

The John Hampden School

Wharf Road, Wendover, Buckinghamshire, HP22 6HF

Inspection dates 11–12 December 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		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Attainment for pupils has been well above national expectations for some time.
- Younger pupils get a good start in Reception.
- Additional adults, in and out of class, help the pupils learn well.
- There are excellent opportunities for all pupils to be actively involved in the development of the school.
- The majority of teaching is consistently good or better over time. Teachers use questioning effectively to improve the learning of pupils.
- Parents feel that the school caters for their children's needs.
- The school has developed an inclusive and harmonious community which is an ideal setting for all pupils to learn well.
- Pupils behave very well and feel very safe in school.
- Pupils are very polite and courteous towards each other, promoting excellent relationships throughout the school.
- Leaders understand the needs of pupils, making sure that most groups are improving and achieve their best through good checking of their learning.

It is not yet an outstanding school because

- The attainment and progress of boys are not as strong as that of girls.
- Teaching is not yet outstanding. Not all tasks meet the learning needs of all pupils.
- The proportion of pupils that meets the required standard in the Year 1 reading check is below average.
- Subject leaders who are new to their role have yet to make an impact on learning so that all pupils make good progress.

Information about this inspection

- Inspectors observed 20 lessons, of which four were jointly observed with the headteacher or deputy headteacher.
- Inspectors considered a range of evidence including the school’s development plan and self-evaluation, local authority monitoring reports, performance management records, policies on child protection and special educational needs, case studies, pupil premium records, the sport premium action plan, attendance records, minutes of governing body meetings, safeguarding information, classroom displays, books related to previous learning projects and records relating to behaviour and safety.
- Meetings were held with groups of pupils, the headteacher, the senior leadership team, the Early Years Foundation Stage and literacy coordinator, the mathematics coordinator, the armed forces coordinator, teaching assistants, a representative from the local authority, the special educational needs coordinator, the Chair of the Governing Body and other members.
- Inspectors attended an assembly, observed a break time, a lunchtime, the breakfast club and a dress rehearsal for the Christmas play.
- Inspectors took into account 66 responses to Parent View, the online questionnaire, an email, a letter and discussions with a few parents. Inspectors took account of the views of staff in 41 questionnaires.
- Inspectors looked at the new school website.
- Inspectors analysed information on pupils’ achievement across the school over time and the school’s own achievement data.
- Inspectors looked at samples of pupils’ work, listened to a number of pupils read from Year 1 and Year 2 and observed the teaching of phonics (the sounds that letters make).

Inspection team

Jameel Hassan, Lead inspector	Additional Inspector
Juliet Jaggs	Additional Inspector
Lynne Thorogood	Additional Inspector

Full report

Information about this school

- The school is a much larger than the average-sized primary school.
- Autumn born children join the Early Years Foundation Stage part time in the Nursery, after their fourth birthday, from January each year, and then full time in Reception from September.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for pupils eligible for free school meals, looked after children and those with a parent in the armed services, is well below average. There are pupils whose parents are deployed at the local RAF base.
- The proportion of pupils who are from minority ethnic backgrounds is well below average.
- The proportion of pupils who speak English as an additional language is below average.
- The proportion of disabled pupils and those with special educational needs supported through school action is well below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- There is a breakfast and after-school club held each day, managed by the governing body.
- The school holds the silver Primary Science Quality Mark accreditation.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by making sure that:
 - teachers give tasks that are set at the right level for all groups, and especially for boys, to improve their learning and progress
 - phonics is taught appropriately to improve all pupils' reading skills
 - teachers provide a greater range of learning opportunities to appeal to different learners, particularly boys.
- Improve the leadership and management of the school by:
 - making sure that subject leaders have the appropriate time and resources to check the progress of groups of pupils effectively and tackle any underachievement.

