

Hampton College

Eagle Way, Hampton Vale, Peterborough, PE7 8BF

Inspection dates 15–16 May 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	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.

- Most students learn well in most subjects, including English and mathematics. Many students make outstanding progress in mathematics.
- The proportion of students who achieve five GCSE passes at grades A* to C, including English and mathematics, has been consistently well above average for the past three years.
- Children make a good start in the Reception classes, where teaching is good and activities are well matched to children's abilities.
- Teaching is predominantly good and sometimes outstanding, which is why students make good progress.
- Students enjoy college, behave well and have good attitudes to learning. They feel safe and well cared for. Attendance is above average.
- The headteacher has high expectations of all staff and students, and is determined to lead the college from 'good to great'. She is ably supported by a strong team of senior leaders and subject leaders, who are making sure teaching is continuing to improve in most subjects.
- Governors provide a good level of support and challenge with respect to teaching and achievement in the main college.

It is not yet an outstanding school because

- Teaching and achievement in modern foreign languages are not as good as they should be.
- The sixth form requires improvement. Students do not achieve well, despite good teaching, because the subjects and courses on offer are not fully matched to their interests and abilities.
- Some teachers do not always ensure that work is matched precisely to the abilities of all students, particularly the most able.
- Marking and homework are not always used effectively to help improve achievement.
- Students do not always get enough chance to sharpen their reading, writing, communication and mathematical skills in different subjects.
- Governors do not have a full understanding of how good achievement is in the sixth form and the Reception classes.

Information about this inspection

- Inspectors observed 38 lessons, six of which were seen together with a senior leader. They also made several short visits to lessons as part of focused 'learning walks'.
- Meetings were held with four groups of students. Other meetings were held with governors, senior leaders and staff, including those responsible for leading subjects.
- Inspectors analysed 78 responses to the online parent questionnaire (Parent View) during the inspection, as well as responses to questionnaires from 28 staff. They also analysed responses to the college's own questionnaire for parents.
- Inspectors observed the work of the college and looked at a number of documents, including those relating to the monitoring of teaching and the targets set for teachers to improve their work. They also looked at records relating to attendance, behaviour, bullying and safeguarding, the school improvement plan, data on students' progress and samples of students' work.
- The lead inspector met with two representatives from the local authority.

Inspection team

Richard Sutton, Lead inspector	Additional Inspector
Gillian Scobie	Additional Inspector
John Ubsdell	Additional Inspector
John Greevy	Additional Inspector

Full report

Information about this school

- The college is smaller than the average-sized all-through school.
- The proportion of disabled students and those who have special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- Most students are from White British backgrounds. A fifth of the students are from minority ethnic heritages. This is slightly lower than average.
- The proportion of students who speak English as an additional language is below average.
- A fifth of the students are supported through the pupil premium, which provides additional funding for students in local authority care and those known to be eligible for free school meals. This is lower than average.
- A small number of students in Years 10 and 11 study work-related courses at Peterborough Regional College.
- The college meets the government's current floor standards for secondary schools, which set the minimum expectations for students' attainment and progress.
- The college is going through a period of expansion. The 57 children in the Reception classes, the first group of children admitted who are below secondary school age, are currently taught in classrooms on the site of another school while building work is completed.

What does the school need to do to improve further?

- Improve teaching so it is consistently good or better, particularly in modern foreign languages, by making sure that:
 - lesson activities are always well matched to the abilities of all students, particularly the most-able
 - regular and appropriate homework is matched to the abilities of all students
 - students' work, including homework, is marked regularly and targets for improvement are always set and followed up by students and checked by teachers.
- Improve leadership and management, by ensuring that:
 - monitoring activities focus on ensuring that teaching consistently enables students to make more rapid progress, particularly for the most able students
 - reading, writing, communication and mathematical skills are taught in a structured way across the college
 - governors have appropriate training to develop a better understanding of the subjects children learn in the Reception classes, and how achievement in the college sixth form compares with achievement in other sixth forms nationally.
- Improve students' education in the sixth form by:
 - monitoring students' achievement more closely and providing subjects and courses that are better matched to the interests and abilities of all students
 - giving students who are considering joining the sixth form better information, advice and guidance about the courses they intend to follow.

Inspection judgements

The achievement of pupils is good

- Students usually join the college in Year 7 with skills and abilities which are average. Students make good and sometimes outstanding progress, which is why the proportion of students achieving five GCSE passes at grades A* to C, including English and mathematics, is well above average and has been for the past three years.
- This first group of children in the Reception classes this year joined with skills and abilities below those typically found. However, because teaching is good, children are making good progress, particularly in English and mathematics.
- The college spends its pupil premium funding in a wide variety of ways including financial support for eligible students to purchase additional revision guides, additional staff time to support careers advice and a wide range of personalised academic support. As a result of the additional support, as well as good and better teaching, eligible students are making good progress, particularly in Key Stage 4. Even so, in 2012 these students achieved, on average, around half a grade lower than other students in GCSE English and a grade lower in mathematics.
- A small number of students are eligible for support through the Year 7 catch-up funding, which is additional funding to support the attainment of students who join the school below the expected level in English and mathematics. The college has appropriate plans to provide additional support to these students through one-to-one and small group learning but has not yet implemented these plans.
- Students who speak English as an additional language, those from ethnic minority heritages, disabled students and those who have special educational needs make good overall progress.
- Students who attend Peterborough Regional College to study work-related courses are all making good progress and their attendance is also good.
- While students make good progress, they do not consistently make more rapid progress across subjects, particularly the most able students. This is because teachers do not always set work at an appropriately demanding level.
- Achievement in the sixth form requires improvement because too many students do not make good progress. The subjects and courses are not as well matched to students' abilities as they should be. In addition, too many students leave before the end of their courses.

