

Hampton Dene Primary School

Church Road, Tupsley, Hereford, HR1 1RT

Inspection dates 23–24 January 2014

Overall effectiveness	Previous inspection:	Good	2
	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.

- This is a well-regarded school where most pupils achieve well. This includes disabled pupils and those who have special educational needs in the main school and in the Language and Communication Centre.
- Teachers and their assistants work very effectively as a team, particularly with pupils who have acute learning needs, to make learning interesting for pupils.
- Teachers' own enthusiasm for learning spills over onto the pupils and ensures that the great majority are attentive, enthusiastic and thoughtful in their learning.
- Behaviour is good and pupils thoroughly enjoy school. They feel safe in school and learn to be tolerant of others.
- The headteacher is a strong and experienced leader who is very well supported by his senior leadership team. Together they have brought about sustained improvements in pupils' progress and teacher's work.
- The teacher in charge of special educational needs keeps a close watch on pupils' progress and leads this area of the school's work very effectively.
- Governors are well informed about pupils' achievement, discharge their responsibilities thoughtfully and maintain close links with the day-to-day life of the school.

It is not yet an outstanding school because

- The most able pupils are, on occasion, not sufficiently challenged, particularly in Key Stage 1.
- Although improving, achievement in writing is not as good as it is in other aspects of English, or in mathematics.
- Leaders have not ensured that teachers' marking is sharp enough to show pupils how to reach consistently impressive levels of achievement, or to present their work as neatly as they should.

Information about this inspection

- Inspectors observed 14 lessons, four of which were seen with the headteacher.
- Inspectors talked to two groups of pupils from Key Stages 1 and 2 and spoke to others informally throughout the inspection.
- Pupils' work from each key stage was examined, and pupils from Key Stage 1 were heard reading.
- A total of 25 responses from parents to the Ofsted questionnaire (Parent View) were examined. Additionally, inspectors looked at the responses to the school's own questionnaire.
- Meetings were held with representatives of the governing body, including the Chair of the Governing Body who is also responsible for safeguarding. The inspectors held telephone conversations with representatives of the local authority regarding the school and the Language and Communication Centre.
- Meetings were held with the headteacher, other senior leaders, the special educational needs coordinator, and the Early Years Foundation Stage manager.
- The inspectors evaluated documentation regarding pupils' current progress and the curriculum, development plans, and procedures and records relating to safeguarding, behaviour and attendance. They examined work and records of pupils' progress, particularly relating to the achievement of Year 6 pupils who were on a school trip at the time of the inspection.

Inspection team

Kathy Hooper, Lead inspector

Additional Inspector

David Shears

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- The overwhelming majority of pupils are White British; a much lower than average proportion are from minority ethnic groups and speak English as an additional language.
- The number of pupils who are eligible for pupil premium funding (pupils known to be entitled to free school meals, looked after by the local authority or from families with a parent in the armed services) is very small.
- The proportion of disabled pupils and those who have special educational needs supported at school action is lower than average. The proportion who are supported at school action plus or who have a statement of special educational needs is very high.
- The school maintains specially resourced provision for disabled pupils and those who have special educational needs on site. This takes the form of a Language and Communication Centre, currently containing 28 pupils. Pupils are frequently moved into this facility from other schools by the local authority at unspecified times during the school year. It has two classes for pupils with difficulties related to speech and language, and one class for pupils with difficulties on the autistic spectrum.
- The school meets the government's current 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?

- Improve teaching and learning, particularly in Key Stage 1, by ensuring that:
 - marking and feedback to pupils clearly help them to improve the standard and presentation of their work, particularly in writing
 - the most able pupils are consistently stretched by tasks that are challenging and capture their interest.
- Improve leadership and management by ensuring that leaders:
 - help teachers to sharpen their marking skills in pinpointing precisely how pupils can produce their best possible work
 - swiftly follow up any recommendations they make to improve the teaching skills of individual staff.

