

Hampton Primary School

Fitzgerald Avenue, Herne Bay, Kent, CT6 8NB

Inspection dates

13–14 December 2012

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Good	2
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.

- The headteacher leads the school exceptionally well.
- Pupils achieve well. Progress is generally good overall for most pupils from their starting points and they reach broadly average attainment in English and mathematics by the time they leave at the end of Year 6.
- Standards in English and mathematics have risen and are improving further.
- Disabled pupils and those with special educational needs make similar progress to others.
- Teaching is good and some is outstanding. Good relationships between teachers and pupils helps pupils learn well.
- Pupils behave well in lessons and around the school. They have positive attitudes to learning and enjoy coming to school.
- Pupils say they feel safe in school that they are not aware of any bullying and that adults take good care of them.
- Leadership and management are good. Regular and thorough checks are made on the quality of teaching and pupils' progress. Leaders quickly identify and support any teaching that does not meet their high expectations.
- The governing body supports the school well. It is involved in effective monitoring of the school's work and planning for its future.
- Parents are very supportive of the school and feel their children are happy and well looked after.

It is not yet an outstanding school because

- There is not enough outstanding teaching and so not enough pupils are making more than the expected progress.
- Teachers do not always have the same high standards for pupils' basic skills when they use them to learn in subjects other than English and mathematics.
- Teachers do not always check pupils' work in other subjects with the same rigour as they do in English and mathematics.
- Not enough checks are made on pupils' understanding throughout some lessons to ensure that pupils are making the best possible progress.

Information about this inspection

- Inspectors observed 34 lessons or part lessons, including some joint observations with the headteacher and the deputy headteacher. In addition, inspectors made shorter visits to some classes and listened to some pupils read.
- Meetings were held with the headteacher, the deputy and assistant headteachers, staff with key leadership responsibilities, groups of pupils and governors.
- Inspectors observed the school's work and looked at a range of documentation including the school's self-evaluation, the school improvement plan, records of pupils' progress and attainment and the safeguarding arrangements.
- Inspectors took account of 31 responses to the online Parent View survey as well as 42 questionnaires returned by staff and the school's own recent surveys of pupils, staff and parents.

Inspection team

Margaret Coussins, Lead inspector	Additional Inspector
Clifford Walker	Additional Inspector
Jon Carter	Additional Inspector
Joanna Jones	Additional Inspector

Full report

Information about this school

- Hampton Primary became an academy school in April 2012. When its predecessor school was last inspected by Ofsted, it was judged to be satisfactory overall.
- It is larger than the average-sized primary school.
- Most pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs supported at school action is average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils for whom the school receives additional funding (the pupil premium), because they are known to be eligible for free school meals, is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school makes provision for the Early Years Foundation Stage in three Reception classes.
- The school uses no alternative provision.
- The school provides a breakfast and an after-school club.

What does the school need to do to improve further?

- Improve pupils' progress through increasing the proportion of outstanding teaching by:
 - ensuring that teachers have similarly high expectations of pupils' reading, writing and mathematics when used in other subjects
 - ensuring that there is the same level of rigour in checking pupils' work in all other subjects as that seen in English and mathematics
 - improving teachers' skills in identifying where they need to intervene in lessons to have an even greater impact so that more pupils make better-than-expected progress.

Inspection judgements

The achievement of pupils

is good

- Children start at the school with skills and knowledge that are below the expected levels for their age. They get a good start to school in the Reception classes and achieve well because they make good and sometimes better progress in meeting the expected goals for learning by the time they start in Year 1.
- Most pupils continue to make good progress overall throughout Years 1 to 6, although it is sometimes a little uneven for different classes. In the 2012 assessments at the end of Year 2, pupils made good progress from their below-average starting points but the proportion of pupils reaching the higher Level 3 was significantly below average. In 2012, by the end of Year 6, attainment was considerably higher than in previous years and pupils' work in lessons and in their books shows that they are on track to sustain this improvement. The proportion of pupils reaching Level 4 and the higher Level 5 in both English and mathematics was above that found nationally, and notably so in mathematics at Level 5.
- Reading is promoted well. More-able older pupils are fluent expressive readers who can state preferences for favourite authors and styles of writing and use skills of inference and deduction to help them make sense of a text.
- Pupils in Key Stage 1 have a secure knowledge of phonics (linking letters to the sounds they make), which helps them read unfamiliar words. However, in the Year 1 phonic screening test in 2012, taken by the current Year 2 pupils, the proportion achieving the expected results was below that found nationally. The school took this very seriously and thoroughly investigated the reasons. Its analysis revealed that many pupils who scored below the expected level were good readers who were trying to make the made-up words into real words as they were striving to 'make them make sense'. Nevertheless, the school has correctly identified that groups for phonics teaching need to be more finely tuned to more effectively meet the needs of all abilities.
- All groups, including disabled pupils and those who have special educational needs and those supported by the pupil premium funding, make similar progress because their needs are identified at an early stage and they are given effective support.

