

# Hampton Junior School

Percy Road, Hampton, TW12 2LA

**Inspection dates** 10–11 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school

- Pupils make good progress. The school's test results in English and mathematics have improved well since the last inspection.
- Teaching and learning across the school are good. Staff expect children to work hard and to do well. They make lessons interesting and fun. They keep a close check on pupils' learning and progress.
- Pupils attend school very regularly.
- Pupils work hard, behave well and get on very well with staff and with one another.
- A well-planned curriculum contributes to pupils' good achievement, personal development and their enjoyment of school. Pupils also enjoy many enrichment opportunities such as clubs, sporting activities, visits and visitors.
- Leaders, staff and governors lead the school well. They share a common vision of high expectations for the school and its pupils.
- Parents and carers are happy with the school and support it, and their children's learning, very well.

### It is not yet an outstanding school because

- Teachers sometimes spend too long in lessons teaching the whole class together rather than working with different ability groups to support and challenge them. Pupils then do not have enough time to work on their own or in groups, so as to learn at an even faster pace.
- Support staff sometimes spend too long working with individual pupils and specific groups, which limits these pupils' ability to work independently and think for themselves.

## Information about this inspection

- Inspectors observed 14 lessons, involving all teachers, of which six were joint observations with the senior leaders. In addition the inspectors made other short visits to lessons.
- Inspectors held meetings with staff, representatives of the governing body and the local authority. Meetings were held with three groups of pupils and inspectors also heard some pupils read.
- Inspectors examined the school’s work and a wide range of documents relating to school leadership, keeping pupils safe, attendance and pupils’ attainment and progress. They looked at information on the school website. Inspectors scrutinised pupils’ workbooks from the previous and current academic years.
- Correspondence from parents and carers and 60 responses to the online Parent View questionnaire were scrutinised. Inspectors also spoke with parents and carers who were bringing and collecting their children from school.

## Inspection team

Kathryn Taylor, Lead inspector

Additional Inspector

Samuel Ofori-Kyereh

Additional Inspector

Neil Gillespie

Additional Inspector

## Full report

### Information about this school

- This primary school is larger than average.
- The proportion of pupils known to be eligible for additional funding through the pupil premium, which supports pupils known to be eligible for free school meals and children in the care of the local authority, is average.
- The proportions of pupils supported at school action, at school action plus or who have statements of special educational needs are broadly in line with the national averages.
- The majority of pupils are White British. An average proportion of pupils are from other ethnic heritages. Almost all pupils speak English as their first language.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Move teaching and learning from good to outstanding by ensuring that:
  - teachers spend less time on whole-class teaching and more on supporting and challenging different ability groups
  - all pupils are given enough time to learn for themselves, to complete tasks and written work and to work collaboratively with other pupils
  - support staff work with different groups during lessons so as to use their skills more widely and to give pupils more opportunities to think for themselves.

## Inspection judgements

### The achievement of pupils is good

- Although pupils' attainment is higher than average, overall, on entry to the school, there is a very wide spread of attainment. Boys' attainment generally lags behind that of girls at this stage.
- Pupils' progress and their attainment by the time they leave have both improved well since the last inspection. In 2012 almost all pupils in Year 6 reached at least the nationally expected standard in both English and mathematics. An above average proportion also reached the higher levels of attainment. The previous gap in attainment between English and mathematics results closed as a result of improvements in the way reading and writing are taught throughout the school, which have accelerated pupils' progress in English.
- Gaps in attainment between different groups of pupils, including boys and girls and pupils known to be eligible for support through the pupil premium, narrowed significantly in 2012.
- Pupils in all year groups are making good progress in the basic skills of speaking, reading, writing, mathematics and communication. Pupils also learn to apply these basic skills well to their work in other subjects.
- The quality of learning in lessons across the school is almost always good and is sometimes outstanding. Work in pupils' books, both from the current and previous academic years, shows a similarly good picture of pupils' learning and progress over time.
- Disabled pupils and those who have special educational needs, including those with statements of special educational needs, make good progress through a combination of small-group and one-to-one support and strong links with external agencies. The pupil premium is also used well to provide extra support for eligible pupils who may be underperforming and to reduce any barriers to learning.
- Progress and standards in reading are good as a result of the school's concerted efforts to improve the teaching of reading, promote pupils' love of reading and help those who initially struggle to catch up. Considerable funds have also been invested in reading materials and class texts to capture pupils' interest and to enable pupils in each class to read together.
- In mathematics pupils learn the basic skills well. They also have opportunities to investigate and find out things for themselves. They use a wide range of strategies to calculate and to solve problems.
- Achievement is not yet outstanding because, although pupils do have time to learn independently and find out things for themselves, not enough time is spent on this. This restricts opportunities for pupils, particularly the most able, to be stretched and reach their maximum potential.

### The quality of teaching is good

- Pupils benefit from consistently good teaching that enables them to learn well. Teachers have high expectations of their pupils. They manage and motivate pupils well and positively.
- Teachers occasionally spend too long on whole-class teaching rather than encouraging group work to promote greater independence in pupils' learning. Where this happens, pupils do not have enough time to complete practical activities and written work.
- Teachers' good subject knowledge and conscientious planning enable them to provide activities that interest pupils and are at the right level of difficulty for pupils at different stages of learning.
- Teachers are skilful at asking carefully phrased questions during lessons that help them to gauge pupils' understanding and challenge them to think. In an outstanding guided reading lesson high-quality questioning and meticulous planning challenged pupils of all abilities throughout the entire lesson.
- Good quality marking means that pupils know the strengths and weaknesses in their work and what steps they need to take to improve. Pupils are also becoming more skilled in assessing

their own work. Pupils explain very clearly what they need to do to improve and often take steps to do so, though teachers do not give pupils opportunities to respond to marking in all lessons.

