

Hampton Vale Primary School

Inspection report

Unique reference number	134306
Local authority	Peterborough
Inspection number	381668
Inspection dates	14–15 June 2012
Lead inspector	Judith O'Hare

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	481
Appropriate authority	The governing body
Chair	Paul Phillipson
Headteacher	Anne Byrne
Date of previous school inspection	25 February 2009
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Age group	4–11
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Introduction

Inspection team

Judith O'Hare

Additional Inspector

Tricia Pritchard

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Alwyne Jolly

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This inspection was carried out with two days' notice. Inspectors watched 21 parts of lessons taught by 17 teachers, listened to pupils read and checked a sample of pupils' work across Key Stages 1 and 2. Meetings were held with the headteacher, senior staff, members of the governing body and a representative from the Local Authority. Inspectors observed the school's work and looked at school documentation, including the school's self-evaluation, safeguarding information and pupil progress tracking records. Inspectors also scrutinised questionnaires from 157 parents and carers, 34 staff and 150 pupils.

Information about the school

Hampton Vale is a larger than average-sized primary school. It was opened in 2004 to serve the needs of a newly built housing estate in the Hampton area. Since then, the school population has increased significantly. Currently, there are three classes for children in the Early Years Foundation Stage, three classes for Year 1 pupils and two classes for pupils in each of the other year groups. Recently, there has been a significant turnover of staff with seventeen new appointments this academic year. The current headteacher was appointed in April 2011 following a period of instability in the leadership of the school. Most pupils are White British but there are increasing proportions of pupils from a minority ethnic heritage and from families where English is spoken as an additional language. The proportion of pupils known to be eligible for free school meals is in line with the national average and the proportion of disabled pupils and pupils who have special educational needs (supported at school action plus or with a statement) is well below the national average. The school meets the government's minimum expectations for attainment and progress (floor standards). There is a breakfast and after-school club on site, which is managed by the governing body.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key findings

- This is a satisfactory school. Since the previous inspection, pupils' progress is being tracked more systematically and the setting of Year 6 pupils for mathematics is having a positive impact on accelerating their progress. The school is not yet good because attainment in writing is lower than in other subjects and there is not enough good teaching across the school, especially in the Early Years Foundation Stage, to accelerate pupils' progress. Schools whose overall effectiveness is satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- By the end of Year 6, pupils have made satisfactory progress in reading, writing and mathematics. However, in some classes, they make faster progress than in others so achievement is uneven. Progress in writing is slower than reading because pupils do not write at length in other subjects.
- There is some good teaching and learning where lessons proceed at a good pace, activities are well planned to support the learning of all groups of pupils and marking is well focused upon advising pupils how to improve their work. However, these features are not so evident in other lessons. In the Early Years Foundation Stage, adults do not always provide good opportunities for pupils to learn through play.
- Pupils demonstrate satisfactory attitudes to learning and their behaviour in the playground is good. They are good at working together but sometimes find it difficult to work on independent tasks without the help of an adult. Incidents of bullying are rare and dealt with appropriately. Pupils say they feel safe in school.
- Leaders have a satisfactory understanding of the strengths and weaknesses of the school, though the monitoring responsibilities of the new leadership team are not well defined. Some senior leaders have little involvement in monitoring, which makes it harder for the school to improve teaching and performance

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more rapidly and prioritise development actions. Governance is good.

What does the school need to do to improve further?

- In order to raise attainment in writing, provide pupils with more opportunities to improve their writing skills across the curriculum and to complete extended pieces of writing.
- Improve the proportion of good teaching by making sure teachers:
 - plan activities which are well matched to the different abilities of all pupils especially the most able
 - monitor how well pupils are understanding, to ensure that all lessons proceed at a good pace
 - give pupils precise advice through well-focused marking on how to improve their work.
- Improve teaching and learning in the Early Years Foundation Stage by:
 - taking every opportunity for children to learn through play
 - improving the way adults use questioning to develop children’s communication and language skills
 - providing a more stimulating outdoor learning environment and using it well.
- Strengthen leadership and management by:
 - defining the roles and responsibilities of the senior management team so that all members take a full part in the leadership and the management of the school
 - equipping all members of the senior management team with the skills to monitor rigorously the quality of teaching and learning
 - ensuring the improvement plan draws clearly upon the outcomes of self-evaluation and incorporates well-timed and clear priorities for action.

