

# Hampton Vale Primary School

Westlake Avenue, Hampton Vale, Peterborough, PE7 8LS

**Inspection dates** 11–12 February 2014

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Pupils get a good start to school life in the Reception classes and continue to make good progress in reading, writing and mathematics throughout the school.
- Teaching is good. Lessons are interesting and teachers' good subject knowledge means that they ask questions which help pupils think deeply about their learning.
- Disabled pupils and those who have special educational needs make particularly good progress. Their specific needs are quickly identified and adults are trained well to support them.
- The school uses its grounds, specialist staff and the local community well to promote an active and healthy lifestyle for pupils.
- Pupils behave well in and around school. They are very polite; they hold doors open and remember to ask politely and thank each other for help.
- Pupils feel safe in school and know how to stay safe in other situations.
- The school is well led by the headteacher and her senior leaders. Together they have made sure that pupils' progress is rigorously tracked and any pupils in danger of falling behind are quickly identified and helped to keep up.
- The governors have an extremely good understanding of the school's strengths and how it can continue to improve. They visit regularly and ask challenging questions of the headteacher and other leaders to check how well it is doing.
- Pupils' spiritual, moral social and cultural development is nurtured successfully.

### It is not yet an outstanding school because

- The work set does not always stretch the pupils to achieve as highly as they can.
- Some subject leaders are new to the role and have not yet had the opportunity to fully develop their leadership skills.

## Information about this inspection

- The inspectors observed 34 lessons or parts of lessons, six of which were seen together with the headteacher.
- Meetings were held with the headteacher, other staff, three groups of pupils, the Chair and Vice Chair of the Governing Body and two other governors, and a representative of the local authority.
- Informal discussions were held with parents and carers.
- The inspectors took account of the 180 responses to the online questionnaire, Parent View, the school's own parental questionnaires, individual communications from parents and 62 completed staff questionnaires.
- The inspectors observed the school's work and reviewed a range of documentation, including the school's checks on its performance, its analysis and tracking of pupils' progress, records of behaviour and safety, school improvement plans, records relating to classroom observations and the management of staff performance, safeguarding arrangements and records of meetings of the governing body.
- The inspectors also looked at pupils' work, listened to pupils read and checked information on attendance.

## Inspection team

Susan Hughes, Lead inspector

Additional Inspector

Chris Ingate

Additional Inspector

Keith Pullen

Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school. It has grown over recent years as more houses are built in the area and the school now admits enough pupils for three classes in each year group up to and including Year 3.
- Most pupils are White British. The proportions of pupils from minority ethnic groups and those who speak English as an additional language are below average.
- The proportion of pupils supported by the pupil premium, which is additional funding for pupils who are known to be eligible for free school meals, have a parent in the armed forces or are in local authority care, is below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- 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 by making sure that all pupils are set work that stretches them to achieve more.
- Strengthen leadership and management by giving new subject leaders the opportunity to develop skills to check on the quality of teaching and drive improvement in their subjects.

## Inspection judgements

### The achievement of pupils is good

- Children typically join the school with skills below those expected for their age, especially in reading, writing and understanding the world. They make rapid progress in the Reception classes so that they start Key Stage 1 with much stronger skills which are nearer those expected for their age.
- The results of the most recent Year 1 national screening check on how well pupils know phonics (the sounds that letters represent in words) were below average. However, good progress throughout Key Stage 1 in reading, writing and mathematics means that the gap between pupils' attainment and that expected for their age narrows. In 2013 standards by the end of Year 2 were above average. During the inspection, pupils showed that they could use their phonic skills well to read unfamiliar words such as 'questions' and 'crystal'.
- In 2013 Key Stage 2 pupils left with average standards. They had not made as much progress as they should since Key Stage 1 in reading. School information, however, shows that these pupils made good progress in their final year, making up for slower progress in their earlier Key Stage 2 years when there had been some turbulence in staffing.
- Pupils in all year groups make good progress. Those supported by the pupil premium make equally good progress in reading, writing and mathematics because they are ably supported in small groups or on a one-to-one basis by additional adults who are trained well. Eligible pupils left Key Stage 2 in 2013 between one and two terms behind other pupils but those currently in the school are making such good progress that the gap between their attainment and other pupils is narrowing year on year.
- Most disabled pupils and those who have special educational needs make good progress because of the effective help they receive to become successful learners. They are well supported both in the classroom and in small groups or on a one-to-one basis. More-able pupils also make good progress because most teachers have high expectations of what they can do.
- Pupils make good progress in physical education. Their skills are developed through good use of specialist sports coaches and additional adults employed specifically to support physical education lessons and games activities.

### The quality of teaching is good

- Teaching is good or better because teachers' secure subject knowledge means that they rapidly move pupils forward in their knowledge and understanding. They ask questions which make pupils think carefully, expect pupils to explain their answers, and often follow-up with an even more challenging question. Consequently, they not only check individual pupils' understanding but move them quickly on to the next stage in their learning.
- Additional adults in the classroom are used well. They are well briefed and support different pupils, including disabled pupils and those who have special educational needs. They give sensitive help while making sure that pupils do not become too dependent on them. In this way, pupils are able to work alongside others in the classroom and develop good strategies to help them learn. During the inspection, some Year 2 pupils of all abilities made outstanding progress in a lesson solving multiplication problems. This was because pupils received support and guidance at timely intervals during the lesson, both from the class teacher and other adults, to

make sure they made excellent progress from their different starting points.

