

# Hampton Academy

Hanworth Road, Hampton, TW12 3HB

## Inspection dates

2–3 July 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because:

- The percentage of students attaining five GCSE A\* to C grades, including English and mathematics, has been well below average.
- In 2012, the progress made by higher attainers in mathematics declined. There was an unpredicted decline in the percentage of students passing GCSE English. Performance in a few other subjects was low.
- Students, particularly girls and those of White British heritage, have not made enough progress in the past.
- Below average attendance contributed to the disappointing GCSE results, particularly those attained by girls.
- The quality of teaching is not yet consistently good enough to generate rapid progress. Some teachers do not mark work thoroughly enough or fail to set high expectations in lessons.
- Learning has not always been successful in the workshop style of lessons because some students find it hard to work independently.
- Senior leaders, managers and governors have yet to secure high standards in teaching and performance. Their determination and capacity to achieve these goals is evident in the improvements made this year.
- Some aspects of the style of learning promoted by the academy have not had the planned, positive impact on progress. Changes are in place to address this.

### The school has the following strengths:

- The difference in the achievement of students eligible for free school meals and that of others is smaller than seen nationally.
- Standards, progress, the quality of teaching and attendance have all improved this year.
- Students enjoy many aspects of the imaginative curriculum which encourages them to work independently and to take responsibility for their progress.
- Students achieve high standards in the performing arts. Numerous successful productions are enjoyed by students and parents and carers.
- All students, including those who are disabled or have special educational needs, receive very good care and support to help them enjoy learning and make progress.
- Students behave well, feel safe in school and mature into thoughtful young adults.

## Information about this inspection

- The inspection team observed 43 part-lessons, several of which were jointly observed with members of the senior leadership team. Inspectors observed an assembly and visited tutor sessions at the beginning and end of the day.
- Inspectors held meetings with several groups of students, members of the senior leadership team, college directors, programme leaders (subject leaders) and other staff with positions of responsibility.
- Inspectors also met with the Chair and Vice Chair of the Academy Council (the local governing body) and the Chief Executive Officer of the Learning Schools Trust. A telephone conversation was held with the Director of Education from the local authority who is also a member of the Learning Schools Trust Board.
- Inspectors discussed lessons they had seen with teaching staff and examined a range of documents including actions taken during the current academic year, the academy's own evaluation, improvement plans and data about progress, standards, exclusions, attendance and behaviour.
- Inspectors looked at a range of students' work in lessons and, with the associate principal, a sample of books together with examples of the electronic portal which can be accessed by teachers, parents, carers and students.
- At the time of the inspection GCSE examinations had finished so it was not possible to observe any lessons in Year 11. Year 9 students had started their GCSE courses.
- Two new buildings have come into use since the academy opened and a third is under construction.
- Inspectors took account of the very small number of responses to Ofsted's online Parent View questionnaire as well as surveys conducted by the academy.

## Inspection team

Clare Gillies, Lead inspector	Additional Inspector
Cliff Mainey	Additional Inspector
Jalil Shaikh	Additional Inspector
Kanwaljit Singh	Additional Inspector
Trevor Woods	Additional Inspector

## Full report

### Information about this school

- Hampton Academy opened in September 2010. . It was opened by the Learning Schools Trust which is the non-profit, charitable organisation that manages the academies in England sponsored by the Kunskapsskolan group, a Swedish educational organisation. The academy is co-sponsored by the local authority.
- The academy was one of the first two academies opened by the Trust which now operates four academies in England.
- Kunskapsskolan means 'The Knowledge School' and the academy follows the organisation's small school model being organised into three colleges, two for Years 7 to 9 and one for Years 10 and 11. Each college has its own director and administrative, pastoral and academic staff.
- A sixth form will open in September 2013 with its own college. Building work will continue for at least another year.
- The academy is slightly smaller than the average-sized secondary school.
- There are more boys than girls in Years 9 to 11.
- About 70% of students are White British with a further 10% being from other White heritages. The rest of the students represent many different minority ethnic backgrounds.
- A high proportion of students speak English as an additional language of whom a very small number are at an early stage of learning English.
- A slightly above average proportion of students is eligible for the pupil premium. This provides additional funding for specific groups including looked after children, students known to be eligible for free school meals and children of service families. The school has a small number of looked after children and no children from service families.
- The proportion of disabled students and those with special educational needs supported through school action is high. The proportion of students supported at school action plus or with a statement of special educational needs is above the national average. The most common needs relates to behaviour, emotional and social difficulties.
- Close to 30 students are eligible for Year 7 catch-up premium, which is funding for students who did not achieve the expected Level 4 in English or mathematics at the end of Key Stage 2.
- The school does not use any alternative, off-site education provision.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.