Main report

Achievement of pupils

Children enter the school with skills that are below age-related expectations in all areas of learning. In the Early Years Foundation Stage, the school’s data indicates that children make satisfactory progress from their low starting points. However, in lessons observed, a minority of children were not making satisfactory progress, particularly in developing their communication and language skills. Sometimes this was because adults missed opportunities to develop these skills through well-targeted questioning and intervention in children’s play.

Pupils make satisfactory progress overall. Attainment at the end of Year 6 has been

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below average in recent years, but is currently average. Pupils' progress has been accelerated considerably in Year 6 and reading standards are above the national average. In the past, too few pupils have achieved higher levels, but in Year 6 lessons able pupils are now being challenged to extend their thinking. However, pupils' progress is not consistently good in every class. Pace of learning is sometimes slower, for example when pupils spend too long sitting on the carpet listening to the teacher and lose concentration.

Key Stage 1 pupils show satisfactory reading skills. Year 2 reading standards are not as high as previous years, though are still broadly average. One reason they have not done so well is the turbulence in staffing last year, which slowed down pupils' progress in Year 1.

Disabled pupils and those who have special educational needs are making faster progress, in relation to their starting points, than pupils with no special educational needs. Pupils who speak English as an additional language also make better progress than pupils in similar circumstances nationally. Girls do better than boys although the gap is narrowing. Pupils known to be eligible for free school meals are among the lowest achieving groups. A contributory factor is their lower attendance rate compared to the attendance rates of other groups of pupils.

Most parents and carers believe that their child is making good progress but inspection evidence points to pupils making satisfactory progress, rather than good progress. This is because there is too much variation in the rate of progress made by pupils in different classes.

Quality of teaching

In the Early Years Foundation Stage, teaching is satisfactory. Routines are established effectively so that children feel secure and know what to do. However, opportunities for discovery learning are comparatively limited. The outdoor environment is not well equipped for play and teachers are not always taking full advantage of it to provide a range of suitable learning activities.

Throughout the school, teaching is most effective where expectations are made clear, work is well matched to pupils' different needs, clear reference is made to prior learning and good use is made of modelling and questioning to enable pupils to explain their ideas. For example, in a science lesson, film clips on power sources promoted a lively discussion on the current initiative to increase the number of wind turbines in the local area. Where teaching is less effective, able pupils are not sufficiently challenged and teachers do not monitor the pupils' learning closely enough to correct misconceptions and to assess whether some are ready to move on to the next stage. This slows the pace and depth of pupils' understanding with the result that pupils make satisfactory rather than good progress. Marking in books is inconsistent. Pupils' work is marked regularly but not all pupils receive specific guidance on how to improve their work. The best teaching is in Key Stage 1 and Year 6.

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Teaching promotes pupils' spiritual, moral, social and cultural awareness well. For example, the recent school trip to King's Dyke inspired pupils to write fable stories relating to safe behaviour and respect for all. Reading is taught well in most classes although teachers are not consistent in their expectations of how pupils' reading records are maintained. Writing is not taught so well. Most pupils do not have sufficient opportunities to show what they can achieve by completing an extended piece of writing. Disabled pupils and those with special educational needs make better progress because of the good, tailored support given and the advice they receive about how to achieve the targets they are set for improvement.

Behaviour and safety of pupils

Most parents and carers believe that their children are safe and that there is a good standard of behaviour in the school. Pupils are polite and get on well together. They enjoy working with a talking partner to share ideas. Behaviour in the playground is good. Lunchtimes and breaks are calm and most pupils learn in a well-ordered learning environment. The exception is the Early Years Foundation Stage where noise levels are sometimes too high and hinder learning. Although pupils in all classes are keen to learn, their attitudes to learning are only satisfactory overall. This is because they lose interest when teaching lacks pace. Sometimes they find it difficult to work independently and rely too heavily upon adults to support them.