The quality of teaching

is good

- Lessons are generally fun and interesting and engage pupils well, giving them lots of opportunities to learn through practical activities. For example, pupils in Year 1 learning about rhyming in poems each had a word on a card and moved around the class to find someone who had the appropriate rhyming word.
- The school values are embedded in the teaching approaches across the school. For example, teaching gives pupils many opportunities to learn through collaborative working, which pupils do well because of their good behaviour and attitudes. This was seen to good effect in a Year 5 English lesson where pupils worked well together to discuss the features of persuasive writing. Teachers promote a good work ethic and pupils want to do well and work hard.
- Many teachers are very skilled at checking on pupils' understanding and progress throughout a lesson and adapt the lesson to ensure that pupils make the best possible progress. This is not consistent, however, in all classes and can slow the progress of some pupils.
- Teachers often give timed deadlines to activities so that the pace of learning is good, as seen in a Year 6 mathematics lesson on probability and in many other lessons where pupils worked rapidly to 'beat the clock'.
- Teaching in the Early Years Foundation Stage successfully encourages children's independence. There is a good focus on developing children's language, communication and number skills and relationships are strong so children are happy and settled into the routines of the day.
- Marking in English and mathematics books is regular and usually helpful in providing pupils with useful pointers about how to improve their work, and pupils often have opportunities to evaluate

their own progress at the end of lessons. In other subjects, marking is sometimes not as informative and useful to pupils. Teachers do not always apply the same rigour to sharing high expectations through marking and giving feedback to pupils about how well they use their basic skills in other subjects. As a consequence, pupils do not always apply their knowledge as well as they might.

The behaviour and safety of pupils are good

- Pupils are proud of their school and enjoy the responsibilities they are given, such as prefects and school council members.
- Pupils are friendly, kind and polite to each other and adults. They are caring and considerate and demonstrate this well when playing together in the playground, where they need very little intervention from adults to maintain their good behaviour.
- Most parents who used the online questionnaire and those who responded to the school's own survey feel that behaviour is good. Inspection findings support this view that pupils behave well in lessons and around the school, and records show that this is typical of behaviour over time. In a small number of lessons, however, where teaching does not fully engage pupils, some become distracted and inattentive and this can slow the progress they make.
- Good behaviour and positive attitudes make a considerable contribution to the good progress pupils make. There is a consistent approach by all staff to managing behaviour and pupils are fully aware of the expectations for good behaviour.
- Attendance is average but improving as the school has worked effectively with parents to reduce the percentage of pupils with persistent absences.
- Pupils and their parents say pupils feel safe in school. In discussions, pupils clearly understood that there are different types of bullying but said there was none in school. They have, however, a good awareness that bullying can take different forms including cyber-bullying and prejudiced-based bullying. They are confident that should any issues arise, they could tell their teachers and things would be dealt with quickly and fairly.

The leadership and management are good

- The headteacher is a highly effective leader. She has built a strong team of staff who share her ambition and determination to provide the best possible learning experiences for pupils, whatever their backgrounds or learning needs, and a close partnership with parents. She has the confidence of staff, who are proud of the school. Comments from teachers typically focus on the strong teamwork and the supportive ethos in the school. Parents also agree that the school is well led and managed. High expectations for teaching, learning and achievement have led to improved outcomes for pupils.
- Leaders at all levels, including the governing body, are very clear about the school's strengths and what it needs to do next.
- Rigorous systems are in place to track pupils' attainment and progress. All teachers know they are accountable for pupils' progress as part of the process for setting targets for their professional development. Decisions on pay and salary progression are closely linked to how well teachers improve the progress for pupils in their class.
- There are high expectations for the quality of teaching. Teaching is checked regularly by leaders, who provide good support to colleagues to improve provision, develop new ideas and evaluate the outcomes for pupils.
- The school values are embedded within the curriculum, underpin the work of the school at every level and promote pupils' spiritual, moral, social and cultural development well. The school's ethos of valuing pupils' opinions, beliefs, cultures and backgrounds makes sure that there are equal opportunities for all.
- The subjects taught give appropriate emphasis to learning basic skills. There are some good

opportunities for pupils to use their reading, writing, communication and mathematical skills across different subjects but sometimes teachers do not expect the same level of competence for these basic skills as they do in English and mathematics lessons. Visits and visitors to the school and special event days, such as the 'Fire Day' for Year 3 pupils held during the inspection, based on their history work on the Great Fire of London, inspire and motivate pupils, help to enrich learning and broaden pupils' experiences.

- Parents and pupils appreciate the breakfast and after-school clubs, which provide a good start and finish to the school day for those pupils who participate.
- Safeguarding arrangements meet all statutory requirements and are well known and implemented by all staff to ensure that pupils feel safe in school.

■ **The governance of the school:**

Governors and the academy's trustees know the school's strengths and areas for development. The governing body is fully committed to improving the school and sustaining the improvement in pupils' achievement, as well as its own effectiveness, through appropriate training and development. Governors are involved in checking the school's work and understand the data that shows how well the school is doing compared to similar schools. They challenge as well as support the school and hold it to account for pupils' achievement. They are well informed by the headteacher and have a good understanding of the quality of teaching. They check teachers' performance and ensure that the salary structure is closely linked to pupils' progress. Governors agree spending decisions, including the pupil premium funding, to ensure that it is carefully tailored to meet the needs of pupils' academic and personal skills. These include providing extra equipment such as iPads, additional teaching assistant support, one-to-one support for behaviour, self-esteem and emotional difficulties and support to ensure that all pupils are able to participate in enrichment and extra activities. They ask questions about the impact of spending decisions on the outcomes for all pupils but not specifically the outcomes of the pupil premium funding.

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

Unique reference number	137961
Local authority	Kent
Inspection number	406689

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	458
Appropriate authority	The governing body
Chair	Emily Coleman
Headteacher	Yvonne Nunn
Date of previous school inspection	Not previously inspected
Telephone number	01227 372159
Fax number	01227 741549
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