### The Learning Trust Schools Curriculum

- English, mathematics, science, modern foreign languages, and information and communication technology (ICT) are structured in 40 'Steps'. Working at a speed that matches their abilities, students are assessed after a block of five steps have been completed. Technology, humanities and the arts are delivered through six 'Themes' a year, each one led by a different subject such as art or geography.
- Workshops, sometimes selected by students, are sessions in all subjects where students complete learning tasks on their own or in groups, with varying levels of guidance from the teacher.
- Students have a personal tutorial with their 'Base Group' tutor every week. They reflect on and evaluate their progress, discuss their goals, plans and learning tasks (written in logbooks) and select workshops for the week ahead.

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

- Improve teaching so that all groups of students make at least good progress, by all teachers:
  - marking work regularly and in enough depth to tell students what they need to do to improve
  - getting all lessons off to a crisp start and setting high expectations for rapid progress
  - insisting that students present work neatly and focus on their spelling, punctuation and grammar
  - linking work to real-life situations or topical issues whenever possible.
- Improve achievement, particularly in English and mathematics, by:
  - structuring every lesson so that students are given clear guidance on how to make at least the expected progress
  - making sure that work is planned to meet the different abilities of all students
  - focusing on higher standards in subjects where students significantly underachieved in 2012.
- Strengthen the impact of leadership and management by:
  - ensuring all programme leaders focus on students' progress and learning when they observe lessons
  - improving the overlap between marking in books and the assessment information recorded electronically
  - checking that the reduction in the number of workshops contributes to improved progress
  - raising levels of attendance still further, especially in Year 11.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Year 11 students who sat their examinations in 2012 started their secondary education with standards that were well below average. Achievement requires improvement as their GCSE results were also well below average. White British students did not attain as highly as other students. Girls did not do as well as boys, overall and in English and mathematics – the opposite to the national picture.
- Many factors contributed to the lower standards and slower rates of progress in 2012. These included more D grades than predicted in English, several students who experienced significant personal problems and students who entered the academy in Year 10 or later.
- GCSE results were also lowered by the significant number of students who did not attend school or who had erratic patterns of attendance. Over half of the girls with good attendance attained five GCSE A\* to C grades, including English and mathematics; only 27% of girls did who had poor attendance.
- Nevertheless, the gap in results between students eligible for the pupil premium and others was smaller than that seen nationally: one and a half grades lower in English and one grade lower in mathematics. Subjects such as dance, English literature, history and community languages attained above average results. Progress improved in these subjects and in science and modern foreign languages.
- Students did not make enough progress in either English or mathematics but students eligible for the pupil premium, disabled students and those who have special educational needs made similar progress to their peers nationally. It was mainly White British students and students who entered the school with average levels of attainment who underachieved in 2012. Looked after students and those from minority ethnic groups did better and achieved well.
- Entering students early for GCSE mathematics in 2012 increased the percentage of students who passed but the progress made by higher attaining students was less than it had been in 2011 and well below the progress made nationally by higher attainers. Those who took the examination again lacked the motivation to improve their grades.
- Only a few students took GCSE mathematics early this year and all attained A\*/A grades; they are now studying statistics. More students are attaining merits and distinctions in BTEC subjects this year. Achievement still requires improvement but the inspection confirmed that standards and progress are better.
- In each year group the school monitors the progress made by students eligible for the pupil premium; this is good practice. School data reveal that progress is best in Year 7, particularly for these students, some of whom also benefit from the Year 7 catch-up funding. The academy's predictions for the current Year 10's GCSE results are encouraging but their attendance is lower than it is in other years.

### The quality of teaching

### requires improvement

- There is not enough good teaching to address students' needs and their below average standards. Teaching requires improvement, particularly in English, mathematics, science and ICT because progress is not rapid enough in these subjects.
- At the start of lessons some teachers do not capture students' attention swiftly so learning is slow and expectations are not high enough. When teachers talk for too long, students may appear to be compliant by being passive or unenthusiastic but they do not learn enough. On rare occasions in mathematics and science lessons, teachers' explanations lack clarity so students' understanding is not secure.
- Students' books are often not marked regularly or in enough depth. This means that poor presentation, wrong answers, incorrect spellings and grammar or incomplete work are not

corrected. Comments do not necessarily tell students what they have done well or what they need to do to improve, and, if marking is good, students are not given enough opportunities to correct their work or put into practice the suggestions made by the teacher.

- The academy has made the right decision to have fewer workshops because the quality of learning in them is so variable. Students make good progress when workshops are carefully structured with resources ready, clarity about what is to be done and the teacher knowing which students need help. They make very limited progress when these features are absent.
- Teachers often emphasise the importance of literacy but do not automatically extend students' vocabulary and explore the meaning of words. Poor readers make good progress following intensive programmes. Opportunities to link work to the real world or topical issues are sometimes missed.
- Outstanding and good teaching was seen during the inspection in almost all subjects, notably in the performing arts and physical education. In many lessons the positive relationship between teachers and students was a key factor underpinning good learning. Year 11 students felt they had received excellent support in preparation for their GCSE examinations.
- Learning assistants give good support to disabled students, those with special educational needs and those at an early stage of learning English. They know when and how to intervene but also give students opportunities and confidence to work unaided.
- An increasing number of lessons are stimulating, match students' abilities, involve group work and discussion, and move at a fast pace but also include time for reflection on progress and understanding. With several new staff in post, the overall quality of teaching is improving.

