

# Hampton Dene Primary School

## Inspection report

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<b>Unique Reference Number</b>	116680
<b>Local Authority</b>	Herefordshire
<b>Inspection number</b>	358007
<b>Inspection dates</b>	26–27 May 2011
<b>Reporting inspector</b>	Michael Farrell

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	242
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Simon Phillips
<b>Headteacher</b>	Stephen Pugh
<b>Date of previous school inspection</b>	17 October 2007
<b>School address</b>	Church Road Tupsley HR1 1RT
<b>Telephone number</b>	01432 273232
<b>Fax number</b>	01432 352479
<b>Email address</b>	admin@hamptondene.hereford.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. They observed 11 lessons taught by nine different teachers, and held meetings with representatives of the governing body, staff, and groups of pupils. Inspectors observed the school's work, looked at data on pupils' progress, the school's special educational needs register and documents relating to safeguarding, and scrutinised 80 questionnaires from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Inspectors examined the consistency of the progress made by pupils and groups in different key stages, especially the most-able pupils.
- They considered the effectiveness of cross-curricular planning, including for information and communication technology, and its impact.
- Inspectors looked at the quality of data on pupils' attainment and progress and how effectively the school uses it to intervene when progress is slower than it should be.

## Information about the school

Most pupils come from the area immediately around the school and nearly all are of White British heritage. Fewer pupils than usual are known to be eligible for free school meals. Very few pupils speak English as an additional language. The school has specially resourced provision for pupils with special educational needs and/or disabilities in a Language and Communication Centre, which includes two classes for pupils with language disorders and one class for pupils with autism. This centre, managed by the school, has 22 pupils on roll. A higher than average number of pupils has a statement of special educational needs, reflecting this provision. The school has Healthy Schools status and an Eco-School award.

**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

Hampton Dene is a good school. Outstanding care, guidance and support include excellent support for pupils, and their families, whose circumstances may make them vulnerable, and safeguarding is excellent. Consequently, pupils feel very safe indeed and develop outstandingly healthy lifestyles. Pupils behave well and sometimes their conduct is excellent. A parental comment summed up the school as 'a good school that genuinely cares about the children'.

Pupils make good progress in all key stages and enjoy their learning a good deal. Those in the Language and Communication Centre achieve well, and in some cases, their progress is outstanding. Different groups such as higher-attaining pupils, boys and girls, and children looked after by the local authority all achieve well, aided by good teaching and use of assessment. Lessons are typically well planned and briskly paced; relationships are warm and expectations high. Work is pitched at the right level, with a good level of challenge for higher-attaining pupils, and good questioning enables the teacher to assess pupils' learning effectively. Where lessons are occasionally satisfactory, teaching assistants are not deployed effectively - for example, to evaluate pupils' participation when the teacher is speaking to the whole class - and pupils do not always know what it is they have to learn. In the Language and Communication Centre, teaching is well paced and assessments are thorough and systematic. In the school as a whole, the broad and well-balanced curriculum contributes strongly to pupils' progress and well-being and they especially enjoy sporting and other physical activities. Information and communication technology is applied well across the curriculum and personal development and well-being are especially strongly promoted, although the school has not systematically reviewed all subjects and areas of the curriculum to ensure they make the fullest contribution to maintaining and improving literacy and numeracy standards. The curriculum in the Learning and Communication Centre is well suited to the pupils' learning and developmental needs. Reception class children achieve well because of well-planned teaching, a wide range of stimulating activities and strong links with parents and carers.

The school is led and managed well. Data on pupils' progress are systematically gathered and carefully analysed so that the school can see where it can do better, and it intervenes accordingly. The school's broad assessments of its performance are sometimes generous, but it knows its weaknesses and strengths well because it examines pupils' progress, evaluates the curriculum regularly and has a clear overview of the strengths and weaknesses of teaching. Since the previous inspection, the school has improved its grades in achievement; teaching; the curriculum; and care, guidance and support. It has a good capacity to improve further.

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

- Raise the quality of the weaker lessons so that teaching is more consistently good or better, by ensuring that:
  - teachers always deploy teaching assistants effectively, so that they play a full part in supporting pupils' learning and progress
  - pupils always know what it is they are expected to learn in lessons, so they are fully engaged in their learning.
- Plan all subjects and areas of the curriculum to make the fullest contribution to raising standards in literacy and numeracy.

