

Hampton Hargate Primary School

Inspection report

Unique Reference Number	132763
Local Authority	Peterborough
Inspection number	360430
Inspection dates	28–29 September 2010
Reporting inspector	Steven Hill

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	514
Appropriate authority	The governing body
Chair	Rhiannon Cross
Headteacher	Andrew Lyons
Date of previous school inspection	25 June 2008
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Introduction

This inspection was carried out by four additional inspectors. Twenty-four lessons were observed, taught by 22 different teachers. Meetings were held with staff, pupils, governors and representatives from the local authority. Inspectors observed the school's work, and looked at a variety of documentation, particularly that concerning pupils' progress and keeping them safe, as well as samples of pupils' work. Questionnaires were analysed from staff, older pupils and from 221 parents and carers.

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

- To what extent do teachers use assessment information to adapt tasks to pupils' varying needs?
- How good is the support given to those pupils who arrive at the school in different year groups, and how well do they achieve?
- Are governors and subject leaders better involved in monitoring and supporting the school's work than they were at the previous inspection?

Information about the school

This is a large primary school in a suburban area on the outskirts of Peterborough. The large majority of pupils are of White British origin, but about a quarter have a variety of different minority ethnic heritages. About a tenth of pupils speak English as an additional language, but only about 3% are at the early stages of learning English. The proportion of pupils who have special educational needs and/or disabilities is a little below average. A larger-than-average proportion of pupils leaves or joins the school at other than the usual junctures.

Since the last inspection, the school has grown in size and continues to do so. There are now three classes in Reception and in Years 1 and 2. A major building project is under way to accommodate this expansion.

There is an after-school club in the school that is managed by the governing body. There is also provision on the site of childcare for young children in the Early Years Foundation Stage, which is provided by a charity. This is inspected separately, and is reported upon elsewhere.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school which has made great strides in its provision since the last inspection. As a result of better and more consistent teaching, pupils make good progress throughout the school. In particular, teachers now routinely plan different work for different ability groups, making increasingly good use of the school's assessment data to do so. This ensures all make similarly good progress, including those with special educational needs and/or disabilities, and those who start the school at different times. An interesting and varied curriculum contributes to pupils' enjoyment of school and their learning. The most recent results of national assessments confirm that standards are above average in English and mathematics. However, data shows that standards in writing, particularly in the older classes, lag behind those in reading and mathematics. The school has rightly identified this as a key priority for the current year, has analysed some of the reasons for the gap in progress, and has started to address them.

The school is a harmonious and happy community where boys and girls from different ethnic groups get on well together. From children's good start in the Early Years Foundation Stage, they enjoy their time in school and develop positive attitudes to learning and to each other. The good care, guidance and support provided for pupils strongly support this, particularly for pupils whose circumstances make them vulnerable. There are good procedures in place to help pupils who start at the school at different times, so they settle quickly and take a full part in school life. Pupils feel extremely safe in the school and are confident that staff will deal with any problems that arise. Behaviour is good, around the school and in lessons, and this contributes to the good progress pupils make. Pupils have a good understanding of a variety of cultures overseas, and show interest and respect for different people. This is enhanced by direct contacts with communities abroad, such as the emails that they exchange with a school in Martinique. Along with the good links to the local community, these contribute well to the school's promotion of community cohesion. However, the school has not evaluated the impact of its work in this regard for some time, and it does not provide enough opportunities for pupils to learn about and interact with the variety of different communities in this country.

A key to the improved education in the school has been the strong teamwork from leaders and managers in providing a clear direction to its work. Strong leadership by the headteacher, with good support and challenge from the governing body, has driven improvements well. Better procedures for tracking pupils' progress mean that any individuals who are in danger of falling behind are identified, and get good support to help them catch up. Regular and frequent monitoring of lessons and pupils' work enables senior staff and subject leaders to provide guidance and support to colleagues, to help them improve their practice. The school has a clear view of its own strengths and weaknesses, and is quick to take action to address the latter. Along with the raised

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standards and better provision over the last two years, this shows the school has a good capacity to sustain the good quality of education, and improve further.

What does the school need to do to improve further?

- Improve pupils' standards in writing, particularly in the older classes, by
 - providing them with more opportunities to write in different subjects
 - ensuring that pupils are always clear about the purpose of their writing, and the audience for whom it is intended.
- Increase the school's contribution to community cohesion by
 - updating the school's evaluation of the impact of its work in this area
 - extending pupils' opportunities to study and interact with people from contrasting communities in the United Kingdom.

