

Hampton Academy

Hanworth Road, Hampton, Hampton, TW12 3HB

Inspection dates 17–18 June 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Sixth form provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Progress since the last inspection has not been good enough.
- The quality of teaching is inconsistent across the academy. Regular changes in staffing have not helped. As a result, too many students do not achieve as well as they should, particularly those who are disadvantaged.
- Achievement in mathematics has not been good over time. Actions to improve this area have been too slow.
- Students are not given enough opportunities to practise their literacy and numeracy skills across subjects.
- Teachers' implementation of the academy's curriculum means that, sometimes, groups of students, particularly the most able, are not sufficiently challenged.
- Leadership of the new sixth form requires improvement. The curriculum offer, facilities and provision do not currently meet students' needs. Consequently, achievement requires improvement.
- The conduct of some students around the site and their attitudes in lessons prevent others from learning. The new behaviour policy is not consistently applied by all staff.
- The attendance of some groups of students is below average.
- The Trust and academy council have not sufficiently challenged academy leaders about poor performance or supported them to take effective and prompt action.
- Support for the least able is not always sufficient to ensure these students make good progress.
- Not enough focus has been given to students' cultural and spiritual development in preparation for living in modern Britain.

The school has the following strengths

- The new Principal, new vice-principal and senior leaders have introduced a number of changes that are already beginning to improve students' achievement and attitudes to learning. However, it is too soon to judge the full impact of their initiatives.
- Senior leaders have an astute understanding of what still needs to be done and how quickly. Strategic plans are detailed and focused.
- There have been significant improvements in many areas, including English, since the last inspection.
- Gaps in achievement between groups are beginning to close.
- Effective plans are in place to improve the sixth form and extend the range of courses on offer, by working with a neighbouring academy.

Information about this inspection

- Inspectors observed teaching and learning in 30 lessons, of which five were jointly observed with senior leaders. They also made a number of shorter visits to assemblies, small group sessions and extra-curricular activities.
- Groups of students from all key stages met with inspectors. Meetings were also held with a range of senior leaders, middle leaders and other staff, governors, and a representative of the Learning Schools Trust.
- The inspection team observed the academy’s work and scrutinised a range of academy documents, including the academy’s self-evaluation and information on students’ performance. Inspectors scrutinised and examined the academy’s policies and procedures for safeguarding, child protection, behaviour and attendance.
- There were 145 responses to the online questionnaire (Parent View).
- Inspectors analysed questionnaires from 52 members of staff.

Inspection team

Helen Matthews, Lead Inspector	Additional Inspector
Sue Cox	Additional Inspector
Sapuran Gill Singh	Additional Inspector
Adrian Tucker	Additional Inspector

Full report

Information about this school

- Hampton Academy is a smaller than average-sized secondary school and is part of the Learning Schools Trust. This is an international trust sponsored by Kunskapsskolan and it operates a 'Step' curriculum. English, mathematics, science and modern foreign languages are taught through targets or 'steps' which are regularly assessed.
- A sixth form was introduced in 2013 and has approximately 70 students on roll.
- The academy is divided into three colleges, each with its own college principal and support team.
- The proportion of disadvantaged students known to be eligible for the pupil premium (additional government funding for students who are looked after or who are known to be eligible for free school meals) is just above average.
- The majority of students are White British, with one third who are from minority ethnic backgrounds.
- Almost a quarter of students speak English as an additional language, which is above the national average.
- The proportion of disabled students and those who have special educational needs is just above average.
- In 2014, a small number of students were entered early for their GCSE mathematics examination.
- The Learning Schools Trust recently commissioned a review of governance across its schools by the National Governors Association.
- A small number of students attend off-site training away from the academy at West Thames College, Maldon Oaks, Feltham Skills Centre, Hounslow Urban Farm, Shambles Restaurant in Teddington High Street, and the Priory in Barnes.
- The academy meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.

What does the school need to do to improve further?