Inspection judgements

The achievement of pupils is good

- Attainment in all subjects has been well above average for a long time and the progress of most pupils is good, with some making outstanding progress.
- Children join Reception with typical attainment and by the time they leave they are making good levels of development.
- Attainment of boys and girls is well above average. However, not as many boys achieve as well as girls. The proportion of boys making better than expected progress is not as great as that of girls. This is because some of the learning opportunities in the past have not supported boys' interests. The school has started to tackle this and there is evidence in school data that the gap is closing well in mathematics, although not as well in reading and writing.
- The small number of pupils who speak English as additional language achieve as well as their peers, and sometimes better. This is because they are supported well to develop their vocabulary through the development of their reading skills.
- The attainment of pupils who are supported by pupil premium funding and free school meals is below their peers. In 2013, the small number of these pupils were behind their peers by a term in reading and writing, but matched their peers in mathematics, which is an improvement from the previous year. Pupils whose parents are in the armed services perform well. Internal school data show they make good progress from their starting points. This is because pupils of service families are supported well by a member of staff who helps them with their learning and emotional needs.
- Most of the small number of pupils who are from ethnic minority backgrounds achieve as well as their peers, and in some cases better. This is because of the good support provided by the adults in classes who help them with their learning.
- For two years the proportion of Year 1 pupils reaching the required standard in the phonics check has been below average. There is now an upward trend as leaders have introduced a systematic phonics teaching programme across the school to tackle this. However, not all phonics lessons are fully meeting pupils' needs.
- Disabled pupils and those who have special educational needs have below average attainment. There is an upward trend. School data show the progress of some of these pupils is outstanding from their very low starting points. This is because skilled teaching assistants in classes and learning support assistants out of class help these pupils learn well. Outside agencies, such as those offering support for speech therapy, are used to good effect for those pupils who have very specific learning and emotional needs.

The quality of teaching is good

- Reception classes benefit from a well-organised and rich environment; good, with some outstanding, teaching; and well-planned activities. In a good lesson in Reception, children took an active part in their learning. They showed initiative when making paper chains. There is a strong emphasis on developing pupils' language skills and extending their vocabulary. Pupils showed great confidence in using their knowledge of phonics when writing Christmas and other greetings cards.
- Across Key Stage 1, the majority of teaching is good, with some that is outstanding. For example, in a Year 1 literacy lesson there were excellent resources available to support the needs of all pupils. High expectations by adults were evident and so pupils made rapid progress. Pupils maintained a good pace in their work because they knew what to do and were motivated by challenges and appropriate prompts by the adults. In a small minority of lessons this is not the case.
- Pupils' work, as seen in books, is of a good standard.
- Progress in books is good, with appropriate marking to support the next steps in pupils' learning.

Pupils are taking increasing responsibility for independent writing, and targets are used well for specific improvements. However, in some cases, worksheets are used which limit some pupils' development because they are either too easy or too hard.

- Reading is a strength of the school. Pupils have a good knowledge of fiction and non-fiction books. They read with confidence and with expression. The school supports them well by making sure individuals have the correct reading book for their level of ability. From Reception onwards, pupils learn phonics. Pupils in all years use them well to gain meaning of what they are reading. Reading is checked to make sure pupils make rapid progress. Support is given to those who need additional help, which improves these pupils' understanding of what they are reading. Pupils read regularly in school and their reading diaries confirm they take books home so parents can support them on a regular basis.