Outcomes for individuals and groups of pupils

2

Standards are above average at the end of Year 6. This represents good achievement in the light of pupils' broadly average standards when they start school. Pupils who start at the school in different year groups do not all reach as high a standard as their classmates, but this is because many of them had lower starting points when they were younger. The school's data shows clearly that they make good progress, and close the gap between themselves and their classmates by the end of Year 6. There are no significant differences in the progress made by different groups. Pupils who are learning English as an additional language do so quickly, and their progress is soon in line with that of other pupils. Pupils' good basic skills and positive working habits all prepare them well for the future, in school and beyond.

Pupils achieve well in lessons, boosted by their hard work and positive attitudes. For example, in an art lesson, Year 5 pupils concentrated extremely hard as they copied part of a William Morris pattern. Their careful attention to detail and their patience led to work of a good standard. They are particularly good at working collaboratively, as was seen when pupils in Year 2 organised themselves in threes to film a 'hot-seating' exercise. They decided upon who would be Horrid Henry, who would be the interviewer, and who would work the camera, in a mature and sensible way. Pupils develop good skills in using information and communication technology (ICT), as was shown when pupils in Year 6 used their net-books very efficiently to research Queen Victoria's family tree.

Pupils feel very safe in school and confidently explain how they can keep themselves and others safe in a variety of contexts. They have good relationships and are thoughtful and caring of each other. Year 6 pupils, for example, enjoy being 'buddies' and helping care for the youngest children during lunchtimes. This contribution to the community is complemented by a variety of responsibilities that are undertaken conscientiously, although opportunities are more limited for the younger pupils. Pupils have a good knowledge of how to keep healthy, and join in exercise enthusiastically and energetically. The school council gives pupils an effective voice in school life. Pupils are confident that their views are valued and point to a variety of improvements made in response to their suggestions. The pupils' enjoyment of school is reflected in their above-average attendance.

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These are the grades for pupils' outcomes

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

¹ 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?

Teaching and learning are good. In the vast majority of lessons, work is carefully matched to the varied needs of different groups. Teachers use a variety of good strategies to involve and interest all pupils, so that a brisk pace is maintained to learning. The occasional satisfactory lesson generally occurs when pupils are not sufficiently involved, or when work is too easy or too hard for a few of the class. Marking is good and clearly shows pupils how to improve their work. Good use is made of ICT to clarify teachers' explanations, and to generate interest and enthusiasm. Classes are managed well, teachers have good relationships with pupils and, as a result, pupils work hard, listen attentively when required and behave well. Teachers provide many good opportunities for pupils to work collaboratively, which effectively develop their social skills as well as their academic learning.

The curriculum is well tailored to meet the different needs of different groups. Good support is provided to pupils who have special educational needs, in class and through tailored provision out of class, by skilled learning support assistants. A good balance is drawn between encouraging such pupils to be independent and providing them with adequate help. Increasingly, links between different subjects make learning more meaningful and interesting. ICT is used well in a variety of different subjects. The school is starting to focus on providing more opportunities for pupils to develop their writing skills

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across the curriculum. This was seen in a good literacy lesson for Year 6, when pupils developed a story about child labour, linked to their history work on the Victorians. A good variety of enrichment activities adds to pupils' enjoyment and progress.

Good care, guidance and support enhance pupils' personal development. The school is welcoming and supportive to all pupils, and uses a wide range of outside agencies, as well as the expertise within the school, to meet the particular needs of individuals. Pupils are given good advice on how to keep safe and healthy, and their social and moral understanding is reinforced through the consistent teaching about values and respect, backed up by a strong programme for personal, social and health education.

The well-run and popular after-school club makes a strong contribution to pupils' enjoyment of school and their good social development. They have access to a wide variety of activities in different areas of the school, so they are fully involved. Behaviour at the club is extremely good and relationships very positive.

These are the grades for the quality of provision

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

How effective are leadership and management?

