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19 September 2014

Dr S Demont  
The Principal  
Hampton Academy  
Hanworth Road  
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TW12 3HB

Dear Dr Demont

### **No formal designation monitoring inspection of Hampton Academy**

Following my visit to your academy on 9 July 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was a monitoring inspection carried out in accordance with no formal designation procedures and conducted under section 8 of the Education Act 2005. The visit was carried out as part of a wider survey of behaviour in schools judged to require improvement overall at their last Section 5 inspection.

### **Evidence**

A range of evidence was gathered including:

- observations of pupils' behaviour and their attitudes to learning in lessons
- observations of pupils' behaviour throughout the day, including discussion with pupils
- scrutiny of documentary evidence
- discussions with leaders and staff.

Having considered all the evidence I am of the opinion that at this time: behaviour and safety require improvement.

## **Context**

Hampton Academy is slightly smaller than the average-sized secondary school, with a small sixth form which opened in September 2013. The proportions of students from minority ethnic backgrounds and those who speak English as an additional language are both above average. The proportion of students who are eligible for additional government funding in the form of pupil premium is above average. The proportion of students with special educational needs supported at school action, school action plus or with a statement of special educational needs is above average.

The academy has experienced unusually high staff turnover. Over 40% of staff at the academy in September 2013 will have left by September 2014. There are also significant changes to the senior leadership team. Four senior leaders from a team of eight will leave the academy in the next five months. This includes the Principal, who will be replaced by the current Associate Principal. The academy still has three vacant teaching posts for September 2014; two English teachers and a teacher of information and communication technology (ICT). The academy has found the recruitment and retention of English, science, and information and communications technology teachers difficult in the recent past.

The academy is still involved in an extensive building programme. There have been delays to the original planned timescale and the main buildings will not be complete until September 2014, with some additional resources not available until November 2014. The building work is now over a year behind schedule.

## **Behaviour and safety of pupils**

There has been a decline in the standard of behaviour since the last section 5 inspection in July 2013. The academy itself regards behaviour as requiring improvement and rightly sees this as an area for development. The academy has clear systems for the management of behaviour and rewarding positive actions. However, these are not consistently followed and applied by all staff.

A period of unusually high staff turnover has limited the impact of the systems to manage and promote good behaviour. Although there are regular induction and training sessions, not all teaching staff yet have the skills to create high expectations consistently within the classroom. Similarly, not all staff take an active part in the management of behaviour outside of lessons. Too often staff supervising the students are passive and fail to engage with the promotion of positive actions.

Students at the academy are clear that behaviour needs to improve and want behaviour to be managed consistently and fairly. They recognise that their progress and learning are slowed when behaviour is not good.

Attendance and punctuality to the academy are improving as a result of simple, clear systems. There are clear rewards and sanctions to promote attendance. Students themselves recognise the benefit of regular attendance and want to attend the academy, and learn. At odds with the good attendance systems, movement between

lessons can be slow and often requires several reminders and prompts from staff around the academy. Where teaching is at its most effective, students are quick to move to their lessons and engage with their learning much more rapidly than where teaching is not as strong.

In lessons themselves, behaviour and attitudes to learning can be good; this is mirrored by good teaching. There are, however, too many occasions where behaviour impacts upon learning. Low-level disruption was seen in the majority of lessons observed: talking over the teacher, students off task and a failure to complete work as requested were common issues. In addition, inappropriate language and refusal to follow instruction were also observed. A failure by some teachers to manage behaviour means that more experienced members of staff are often called to lessons. These teachers and leaders are quick to deal with these immediate issues.

Students' conduct around the school is generally good, especially as much of the academy's grounds remain a building site. Paths and communal areas are limited by the ongoing work. However, a significant minority of students do not conduct themselves in a way that demonstrates positive values. This includes the use of homophobic and, on occasion, racist language. Students' 'play' can be far too boisterous. Students were observed pushing and pulling each other and, on one occasion, rolling on the floor of a corridor play fighting. Two students were also observed playing in a corridor with a football. The ball was bounced off both the ceiling and the floor. After staff intervened, a pupil initially refused to stop and give a member of staff the ball.

Students reported that some staff supervising areas regularly fail to notice incidents of poor behaviour. This passive supervision appears, to the students, to encourage further incidents of poor behaviour and a lack of respect for some adults.

Senior leaders are clear that current responses to incidents of poor behaviour will not impact upon the causes of negative behaviour. A renewed professional development programme will start at the beginning of the next academic year. The majority of teachers appointed for September 2014 are permanent and there are fewer teachers who are new to the profession. The academy started this academic year with 17 newly qualified teachers, in September 2014 there will be far fewer, with seven newly qualified teachers joining the academy.

Senior leaders at the academy believe that the combination of a more experienced teaching staff, stability of staffing and the professional development programme will be key to improving the management of behaviour and the quality of teaching.

There are many positives for the academy to work with. Students clearly understand the benefits of attending the academy, and enjoy the opportunities and positive rewards offered to them. Regular contact with home, assemblies celebrating success and the chance to secure targeted rewards are positive incentives for many students.

Students also recognise the contribution made by many staff. The care, fairness and consistency of many teachers at the academy are held by the students as the benchmark by which others should be measured.

### **Priorities for further improvement**

- Ensure that all staff consistently follow academy policies.
- Ensure that all staff take an active role in supervising students.
- Develop the systems of induction and training for staff new to the academy, so that all staff understand their role in promoting good behaviour for learning.
- Make sure that all leaders and managers are rigorous in the monitoring of behaviour and the progress of students.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Richmond upon Thames and the Secretary of State for Education. This letter will be published on the Ofsted website.

Yours sincerely

Kevin Flanagan  
**Her Majesty's Inspector**