## Outcomes for individuals and groups of pupils

**2**

Children enter the Reception class with skills and abilities broadly at levels expected for their age. They transfer from a variety of different nurseries. Progress is stronger in Key Stage 2 than in Key Stage 1. Attainment is above average for pupils in the mainstream classes, but the special educational needs and/or disabilities of pupils in the Language and Communication Centre often mean that they begin at lower starting points than other pupils and their attainment remains lower than average even though their progress is good. Other pupils with special educational needs and/or disabilities do well because their progress is carefully monitored and action taken if progress is not as strong as expected. Sport contributes strongly to pupils' enjoyment and self-esteem. Parents and carers remark on how much their children enjoy school. One said that their child's experience in the Language and Communication Centre 'has been happy and fulfilling'. Older pupils' questionnaires support this view and in lessons it is clear there is considerable enjoyment.

In a good literacy lesson, younger pupils made good progress in speaking and listening and in writing a character sketch based on a story read in previous lessons. The lesson objectives were clear, pupils behaved well, engaged by the interesting task, and the teacher's enthusiasm ensured a good pace. In a good numeracy lesson, older pupils developed their understanding of area well using non-standard shapes. Work was accurately pitched for different groups, the lesson was well structured to lead from simple to more complicated shapes, and the teacher regularly checked pupils' understanding through skilled questioning. In a good lesson in the Language and Communication Centre, pupils made good progress in developing language skills because the activities were interesting and fun, visual clues and signing were used effectively to structure the activities, and good behaviour was patiently encouraged.

Pupils know they can speak to members of staff if they have concerns, and are involved in developing assessments of risks. Their parents and carers are extremely confident about safety. Behaviour is good in lessons and around the school, helped by the strong 'buddy' system. Pupils are very polite and courteous. As reflected in the Healthy Schools status, pupils are very keen to keep healthy through diet and exercise and greatly enjoy the wide range of sporting opportunities. They are very aware indeed of the importance of emotional and mental health, supported by the very strong curricular emphasis on this. Pupils are proud of their school and take a full part in it as members of the school council, eco-council and as 'buddys' befriending other children. As one parent says, 'The children are made to feel it is very much their school.' Pupils also contribute well to the local and wider communities, for example, through charitable giving. Attendance is above average

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and improving. The school does all it can to keep attendance high, including working directly with parents and carers. Pupils' good progress in literacy and numeracy, along with good opportunities to learn about the world of work, ensures that their economic skills are well developed. Spiritual, moral, social and cultural skills are good, with moral and social development being especially strong.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
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
<b>The extent to which pupils feel safe</b>	<b>1</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?**

In most lessons planning is good, teachers display high expectations, relationships are good and regular opportunities are taken to assess pupils' progress, including through careful questioning. Pupils make good progress because the pace is brisk, work is accurately pitched to the level pupils are working at, and behaviour is well managed so pupils are keenly motivated. Where lessons are satisfactory, progress is not as strong because teachers do not always make full and effective use of teaching assistants to support learning, and pupils do not always know enough about what they are expected to learn to be fully engaged. For example, pupils can describe the activity they are doing but cannot always say what they are meant to learn from it.

The curriculum is broad, well balanced, and structured so that pupils progress well. It makes a particularly strong contribution to pupils' personal development through personal and social education and opportunities to discuss different views. Partnerships make innovative contributions to academic progress and pupils' well-being. Information and

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communication technology is carefully planned to be used in different subjects and on visits. Sports and physical activities make a very good contribution to pupils' enjoyment and raise their self-esteem. Cross-curricular planning is satisfactory but not rigorous enough across different subject areas to have the fullest impact on raising standards in literacy and numeracy. The good curriculum for pupils in the Language and Communication Centre emphasises language, social development and flexibility in approaching activities in line with children's learning and development requirements.

Outstanding care, guidance and support leads to some excellent outcomes in personal development. Transitions from one age phase to another are very smooth, parents and carers' views are systematically sought and taken into account (for example in learning journeys), and the learning environment is very welcoming indeed. The excellent support for pupils whose circumstances may make them vulnerable and their families is much appreciated. A parent of a pupil in the Language and Communication Centre stated, 'The school has provided an invaluable facility for my child and family.' The learning mentor role is a strength of the provision.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

