lessons, building steadily on their above-average starting points in Years 3. In some lessons, pupils' progress is good or outstanding. For example, in a numeracy lesson, the pupils worked together enthusiastically as they investigated data to try to find out 'who had stolen the painting'. Learning moved on quickly because the pupils were motivated and they were encouraged to think like mathematicians. In a literacy lesson, the pupils were improving their writing by using more imaginative vocabulary and there was a very fast pace to learning. The activity was enjoyable and the pupils were given good opportunities to work independently in order to refine their work. Where progress in lessons is slower, it is because activities are either too hard or too easy for some pupils and they are not expected to work quickly. For example, when learning about speech marks, all the pupils worked on the same worksheet, whatever their prior ability, and the pace of learning was slow.

There is well-planned support outside of lessons for pupils who have special educational needs and/or disabilities and they make good progress at these times. As with other pupils, the progress of these pupils in lessons, while satisfactory overall, is uneven and there are occasions when they find the work too hard. The small number of pupils who are in the early stages of learning English make good progress. Although they often start school with lower attainment than others, the gap is usually closed by the end of Year 6.

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The pupils are well prepared for the next stage of their education because they develop good confidence and self-esteem. Throughout the school, the pupils' behaviour is good and they get on well together. Their manners and politeness to visitors are exemplary. The school has Healthy Schools accreditation and this is reflected in the way that the pupils adopt healthy lifestyles very keenly. They enjoy the school's sports clubs thoroughly and grow and cook their own food, explaining clearly what is meant by a healthy diet.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

There are good features to the teaching throughout the school. The teachers manage behaviour well and make learning interesting by using resources such as interactive whiteboards to bring subjects alive. Where teaching is best, it is because the teachers use assessment information to ensure that there is the right level of challenge for all and they encourage the pupils to work quickly. However, this practice is not yet consistent in all subjects or year groups. The use of marking and target setting has been a recent focus for improvement and the pupils are becoming more aware of the next steps in their learning, although this is not yet consistently strong in all classes.

Members of staff work successfully to provide good-quality pastoral care to the pupils. There are good links with outside agencies to get extra help when it is needed. Under the new leadership team, the school is becoming more rigorous about evaluating such support

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to check that it is having the desired effect on pupils' learning. There are good transition arrangements to help new pupils to settle quickly when they start school.

The curriculum is focused strongly on developing basic skills in literacy and numeracy, and information and communication technology. This focus is helping to improve attainment, but means that not enough time is provided for the teaching of other subjects. The teachers are beginning to link subjects together, but there are still missed opportunities for pupils to practise and improve literacy and numeracy skills by using them across the curriculum. ♦

A wide range of enrichment activities, including clubs and visits, give pupils opportunities to learn new skills. For example, older pupils speak very positively of their residential trip to Bude, where they 'learnt to live together'. ♦

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The calm and purposeful leadership of the new headteacher is having a positive impact on the work of the school. She is supported well by the deputy headteacher and together they have ensured that their drive and ambition is satisfactorily embedded across the school. These senior leaders have a good understanding of remaining priorities. They are doing the right things to remove inconsistencies in teaching and to raise attainment further, although written development planning does not set clearly measurable targets to help when checking progress. Middle management is in the early stages of development. Many are new to their roles and, as yet, they have only a limited role in monitoring provision, driving improvement or improving teaching. ♦

The governing body is supportive and has played a good part in overseeing recent improvements in accommodation. It is kept well informed by the headteacher and is beginning to provide greater challenge to the leaders to ensure that the pace of recent change is maintained and then built on. ♦

The school promotes equality and tackles discrimination satisfactorily. There is no discrimination and the leaders are beginning to make sharp use of data to compare the progress of different groups so that any disparity can be tackled more quickly. The school's good contribution to community cohesion is reflected in its well-deserved International School award. The pupils develop a good understanding of life in the United

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Kingdom and beyond through work on Malawi and Mexico and through well-established links with community groups. ♦

The school has good safeguarding procedures. Pupils' safety is given a high priority and this is reflected in every aspect of school life.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Views of parents and carers

Most parents and carers are pleased with the work of the school. Positive comments included, 'Staff are very helpful and caring' and 'The school is continuing to show great vision by developing the premises and resources.' Some parents and carers are concerned about their children's progress. The inspection team found that progress, while satisfactory overall, is still uneven across the school.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hampton Junior School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 95 completed questionnaires by the end of the on-site inspection. In total, there are 318 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	58	61	37	39	0	0	0	0
The school keeps my child safe	51	54	40	42	2	2	0	0
My school informs me about my child's progress	27	28	52	55	10	11	0	0
My child is making enough progress at this school	32	34	48	51	8	8	0	0
The teaching is good at this school	43	45	46	48	0	0	0	0
The school helps me to support my child's learning	30	32	52	55	6	6	2	2
The school helps my child to have a healthy lifestyle	35	37	57	60	1	1	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	32	34	46	48	4	4	0	0
The school meets my child's particular needs	35	37	46	48	4	4	0	0
The school deals effectively with unacceptable behaviour	27	28	54	57	7	7	0	0
The school takes account of my suggestions and concerns	29	31	50	53	5	5	2	2
The school is led and managed effectively	34	36	46	48	9	9	0	0
Overall, I am happy with my child's experience at this school	45	47	42	44	6	6	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



20 October 2010

Dear Pupils

**Inspection of Hampton Junior School, Hampton TW12 2LA**

Thank you for welcoming us to your school and for showing us your work. You were very polite and friendly. At the moment, your school provides a satisfactory education. This means that we found some good things in the school, but also some things that need improving.

These are some of the things we found out about your school.

- Satisfactory teaching means that you make steady progress as you move through the school.
- You get on well together and help each other, in and out of lessons.
- All the adults in school are kind and caring and they give you suitable help when you find work difficult.
- You take responsibility for many things happily. The school council does a good job in ensuring that your voice is heard. We think it is super that you meet with the governing body each term so that they know what you think.
- Most of your parents and carers are pleased that you come to this school.
- The headteacher and governing body know what needs improving and are taking the right steps to move things forward more quickly.

This is what we have asked your school to do now.

- Make sure that all the leaders are involved in checking that all the things they are doing to improve your learning are proving successful.
- Check that work is pitched at the right level for all of you and that you are always encouraged to work quickly.
- Give more time for subjects other than English and mathematics to be taught and ensure that you get more opportunities to use your literacy and numeracy skills in different lessons.

We wish you all well for the future. We hope all of you will help your teachers by continuing to work hard.

Yours sincerely

Mike Capper Lead inspector (on behalf of the inspection team)

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