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26 September 2013

Dr Sue Demont  
Principal  
Hampton Academy  
Hanworth Road  
Hampton  
TW12 3HB

Dear Dr Demont

### **Requires improvement: monitoring inspection visit to Hampton Academy**

Following my visit to your academy on 26 September 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the academy since the most recent section 5 inspection.

The visit was the first monitoring inspection since the academy was judged to require improvement following the section 5 inspection in July 2013. It was carried out under section 8 of the Education Act 2005.

Senior leaders, the Academy Council and the sponsor are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The academy should take further action to:

- ensure that there is a sharper focus on checking the progress of different groups of students, so that the Academy Council can precisely assess the impact of teaching on the achievement of all students
- check that all teachers have consistent expectations of what students should do in response to marking and other feedback, so that students can make more rapid progress.

## **Evidence**

During the visit, meetings were held with you, other senior leaders, programme leaders, the Academy Council and the sponsor to discuss the action taken since the last inspection. The school action plan was evaluated. I carried out a scrutiny of academy's lesson observation records and related documents. I visited lessons with you in Key Stages 3 and 4.

## **Context**

Since the last inspection seventeen new members of teaching staff have been appointed. All programme leader posts have been filled. The academy opened a new sixth form in September 2013.

## **Main findings**

Rightly, the first priority of academy leaders has been to improve the quality of teaching. They have raised expectations of what staff should deliver and students can achieve. This is reflected in the commitment to staff training and a more rigorous approach to monitoring the quality of teaching and learning. Almost every teacher has been observed since the start of this term. This has highlighted strengths and weaknesses in teachers' practice. Feedback provided to teachers is precise and clearly details actions which need to be taken to ensure that students make better progress. Effective systems are in place to check that teachers have made the necessary improvements. Programme leaders say that there has been a real 'step-change' in the expectations of the Principal and senior leaders, since the beginning of term.

In the relatively short space of time since the last inspection senior leaders, Academy Council members and the Academy Trust have shown a strong commitment to bringing a more rapid and sustained pace of improvement. They have drafted a detailed action plan which directly addresses the areas for improvement identified in the last inspection. The plan makes it clear who is accountable for actions and the timescales in which these are to take effect. However, there needs to be a sharper focus on the achievement of different groups of students at each of the assessment checkpoints. The impact of recent changes can already be seen in the more regular, accurate assessment of students' progress and improvements in the quality of teachers' marking.

The Academy Council has a sharper understanding and knowledge of the impact of teaching on achievement and is asking more incisive questions of leaders. It has undertaken a detailed analysis of GCSE performance in 2013, and has clearly identified that achievement is weaker than expected because of inaccurate predictions. It has taken swift action to address this, providing external support to moderate and assess students' work.

Academy leaders have continued to promote good student attendance. Tracking shows that students in all year groups, including Year 11, have attended well since the last inspection.

The Academy Trust has set very clear expectations of staff performance in the short-term, ensuring that leaders are held fully to account for the achievement of students. A full external audit is programmed to take place in November 2013. This will assess the impact of recent actions to improve teaching and the effectiveness with which leaders are driving improvement.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

The Learning Schools Trust has acted quickly to provide a range of effective support. Training has been provided for programme leaders in evaluating the quality of teaching and checking the accuracy of teachers' assessment. External consultants are regularly working alongside teachers in English and mathematics, providing coaching and feedback to improve practice. Training provided for Academy Council members in analysing data has ensured that they are asking more challenging questions of academy leaders about the achievement of students.

I am copying this letter to the Executive Chair of the Learning Schools Trust, the Education Funding Agency, the Academies' Advisers Unit at the Department for Education, and the Director of Children's Services for Richmond upon Thames.

Yours sincerely

Russell Bennett  
**Her Majesty's Inspector**