- Homework is used well to support learning as it is linked to pupils' class work and communicated well to pupils and parents and carers through the home-school diaries.
- Learning support staff often make a good contribution to pupils' learning. However, on occasions they spend too much time working with a small number of pupils rather than supporting the learning of others within the class.

### **The behaviour and safety of pupils are good**

- Pupils respond well to the staff's high expectations of their behaviour. They are very polite and show respect for one another and all adults. Pupils socialise and cooperate well in lessons and at break times. They understand and adhere to the school rules, in part because they played a key role in compiling them. Pupils spoke very enthusiastically about the various systems for earning points and gaining rewards.
- Learning support staff and teachers help pupils with behavioural and social and emotional needs to develop confidence and self-esteem. Tailored care and support for individual pupils meets their needs very well.
- Pupils' attendance has improved well since the last inspection and is now above the national average for primary schools. The school works very determinedly and successfully to promote good attendance and punctuality, and promptly tackles any incidences of poor attendance.
- Inspectors agree with the parents and carers and pupils who say that staff keep pupils safe in school. Pupils are taught how to keep themselves safe. Playground behaviour is active and lively but not boisterous.
- Pupils have a clear understanding of different forms of bullying and say that any incidents are very rare. This is confirmed by the low level of exclusions, inspectors' review of the school records and parents' and carers' views, as expressed in discussions and their responses to the online questionnaire.
- Pupils respond very well when given responsibilities around the school. They regularly take initiative, for example when making suggestions through the school council or when raising funds for charities. They play an active part in the local community and enjoy opportunities to work with pupils in other schools, for example through sporting and music activities.
- Behaviour is not yet outstanding because in a few lessons, pupils lose concentration when they are expected to listen for too long.

### **The leadership and management are good**

- The very determined and ambitious leadership of the headteacher has been instrumental in driving improvements since the last inspection and strengthening leadership at all levels. Other senior leaders also play an important part in improving teaching and pupils' progress.
- The contribution that leaders in charge of subjects and different parts of the school make has improved considerably since the last inspection. This is because good management systems have been introduced and become established. In addition, the school provides good opportunities for leadership training and development for teachers at different points in their career. As a result, recently promoted teachers are already beginning to make a good contribution to school leadership and to planning for further improvement.
- The school has a very positive ethos that promotes high staff morale and job satisfaction, as is reflected in the staff questionnaire results. Comments from staff such as: 'a very welcoming staff' and 'a fantastic school ethos' are typical.
- Leaders check and assess the impact of the school's work very well. This enables them to plan precisely for improvement, tackle any weaknesses successfully and overcome barriers to learning for the most vulnerable pupils.
- Leaders track all pupils' attainment and progress very carefully and share information with all of

the staff and the governors. This has been pivotal in addressing any underperformance and ensuring sustainable improvement, because the focus is on raising standards in all subjects and in all year groups, rather than on helping the older pupils to catch up before they leave.

- Performance management is a strength. The leadership of teaching, including support for those who are newly qualified, is excellent. Monitoring of teaching is supportive, rigorous and sharply focused. Staff development includes regular training and opportunities for teachers to learn from best practice within and beyond the school. This is further enhanced by strong teamwork, the sharing of skills and continuous learning for adults as well as pupils. Consequently, teachers are skilled in identifying how they can improve their own practice.
- The curriculum has improved very well since the last inspection and now provides breadth and balance for all pupils. The developing approach to learning planned around themes and topics secures pupils' engagement and promotes their spiritual, moral, social and cultural development particularly well. This linking of different aspects of learning has also contributed to raising standards in basic skills.
- The school treats all pupils equally. Pupils' diverse backgrounds are respected and celebrated. Staff also know pupils and understand their needs well. They provide well for pupils who need extra personal or academic support, liaising well with any external providers and agencies.
- The school engages very well with parents and carers and the community. The majority of parents and carers spoken to, as well as those posting their views on the online questionnaire, expressed high levels of satisfaction with the school. Parents and carers of children who had just joined the school were very pleased about the arrangements for ensuring a seamless transition from infant to junior school. They said that their children had settled very quickly and love coming to the school.
- Parents and carers with a longer association with the school rightly pointed out how much it has improved over recent years. They also noted that the school provides very many interesting activities for pupils and some that families enthusiastically join in with. For example, the harvest assembly that took place during the inspection was exceptionally well attended.
- The local authority has provided very good support for the school since its last inspection. This has helped the school to secure a good working partnership with the feeder infant school and to improve pupils' achievement and the quality of teaching more rapidly.
- **The governance of the school:**
  - is skilled, knowledgeable and actively involved with school life
  - knows the school's strengths and weaknesses and keeps a close eye on improvements
  - supports and challenges the school well and in equal measure
  - works with the school to ensure that safeguarding arrangements meet current statutory requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	102887
<b>Local authority</b>	Richmond-Upon-Thames
<b>Inspection number</b>	404846

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

<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>	301
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Kevin Cook
<b>Headteacher</b>	Rachel Kluczynski
<b>Date of previous school inspection</b>	18–19 October 2012
<b>Telephone number</b>	020 89792545
<b>Fax number</b>	020 889418561
<b>Email address</b>	info@hampton-jun.richmond.sch.uk



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