Inspection judgements

The achievement of pupils

is good

- Pupils in the main school achieve well and enjoy their learning. An above-average proportion achieve expected levels at the end of Key Stage 2, with many reaching the higher levels, especially in mathematics and reading.
- Pupils in the Language and Communication Centre also achieve well. Many arrive with a history of educational difficulties, but settle quickly and make rapid progress. Those in Key Stage 1 make good and sometimes outstanding progress. Key Stage 2 pupils with speech and communication difficulties develop excellent attitudes to learning because of the support they are given, and integrate well with their classmates. Their work in the Centre is helping them improve the clarity of their speech and their readiness to listen carefully to instructions. The routines provided for those with difficulties on the autistic spectrum help them to settle into class activities more readily so that they make accelerated progress in their learning.
- Taking into account the starting points and varying dates of entry of pupils in the Centre, pupils join the school with attainment that is below that usually found in their various year groups.
- Children in the Early Years Foundation Stage achieve well because they have lots of exciting activities. The number of children reaching a good level of development is rising and is better than expected nationally. Adults work skilfully with children, either one-to-one or in small groups, to extend their understanding and to check their progress. The most able children are able to add two single-digit numbers together using number lines. Children's speech and their talk are good and they play very well with others. They are well prepared for Key Stage 1.
- A below-average proportion of pupils reached the expected standard in the phonics screening check in 2013. This prompted the school to improve the way pupils are taught how to sound out letters and words. The reading skills of Key Stage 1 pupils are now improving as a result. Their writing is interesting to read but achievement here is not as strong as it is in other subjects. At the end of Key Stage 2, pupils' attainment in tests is above average. It is particularly strong in reading and mathematics. Occasionally, pupils' writing is messily presented and this is not always corrected by teachers through marking.
- The number of pupils eligible for the pupil premium leaving Year 6 last year was too small to make judgements on their achievement without the risk of identifying individuals. Generally, numbers of such pupils across the school are equally low. The school has used the funding to provide extra staff, such as a well-being manager, to support those who are in danger of falling behind in their work. Resources are also provided to ensure eligible pupils take a full part in extra-curricular activities.
- Pupils from minority ethnic groups achieve well. Their progress is regularly checked, and if any fall behind they are quickly given extra help.
- Pupils' literacy and numeracy skills are reinforced well in different subjects whenever possible, and pupils have good opportunities to use information and communication technology to support their learning. Children in the Early Years Foundation Stage confidently use activities on the interactive whiteboard to reinforce their learning in literacy and numeracy.
- The primary school sports funding has enabled more pupils to take part in a wider range of exciting sporting activities. Teachers' confidence in physical education has improved and this has led to pupils showing higher levels of enthusiasm and engagement in lessons and enhanced

attendance in the good range of clubs the school offers. Girls, for example, talk eagerly about how much they enjoy their dance class.

- A few of the most able pupils do not always reach the higher levels in tests and other assessments and their achievement is not always as high as it could be in lessons. This is because they are not sufficiently challenged in all classes.

The quality of teaching

is good

- Teaching is well planned and lessons appeal to pupils and gain their interest. All adults are excellent role models for pupils' learning. Their lessons are well prepared, they treat pupils with respect and they are consistently enthusiastic about their learning. Pupils consequently work well together and try hard in lessons.
- In the best lessons, pupils are engaged and challenged. Pupils relish discussing their work with others and listen to each other's point of view well. They persevere very well with practical activities that require them to find things out for themselves. Pupils have the confidence and perseverance to try to resolve difficulties themselves when they get stuck.
- In a Year 5 lesson, pupils made good progress because they had previously learned how to estimate when faced with a range of different problems. Consequently, they were able to address the practical activities they had been set with confidence and reinforce and extend their understanding. There was a tangible air of purpose and productivity. The teacher and the teaching assistants checked pupils' learning and made them think hard by asking probing questions.
- In the Language and Communication Centre, pupils concentrate on their learning and teachers and their assistants work closely together to maximise the effectiveness of their support. Learning routines are well established and pupils are keen to learn and succeed. Pupils with speech and language difficulties work well with their classmates, for instance, when discussing their work. Teachers and their assistants have excellent behaviour management skills and lessons proceed calmly and purposefully. This enables all pupils, and especially those with difficulties on the autistic spectrum, to apply themselves well.
- Teachers regularly assess the progress of their pupils. Their good understanding of the differing abilities and needs of pupils helps them to plan and teach successful lessons. Pupils readily discuss the stages planned for their learning, and confidently assess their own and each other's work and progress.
- Homework set for older pupils reinforces their learning well, especially in reading and spelling. The best homework tasks, often for younger pupils, are interesting and relate well to the learning pupils have been covering in lessons.
- Teaching is not outstanding because in occasional lessons the most able pupils, particularly in Key Stage 1, find the work too easy. A small minority of teachers do not tackle pupils' messily presented writing.