- Most teachers make sure that pupils of all abilities are engaged in tasks that help them progress well. For example, Year 6 pupils were investigating different features of persuasive speech and could identify a range of rhetoric devices. Meanwhile, more-able pupils in the class were busy using their knowledge to write their own persuasive speeches of exceptionally high quality. At times, some teachers take too long to explain tasks which are too easy or difficult for pupils. Pupils then lose concentration and get restless.
- Pupils respond well to teachers' high expectations. In the Reception classes a wide range of activities develop children's skills both inside and outdoors. They enjoy working with adults, but are also attentive to each other when working and playing together. During the inspection, while some pupils were engrossed in writing about cold lands, others experimented with containers of different capacities with equal care and concentration.

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

- The behaviour of pupils is good. Pupils behave well and are very polite around school. They routinely stand back for others to go through doors and exhibit good manners when talking to each other.
- They take responsibilities such as 'Values Ambassadors', 'Road Safety Officers' and the 'Green Team' very seriously and say it helps them motivate other pupils in the school. They are proud of their school, say they enjoy coming and think the school values help them both in school and everyday life.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe in school and talked to the inspectors about safety in other situations such as on the road and what to do in case of fire. Pupils are acutely aware of how to stay safe when using the internet.
- Pupils have a good understanding of what bullying is, including the different forms it can take. One pupil commented that cyber-bullying is the worst because you do not know who is doing it. They say there is a little bullying in the school but a pupil said, 'Our school is getting better at getting rid of bullying'.
- Most pupils' attitudes to learning are extremely good. They are eager to talk about their work, keen to contribute to lessons and quickly stop what they are doing to pay attention to what the teacher is saying when asked. On occasions, pupils lose concentration during lessons, but disruptions are rare.
- The school has a strong family liaison team which supports parents and families in making sure their children attend well. Attendance has improved and is currently above average.

### **The leadership and management are good**

- The school is well led by the headteacher and senior leaders. Since the previous inspection, the headteacher has developed a skilled and effective leadership team which rigorously checks how well pupils are doing, identifies any pupils who may be in danger of falling behind and swiftly puts support in place to ensure they keep up.
- Senior leaders are now training other subject leaders to check on how well their subjects are

taught. However, new leaders have not yet had the opportunity to fully develop their skills to drive improvement and raise standards in their areas of responsibility.

- The quality of teaching has improved considerably since the previous inspection. The appraisal system for checking teachers' performance, introduced last year, contributes to the good teaching. Individual targets are used by the headteacher and the governing body to measure whether pay rises and promotion are justified by results. Teachers say that they have good training opportunities to develop and refine their skills.
- The curriculum is vibrant and interesting, and focuses on different themes. Pupils are enthusiastic about lessons linked to themes such as 'The Tudors' in Year 5 and 'Rainforests' in Year 4 and particularly enjoy the themed-based homework. They experience a wide range of extra activities and visit places such as local museums which help bring the subjects to life. All pupils have the opportunity to learn to play a musical instrument.
- The school works closely with other local schools to develop both staff and pupils' skills. For example physical education is taught well, in part because of the way the new sports' funding is being spent on specialist shared coaching and additional adults to lead these lessons. The impact of this is that pupils make good progress in physical education and have wider opportunities to work with pupils from other schools.
- Pupils' spiritual, moral, social and cultural education is a particular strength of the school. The school's values encourage pupils' self-awareness and to show consideration and respect for each other. Good links with the local places of worship and pupils' own experiences mean that pupils develop a mature understanding of, and respect for, different ways of life and different cultures and beliefs.
- The school promotes equality of opportunity to make sure that all pupils achieve equally well. It tackles discrimination to ensure that all pupils feel included in the school and is developing good links with different groups in the local community.
- A school questionnaire of October 2013 recorded that parents were very happy with the school and almost all would recommend it to others. While one parent spoken to during the inspection had a concern, all others and a number of individual communications received were extremely positive.
- The local authority has provided good support for the school. This includes working with teachers in the Reception classes and helping develop leaders' skills.
- **The governance of the school:**
  - Governors are very supportive of the school and understand well its strengths and how it can improve. They visit regularly, check school information and ask challenging questions, holding the headteacher and senior leaders accountable for ensuring improvement. Highly skilled governors have matched their own skills to different areas in the school. They are all appropriately trained so that they know what questions to ask and what to look for when checking how well the school is doing. Governors know that the pupil premium is helping eligible pupils to achieve well and they understand how the new primary school sports funding is extending physical education opportunities. They have a very good understanding of how the new appraisal system is contributing to improving the quality of teaching and make sure that teachers' pay rises are linked to the progress their pupils make. Governors have made sure that national requirements for safeguarding and child protection are fully met.

## 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>	134306
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	430786

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	534
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Phillipson
<b>Head Teacher</b>	Anne Byrne
<b>Date of previous school inspection</b>	14–15 June 2012
<b>Telephone number</b>	01733 247000
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