The behaviour and safety of pupils are outstanding

- Pupils work extremely well, both with others and on their own. They are incredibly supportive and respectful of each other, for example in taking turns and sharing resources during activities in Reception. Children had to share equipment to count and measure the number of Christmas crackers, identify patterns and show how they could sort them. They concentrate on their work independently, behave well and treat the equipment and resources with care.
- Social, moral, spiritual and cultural development is strong. The staff, pupils and parents are proud of their school. It is a happy, welcoming and harmonious community.
- The school fosters good relationships as pupils are very respectful towards adults and one another in being polite, courteous and having good manners. They know right from wrong and follow the school's 'golden rules'. Teachers use rewards, such as merit pebbles, effectively in class for managing behaviour and learning.
- The school develops a sense of empathy and understanding through raising funds for a number of charities, including supporting the annual 'Red, White and Blue' to support the armed forces.
- Assemblies and the Christmas cultural activities are awe inspiring and spiritual in nature. Pupils take part with excitement, are determined to do well and respond quickly to instructions, making sure what they do is of a high standard.
- An overwhelming number of parents report that their children are happy and safe at the school. Pupils report that behaviour is good and they feel safe. They believe the school takes every effort to keep them safe from harm. Pupils learn about internet and bicycle safety, with the use of outside agencies such as the police.
- They have a good understanding of what bullying is and say that it does not take place in their school. They know who to go to if they have any concerns or worries about unkind behaviour.
- At lunchtimes, pupils happily play games together in the well-organised outdoor environment which is supervised extremely well by adults. Pupils have numerous opportunities to improve their physical skills with the play equipment provided. There are wonderful opportunities for pupils to take on responsibilities, both in class and across the school, such as eco monitors, lunchtime helpers and school ambassadors. Class councils give pupils a voice and inform the headteacher of what changes can be made to improve the school for learning and play.
- Across the school, regardless of age, pupils change from one lesson to the next with the least amount of disruption to learning. Attendance is above average.

The leadership and management are good

- The headteacher provides strong leadership with the support of her senior managers. She has maintained high standards and the local authority offers light touch support. The headteacher holds other teachers to account. She makes sure that staff salaries are closely linked with pupil standards and the quality of teaching pupils receive.
- Subject leaders carry out their roles conscientiously and enthusiastically, but some are new to

post and have yet to make an impact on learning.

- Leaders have used data effectively to improve the achievement of various groups, thus promoting equality of opportunity and tackling discrimination effectively. Leaders highlight any potential underachievement and provide good support for those pupils who need it most. Outside agencies, such as speech and language therapists, are used well to improve the learning for those most in need. Pupils supported by pupil premium funding are supported well with their learning in and out of class.
- There are opportunities for pupils to develop their thinking through philosophy lessons that take place in all years regularly. The curriculum is enhanced by visitors and trips relating to the topics, or themed weeks that pupils have the opportunity to be involved in. Homework reinforces learning in all subjects. The work of pupils of all abilities is shared and actively displayed across the school, showing that it is an inclusive community.
- There are opportunities through the sport premium funding to develop pupils' health and physical well-being through health and safety, Walk to School Week, and a good range of sporting and physical activities available to all children such as gardening, football and martial arts.
- A breakfast and after-school club is effective in supporting parents who are working. It is well organised, appropriately resourced and the children are well cared for by the qualified staff.
- The parent association helps enhance the learning environment, such as the new equipment for the computer room. There are opportunities for parents to visit school, through open mornings for prospective parents, and to be kept up to date about learning, such as attending a phonics evening. Parents are kept well informed about school improvement via the school newsletter and the website.
- **The governance of the school:**
 - The governing body challenges and supports school leaders effectively and has a good understanding of the school's needs. Governors are aware of the quality of teaching and have had training on managing teachers' performance and how well teachers should be remunerated for their level of expertise. They hold the headteacher fully to account for ensuring that staff salaries and teachers' performance are closely linked. They are well informed about the key issues facing the school. Their diverse expertise helps them with their responsibilities. They attend the school not just for meetings but also for observations of learning, parents' evenings and school events. Governors have overseen the allocation of the pupil and sport premium within the school and know how effective they are in improving pupils' achievement. With the support of the local authority, they lead the headteacher's performance management and have given her targets to improve the learning of pupils. The school meets the statutory requirements for safeguarding.

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	110293
Local authority	Buckinghamshire
Inspection number	426658

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	267
Appropriate authority	The governing body
Chair	Paul Phillips
Headteacher	Sue Barnes
Date of previous school inspection	18–19 January 2010
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