There have been no exclusions in the last three years and incidents of poor behaviour are rare. Attendance is improving steadily towards the school target of 95%. The school is taking appropriate measures to reduce the number of absences linked to taking holidays in term time. Most pupils arrive punctually. There is a clear and precise school behaviour code, which is well understood by pupils and staff. Pupils know how to keep safe and how to respond to incidents of bullying, including cyber bullying. They say that instances of bullying are dealt with appropriately if they happen. Pupils respect the 'no mobile phones in school' policy.

Leadership and management

Leadership and management are satisfactory. After considerable turbulence in staffing, including to the leadership of the school, staffing is more stable and some significant improvements have been made. However, leadership and management at all levels are not yet well embedded as several members are new and their roles and responsibilities are not defined clearly. Currently, too much responsibility rests with the headteacher to monitor the quality of teaching and learning, and other leaders do not have all the skills needed to take a share.

Self-evaluation is accurate but the outcomes are not being used well enough to construct an improvement plan for the rapid acceleration of progress. The current plan does not set out fully clear and well-timed priorities for eradicating weaker areas in teaching and improving pupils' progress. Despite this, there is evidence that the school has improved since the last inspection and that it has the capacity to improve

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further. For example, good progress has been made in tracking pupils' achievement and this information is shared with all staff. Where weak teaching has been identified through performance management, appropriate support and training has been provided. The impact of this training can be seen in better use of teaching assistants in lessons to support pupils with special educational needs. The management of special educational needs is good and the school takes appropriate steps to promote equal opportunities and combat discrimination. Initiatives to boost attainment at the upper end of Key Stage 2, including setting for mathematics, are also having an impact on accelerating pupils' progress. School leaders work satisfactorily to eliminate all form of discrimination and promote equality of opportunity.

Governance is good. There are many new governors who possess a good understanding of the school. They provide good challenge and the committee structure supports the monitoring of standards and provision well. Safeguarding procedures meet requirements. Pupils who attend the breakfast and after-school clubs are well looked after. There are good links with the local High School and local primary schools to moderate assessment in Key Stage 1 and 2. Communication with parents is good.

The school provides a mostly broad and balanced curriculum though there is limited emphasis on science and on extended writing. The thematic approach to the curriculum is, however, successful in enabling pupils to link learning to real-life experiences, including the learning in science and in writing. For example, the 'Egg to chicken' project inspired Year 5 pupils to write letters of concern to the headteacher about the problems related to battery farming and Year 1 and 2 pupils to link this experience to their living and growing science theme. These activities also illustrate the school's effective promotion of pupils' spiritual, moral, social and cultural development. The curriculum is enhanced considerably by a wide range of extra-curricular activities, including sports, choir, gardening and modern foreign language clubs. Pupils speak very enthusiastically about opportunities to be eco warriors and ambassadors for English and mathematics.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



18 June 2012

Dear Pupils

Inspection of Hampton Vale Primary School, Peterborough, PE7 8LS

Thank you for making us feel so welcome when we came to visit your school recently. We enjoyed talking to you and it was very good to hear your views about the school in discussions and questionnaires. Clearly Hampton Vale is a happy and friendly school and we were very pleased to see how well you all get on together. We really enjoyed seeing how well your chickens are growing.

Your school provides you with a satisfactory education. This means there are some aspects it does well and some that it could do better. We were pleased to see how well you behave in class. You are keen to learn and have lots of good opportunities to join clubs and take responsibility, for example as eco warriors and ambassadors for English and mathematics. Most of you read well and enjoy reading. We were also impressed to see how your attendance has improved. Please keep this up because it is important if you are to make good progress.

Before we left, we talked to your headteacher and staff about how to improve the way they plan to improve your learning, and how to check better that everything is going well. We asked your teachers to be sure that all the work that they set is just right, not too hard or too easy. We also want to be sure that teachers' marking gives you a very clear idea about how to improve your work. We would like to see you making faster progress in writing so we have suggested that you are given more opportunities to write at length in subjects other than in English. You can also help here by working hard, taking pride in your presentation and by ensuring that you follow the sound advice your teachers give you.

For those of you in the Early Years Foundation Stage, we hope that you will have lots of opportunities to play and learn outside in an interesting, well-equipped area and that you will also have plenty of opportunities to talk to all the adults who help you.

We wish you very good luck for the future.

Yours sincerely

Judith O'Hare
Lead inspector

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