One parent, reflecting many views, stated, 'I am very impressed by the way the school is run.' Ambition is embedded well so that staff work cohesively as a team. One staff member stated that the school is 'a fabulous place to work in - everyone gets on so well'. Teaching and assessment are supported well through accurate monitoring. The governing body supports the school well and deploys the various skills of its members effectively. Members of the governing body are not yet fully confident in challenging the school about pupils' performance, but are keen to become more involved and to very closely monitor pupils' progress. Links with parents and carers are good. Typical comments include, 'Teachers are approachable and have dealt with any concerns or issues,' and, 'The school has always had a very welcoming approach to pupils and parents.' Equal opportunities are promoted well, as reflected in the consistently good progress made by all groups of pupils, and any discrimination is addressed seriously and effectively. Considerable efforts are made to ensure all pupils feel valued, and their success is seen in pupils' increasing confidence. Excellent safeguarding includes scrupulous documentation, the involvement of pupils in developing their own risk assessments, and great care in carrying out correct procedures. Great confidence in this area is shown in parental questionnaires and pupils' views. Community cohesion is good in all aspects, as demonstrated by good spiritual, moral, social and cultural development and in the pupils' good contribution to the community. The school has carefully audited its population, developed a good plan and

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evaluated outcomes, although evaluation is not fully embedded as a regular monitoring process.

The good leadership and management of the Language and Communication Centre lead to good pupil outcomes, a well-tailored curriculum and the excellent care provided. Data are scrupulously collected and carefully analysed, and the centre is rightly planning to next compare the results with wider national data to ensure the good provision continues to improve.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</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>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</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>2</b>

## Early Years Foundation Stage

Children make good progress in the Reception class and the subsequent steps of their learning are well planned. They enjoy their learning and interact with each other harmoniously because behaviour is well managed and the ethos is calm and happy. They respond positively to encouragement to eat healthily and enjoy physical activities. Children make choices about their learning and their independence is effectively encouraged so they are well placed to develop further skills. Activities are thoughtfully planned and the attractive environment fully used both indoors and out. Safeguarding and the overall care of children are excellent so children feel very secure indeed and grow in confidence; as one parent said, 'My child is really thriving.' Assessment is good and very well used, and a strong feature is the 'learning journey' internet portal to which parents and carers have access. In a good 'free-flow' activity session, children's activities included tennis, water play, the sand pit, the interactive whiteboard, and driving a robot car. The children made good progress because judicious staff interventions drew learning points from these activities including counting, writing, and encouraging physical development and confidence. Leadership and management are particularly good at ensuring that transition



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from a range of different nurseries is as smooth as it can be, and in forging strong links with parents and carers through the 'learning journey'.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

The views expressed in the questionnaires returned by parents and carers are very positive, in line with the good extent to which they are engaged by the school. They are happy with their child's experience at the school, regard teaching as good, and are very confident their child is safe and enjoys school. A small percentage of negative views concerned their child's preparation for the future. Inspectors found no evidence to support such negative views, and judged that pupils are prepared well for the future. Several parents and carers mentioned the recent loss of a music teacher, hoping the school will soon find a replacement.

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

Ofsted invited all the registered parents and carers of pupils registered at Hampton Dene 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 80 completed questionnaires by the end of the on-site inspection. In total, there are 242 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	61	31	39	0	0	0	0
The school keeps my child safe	48	60	32	40	0	0	0	0
My school informs me about my child's progress	37	46	40	50	1	1	1	1
My child is making enough progress at this school	42	53	34	43	0	0	1	1
The teaching is good at this school	41	52	37	47	1	1	0	0
The school helps me to support my child's learning	38	48	39	49	0	0	1	1
The school helps my child to have a healthy lifestyle	35	44	43	54	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)	30	38	41	51	0	0	1	1
The school meets my child's particular needs	31	39	45	56	2	3	1	1
The school deals effectively with unacceptable behaviour	31	39	43	54	3	4	0	0
The school takes account of my suggestions and concerns	20	25	52	65	3	4	1	1
The school is led and managed effectively	22	28	50	63	2	3	1	1
Overall, I am happy with my child's experience at this school	48	60	30	38	0	0	1	1

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.**



31 May 2011

Dear Pupils

**Inspection of Hampton Dene Primary School, Tupsley HR1 1RT**

It was good to meet you when my colleagues and I inspected your school recently. Thank you for talking to us and for making us so welcome. We especially noticed how polite you were and how you were proud of your school.

We found that Hampton Dene is a good school. It is led and managed well. Teaching is good and you enjoy a good range of interesting activities. You are excellently cared for and supported, and you feel very safe in school. Because of all this you make good progress in your lessons and develop well. The very youngest children also learn and develop well because of good teaching and the interesting activities they do.

Even in good schools some things could be better, so I have asked the staff to:

- make sure teachers always make the best use of teaching assistants to help you learn, and also make sure you always know what it is you are supposed to learn in lessons
- plan all subjects of the curriculum to give you lots of opportunities to practise your literacy and numeracy skills.

I am confident you will want to play your part by making sure you know what you are meant to learn in lessons, asking the teacher if you need to.

Yours sincerely

Michael Farrell

Lead inspector

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