The behaviour and safety of pupils

are good

- Pupils' behaviour is good. Pupils are cooperative and responsive and really love their school. Attendance is above average.

- Lessons are calm and purposeful occasions. Pupils are respectful and polite. They listen well to adults and are anxious to answer teachers' questions. There is a good buzz of work-related talk when they are working on their own.
- Disabled pupils and those who have special educational needs are welcomed into the school, often improving their behaviour from observing the good examples they see in others. Pupils in other classes are tolerant and thoughtful in their interactions with them.
- Pupils play well together at playtimes. They take care of each other and those who are younger or more vulnerable.
- Pupils throughout the school, including children in the Early Years Foundation Stage, relish their responsibilities. The school council is effective, taking its responsibilities seriously.
- The school's work to ensure pupils are safe and secure is good. The staff have developed a strong feeling of community and ensure that all pupils are fully included in the life of the school. Pupils say that unkind behaviour is rare. They are totally confident that where they are unable to sort out difficulties, adults will promptly address any problem. Inspectors found no evidence of bullying.
- Pupils are occasionally excluded from the Language and Communication Centre, but this reflects the pupils' often acute emotional and behavioural difficulties and each case is considered carefully.

The leadership and management are good

- The headteacher and senior management team are well informed, experienced and provide strong leadership. Middle managers such as those responsible for leading subjects are well trained and use their initiative well to support improvements.
- Teachers in charge of the Early Years Foundation Stage and the Language and Communication Centre lead these areas well. Their plans for development are well considered and very detailed. They have good links with teachers with similar roles in other schools and share good practice with their colleagues.
- A close eye is kept on the progress made by disabled pupils and those who have special educational needs in the Language and Communication Centre, and good resources are used well to make sure they achieve well. Those who are ready are integrated into the main school to work alongside their peers, especially in the afternoons.
- Support provided by the local authority is not extensive. It has a system of risk assessment for local schools, and considers the school to be a low risk on the basis of its analysis of the school's outcomes. An officer for special needs makes visits to the school, but these do not include classroom visits. The school belongs to a partnership with local schools that provides mutual support to staff.
- The school uses strong systems to hold staff to account for their effectiveness. Leaders systematically link their judgements of teaching quality to their analyses of pupils' progress, and decisions made on the choice of priorities for developing the school are consequently well informed. However, leaders' monitoring of teaching does not always pick up inconsistencies in teachers' practice quickly enough, for example in marking.

- The school has very good links with parents and carers, and is popular within its community. Parents and carers are involved in the life of the school; for instance, they hear pupils read. The school has a good reputation with parents for working well with disabled pupils and those who have special educational needs, and with less-able pupils.
- The curriculum is used purposefully to promote pupils' spiritual, moral, social and cultural development. Pupils have excellent opportunities to sing together as well as taking part in art, dance and sporting activities. Recently, teaching staff have worked together to develop a unique curriculum that is designed to reinforce pupils' literacy and numeracy skills regularly across different subjects.
- **The governance of the school:**
 - Recent resignations due to work pressure, and personal issues, have temporarily depleted the governing body. Nevertheless, the governors who remain are well informed, both about the school and about the effectiveness of their own work, having recently undertaken a formal evaluation of their own effectiveness and needs. New governors are becoming more closely involved in the day-to-day life of the school and this is improving their understanding of their role. Governors are informed regarding the achievement of pupils who are eligible for pupil premium support, and how the primary sports funding is working. Governors ask challenging questions and have a good understanding of their responsibilities regarding the school's checks on pupils' progress and teachers' work, and the conditions regarding teachers' progression up the pay scale. They ensure that national requirements relating to the safeguarding of pupils are met in full.

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	116680
Local authority	Herefordshire
Inspection number	440419

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	246
Appropriate authority	The governing body
Chair	Ken Lapsley
Headteacher	Stephen Pugh
Date of previous school inspection	26 May 2011
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