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

- Students' behaviour is particularly good when they move around the site. Students are polite and considerate and get on very well together. Low-level disruption in a few lessons or workshops usually happens when teaching is not good enough.
- Attendance, which is now average, has improved this year, especially in Year 11. The number of students who are regularly absent has declined since the academy opened. The number of fixed-term exclusions, predominantly of boys, has also dropped, as higher expectations of behaviour become embedded.
- Year 8 students, who have absorbed the academy's style of learning for two years, are the most enthusiastic about being responsible for their learning and progress. They, and many other students, get down to work well and are keen to learn.
- An increasing number of students 'always know where we are' and want to make the best progress towards completing the 'Steps'. Many like the thematic approach to learning.
- Students enjoy participating in extra-curricular activities, particularly in the performing arts, and taking on positions of responsibility. A student said that 'the opportunities are endless'.
- The three college councils are effective; they send two representatives to the smaller student council. The whole school elects two student council members to meet governors by attending some meetings of the academy council. This is good practice. A student council suggestion to have a summer fair was taken up and the money raised spent on first-aid training for teachers to use defibrillators.
- Students appreciate the strong community spirit in the academy and the close link they have with their tutors. They are confident they can discuss any problems with them.
- The development of students' spiritual, moral, social and cultural awareness has a high profile, delivered through thought-provoking assemblies, morning tutor times and personal, social, health and careers education. Watching the news in the morning is a most effective way of discussing topical issues.
- Bullying and racist incidents are rare, dealt with immediately and discussed in assemblies and tutor sessions. Students know the dangers of using the internet or mobile phones carelessly. The police have spoken to them about homophobic bullying.



## The leadership and management **require improvement**

- The impact of recent developments has yet to generate consistency in the quality of teaching and programme leaders' competence in monitoring the work of their areas of responsibility. Changes to the senior leadership team in the last five terms have strengthened its effectiveness, especially in data analysis and monitoring.
- A governor acknowledged that the approach to underperforming teachers was not rigorous enough when the academy opened. Performance management is now sharper and applications to move up pay scales are rejected if targets linked to students' achievement are not met. Staff turnover has been considerable.
- Many recently appointed teachers and programme and college leaders are working well to raise standards. Staff training is well organised and steered towards sharing the good practice which exists within the academy.
- The use of electronic records of teachers' assessments and comments on students' work seen by tutors, parents, carers and students, is at an early stage of development; it has considerable potential. How it links to marking in books is not clear.
- Pupil premium funding has been spent successfully. Examples of spending include the provision of a breakfast club, mentoring, one-to-one work, withdrawal sessions on writing and practical help for looked after children and those whose circumstances may make them vulnerable. Interventions for disabled students and those with special educational needs have mostly been effective and modified when necessary.
- The style of learning promoted by the academy has a number of strengths but the academy is right to make adjustments in response to feedback from staff, students and parents, hence the number of workshops will drop next year. The extra-curricular programme and visits and trips significantly extend students' enjoyment and experiences.
- The structures and support for academic and pastoral care are a major strength of the academy and underpin the academy's promotion of equal opportunities. Disabled students, those with special educational needs or who are early learners of English, and those who are looked after or vulnerable receive sensitive and well-considered guidance. Two looked after children have chosen to stay on into the academy's new sixth form. Equality and discrimination are not tolerated and where they occur they are tackled boldly.
- A social worker and family liaison officer based at the academy, combined with links with many external agencies, ensure students get exactly the right support. A governor monitors looked after children's progress, which is excellent practice.
- The academy has strong links with parents and carers and the local community. Partnership work with two local independent schools and primary schools is successful.
- The Director of Education from the local authority sits on the Learning Schools Trust Board and, as a result, ensures the Board's full involvement and support for the academy.
- **The governance of the school:**
  - Programme leaders make presentations to the Academy Council so members have discussed the quality of teaching, the drop in the 2012 GCSE results compared with similar schools and the impact of early entry in GCSE mathematics. Their appreciation of the decline in progress is less secure.
  - Governors are fully involved in the academy and blend support with understanding about the improvements needed. They keep a sharp eye on the Year 7 catch-up and pupil premium funding and receive termly reports on its impact. They fully support the tighter performance management arrangements linked to salary progression and the reduction in the number of workshops next year.
  - The Learning Schools Trust Board reviews the long-term strategic direction of the academy and members bring much expertise in education to their deliberations.

## 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>	136103
<b>Local authority</b>	Richmond upon Thames
<b>Inspection number</b>	399801

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

<b>Type of school</b>	Academy sponsor-led
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	833
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Chris Collier
<b>Principal</b>	Sue Demont
<b>Date of previous school inspection</b>	Not previously inspected
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