Leaders and managers have ensured that all members of staff share a clear vision and approach that are improving provision and driving up standards. The headteacher has established an effective senior management team who work together extremely well to monitor what is happening and to lead colleagues in addressing issues that arise. For example, the school has identified that weaknesses in pupils' writing arose because they had not done enough writing in different subjects, or focused enough on the purpose of their work or the intended audience. The curriculum is now being modified in response. The work of leaders has had a particularly beneficial effect in raising the quality of teaching and learning, especially in the use of assessment. Subject leaders now take a much fuller role in monitoring what is happening, and consequently in improving provision in their subjects. The governing body has very good systems to understand what is happening in school, so that it is well able to hold the school to account for its performance, and to offer a good level of support to staff. Governors are very well informed about safeguarding, which is good. Procedures take full account of good practice, are extremely thorough, and make good use of the views of parents and pupils to make improvements. Their strength is illustrated by the absence of any impact on pupils' safety and learning from the major building work taking place during the inspection.

Parents are given good information about their children's learning, with the recent opportunities to sit in on lessons, and attend workshops on particular subjects, particularly

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well received. Good use is made of expertise from other schools and organisations to enhance academic provision. A particular strength is the school's use of expertise from a variety of partners to tailor provision to the needs of pupils whose circumstances make them vulnerable. The school keeps a careful track on the progress of different groups. This has enabled staff to ensure that late arrivals at the school make the same progress as their classmates, and to eliminate a former weakness in the progress of some pupils with special educational needs. There are many strengths in promoting community cohesion at the local and international levels, but the links with contrasting communities in the United Kingdom are weak, and the school has not fully evaluated the impact of its work in this regard.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children settle quickly and happily into the Reception classes. They make good progress in the different areas of learning. The teachers are skilled in helping children to learn when they work directly with them in small groups. Good attention is paid to helping children understand the links between letters and the sounds they represent (phonics). A good balance is drawn between such directed sessions and those where children are able to select activities for themselves. However, opportunities are sometimes missed to intervene in children's play in these latter activities, to enhance their learning and vocabulary. The new leader has evaluated the provision well and is taking effective steps to make improvements. Planning routinely takes account of children's own interests and ongoing assessments. However, the assessments themselves seldom include notes on the 'next steps' that children should be taking to progress further. Provision for children's welfare is good, and is firmly based on the positive relationships between staff and children.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents' views of the school are extremely positive. They value particularly that their children are safe and well cared for. They are very positive about the teaching and the way the school is led and managed. A very small percentage of parents have some concerns about aspects of the school, and in particular the extent to which they are informed about their children's progress. The inspection evidence indicates that the school's systems to inform parents have improved over the last year, and now compare favourably with those in schools generally.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hampton Hargate Primary 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 221 completed questionnaires by the end of the on-site inspection. In total, there are 514 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	122	55	89	40	10	5	0	0
The school keeps my child safe	127	57	91	41	1	0	0	0
My school informs me about my child's progress	84	38	118	53	13	6	1	0
My child is making enough progress at this school	91	41	114	52	10	5	1	0
The teaching is good at this school	99	45	112	51	6	3	0	0
The school helps me to support my child's learning	81	37	126	57	11	5	0	0
The school helps my child to have a healthy lifestyle	80	36	129	58	11	5	0	0
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)	75	34	115	52	4	2	0	0
The school meets my child's particular needs	79	36	126	57	8	4	1	0
The school deals effectively with unacceptable behaviour	80	36	120	54	7	3	1	0
The school takes account of my suggestions and concerns	69	31	126	57	9	4	1	0
The school is led and managed effectively	108	49	106	48	1	0	1	0
Overall, I am happy with my child's experience at this school	121	55	90	41	4	2	1	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). 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



30 September 2010

Dear Pupils

Inspection of Hampton Hargate Primary School, Peterborough, PE7 8BZ

Thank you for your help and your friendly welcome when we visited your school. We were pleased to hear that you enjoy school, and that you feel very safe there.

Your school gives you a good education, and has improved a lot since the last inspection. You are making good progress because your teachers are skilled at helping you to learn. You do particularly well in reading and mathematics, but you do not all make such good progress in writing. We have agreed with your teachers that they are going to concentrate on helping you to get better at writing this year.

Your behaviour is good and you get along well together. You know a lot about people from different parts of the world, but you have not had much chance to meet and learn about the different communities in this country. We have asked your teachers to improve this over the next year. The adults in the school take good care of you and make sure that anyone who needs extra help can have it. They have worked hard to give you lots of interesting things to do to make learning more exciting. It was good to hear that this has worked, and that you think learning at your school is fun.

The headteacher, senior management team, staff and governors are good at organising the school and are keen to make things even better. You can help by keeping up your good behaviour, and by trying particularly hard with your writing.

We hope that you all have an interesting year at school, and keep on enjoying yourselves.

Yours sincerely

Steven Hill

Lead inspector

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