The quality of teaching is good

- Teaching across the majority of subjects and in all phases is typically good and sometimes better. This is why achievement is good.
- Good teaching in the college is typically characterised by teachers asking questions skilfully to make students think hard and consolidate their understanding. Lessons are also usually well matched to the abilities of students and this means that individuals are able to make good progress. However, this is not a consistent feature and the level of challenge for the most able students is not always high enough to enable these students to make more rapid progress.

- The support that disabled students and those who have special educational needs receive is effective because teachers have a good understanding of the specific needs of individual students.
- Teaching in the Reception classes is good. Children are able to learn in a wide range of ways, which include both teacher-directed activities and activities children are able to choose from for themselves. Teaching is particularly effective in helping children to make good progress in English and mathematics.
- In Key Stage 4 some students enter their examinations early in some subjects, including mathematics. This is a good strategy as the college ensures that no student ends a course until they have achieved a grade that demonstrates good or better progress.
- Teaching in the sixth form is similarly good, and this results in good progress for students who are studying courses that are appropriately matched to their ability and interests. However, a significant minority of students are not following courses at the right level for their ability or that match their interests.
- Teaching in modern foreign languages is not as good as it is in the rest of the college because activities are not well matched to students' abilities and some lessons fail to interest and motivate students.
- Some teachers do not mark work regularly. When it is marked, targets for improvement are not consistently set. When targets are set, they are not always followed up by students and checked by teachers. Similarly, homework is not set or marked regularly by all teachers, and is sometimes not well matched to the abilities of different students. This means that marking and homework do not have as much impact on achievement as they could.

The behaviour and safety of pupils are good

- Students have good attitudes to learning and the vast majority behave well, both in lessons and around the school.
- Students respond extremely well to the good teaching they receive. The vast majority are ambitious and show good determination to succeed in their studies.
- A particularly impressive feature of the college is the excellent relationships between students and staff. This is often seen in the high levels of mature and mutually supportive collaboration that takes place in many lessons.
- The vast majority of students are polite, courteous and well mannered and this contributes significantly to good learning.
- Behaviour has improved in recent years and continues to improve. Exclusions have reduced considerably and are now below average.
- Students attend school regularly and are punctual both to school and to lessons.
- Students have a good understanding of issues relating to both bullying and safety, and are well

equipped with appropriate strategies to manage bullying or safety issues should they arise. They overwhelmingly feel safe in the college and say that bullying is rare.

- Behaviour and safety are not outstanding because the behaviour of a small minority of students at break times is not consistently good.

The leadership and management are good

- The headteacher has successfully gained the full support of staff, students and parents. She has ensured that staff share her belief that all students can achieve high standards and the vast majority of staff understand the actions that are required to move the college from 'good to great'.
- The headteacher is very well supported by a skilled and effective group of senior leaders who work extremely well together to ensure that appropriate support and challenge are coordinated effectively for both staff and students.
- Those who are responsible for leading subjects are effective in ensuring that standards continue to rise because they are skilled at monitoring teaching and achievement, and use effective strategies to address any underachievement quickly.
- All teachers are set targets to improve their teaching and guide decisions about pay increases. Staff receive high-quality training that enables them to work towards achieving their targets and so further improve their teaching and the achievement of students.
- As a result of thorough systems for checking and monitoring performance at all levels, leaders and managers have an accurate and detailed understanding of the college's strengths and areas for development. For example, they are aware of the need to improve the subjects and courses available to students joining the sixth form and have plans to implement changes from September 2013.
- Leaders and managers monitor teaching and achievement well, and set appropriate targets for students' achievement. However, monitoring and target setting have not consistently focused on ensuring that students make more rapid progress, particularly the most able.
- The leadership of the sixth form is not as effective as leadership in the rest of the college. Achievement is not as good as it could be because subjects and courses are not fully matched to students' interests, skills and abilities. In addition, students are not given appropriately focused information, advice and guidance, including when they first join the sixth form. College and national data on students' achievement are not analysed effectively to identify weaknesses in aspects of teaching or achievement.
- Leaders do not have a clear strategy for ensuring that students have regular opportunities to practise and develop their reading, writing, communication and mathematical skills. Inspectors observed many lessons where teachers did not take full advantage of opportunities to sharpen these skills.
- Leaders have begun to apply strategies to improve teaching and achievement in modern foreign languages, but this is not being done with enough urgency.
- The local authority has provided a 'light touch' level of support and challenge to the college since

the previous inspection. Given the underachievement in the sixth form, this limited level of support and challenge has been inappropriate.

■ **The governance of the school:**

- Governors have an accurate understanding of the key strengths and further areas for development of the main college. They have a clear understanding of its performance and hold leaders to account for the quality of teaching and students' achievement. However, they have not ensured that they fully understand the subjects that children learn and how progress is assessed in the Reception classes. Similarly, they have not adequately held the college to account for standards in the sixth form compared to standards achieved nationally.
- Governors manage school finances well and they are aware of how effectively additional funding such as the pupil premium is used to boost the achievement of eligible students. They are aware of how targets are set for teachers and monitor how these targets are linked to pay increases. They make sure that the school fulfils its responsibilities regarding safeguarding; all staff have been checked as required and are trained appropriately to keep students safe and free from harm.

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	135002
Local authority	Peterborough
Inspection number	413309

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

Type of school	All-through
School category	Community
Age range of pupils	4–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	893
Of which, number on roll in sixth form	135
Appropriate authority	The governing body
Chair	Steve Baker
Headteacher	Helen Price
Date of previous school inspection	23 June 2010
Telephone number	01733 246820
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