- Speed up the progress made by all students, particularly in mathematics, by making sure:
 - teachers use available information to plan appropriate activities
 - the most able students progress quicker through the academy's curriculum structure, so that they are appropriately challenged
 - all students receive appropriate support, particularly the less able
 - students are provided with clear guidance on how they can improve their work and given them time to do so.
 - students are given opportunities to practise their literacy and mathematical skills in all subjects.
- Improve behaviour by making sure:
 - the new behaviour policy is consistently followed by all staff
 - teachers' expectations of acceptable behaviour are raised, both in class and around the academy site, and ensure that all staff are prepared to intervene as necessary
 - senior leaders systematically track the attendance of all students, particularly groups of students, and intervene quickly.
- Improve leadership and management by making sure:
 - academy councillors and Trust representatives regularly challenge academy leaders, particularly concerning the progress of different student groups and in subjects such as mathematics.
 - leaders regularly analyse the impact of the academy's actions to improve the progress of all groups, particularly disadvantaged pupils
 - students' cultural and spiritual development is mapped into curriculum time and extra-curricular opportunities
 - leaders monitor and support new staff and those working with the academy on a temporary basis more thoroughly, to deliver high quality lessons

- all leaders effectively lead and monitor their areas of responsibility, particularly the sixth form and mathematics
 - Sixth form students are given appropriate advice and guidance, support and opportunities, so that they achieve good results.
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- An external review of the academy's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management

require improvement

- Progress since the last inspection has not been good enough. Significant changes in staffing and a legacy of underachievement, particularly in mathematics, have hampered senior leaders' efforts to improve the quality of teaching. This has had a negative impact on students' progress.
- Leadership of mathematics has not effectively secured rapid enough improvements. As a consequence, achievement over time has not been good enough for all students, but particularly for some groups such as disadvantaged students.
- Academy leaders have not always ensured that there is effective support for the least able. Sometimes, teaching assistants are not deployed appropriately. Consequently, some students, both in the main school and the sixth form, do not make the progress they should.
- The academy is a diverse community. However, there are limited opportunities for students' cultural and spiritual development. This year for the first time GCSE religious education is being taught. However, there is limited time allocated to this subject at Key Stage 3 which is likely to impact on students' achievement in this area. Equally, due consideration to, and observance of, religious festivals is not given. For instance, Ramadan started during the inspection. Academy leaders had not considered the impact on students or how this could be celebrated across the academy community. This limits students' preparation for life in modern Britain.
- The new Principal and other senior leaders have worked tirelessly since her appointment in January 2015 to improve achievement across the academy. Significant improvements have already been made in English and completed coursework and assessments indicate that achievement will be much better in this subject. A legacy of underachievement in mathematics, staff turbulence and ineffective management has made improvements in mathematics more problematic. However, leaders have in place a strategic plan which has already been implemented and should have a positive impact on mathematics results this summer. A new and experienced programme leader will start in September and will continue with these developments.
- Over time, leaders have not monitored carefully enough the gap in achievement between disadvantaged students and other students at the academy. As a result, the gap in achievement is too wide. Interventions to reduce the gap have not been effective. The new Principal has focused on reducing the gap in achievement and the academy's information indicates that it has started to close, particularly in English.
- The quality of middle leadership is inconsistent. The Principal has made some new appointments and is supporting their training and development, to ensure that the impact they make on the wider leadership team is increasingly strong.
- The new Principal, with the support of the new vice-principal and other senior leaders, has quickly addressed many of these issues. As a result, since January 2015, teaching, achievement, behaviour and attitudes to learning are now improving.
- Teaching and achievement in subjects such as English and science are particularly strong. As a result, historical gaps in attainment and progress in students' performance are closing fast.
- Senior leaders have a good understanding of the strengths of the academy and have accurately identified areas that need urgent attention. There has been understandably a focus in the past few months on the progress and attainment of Year 11 and improving teaching and behaviour across the academy. Information provided by academy leaders and witnessed by inspectors indicates that improvements have been made and that there is capacity for this to continue.
- The Principal has in place a strategic and effective plan. This will ensure continued and rapid improvement in areas such as mathematics, the sixth form and for groups who are underachieving.
- The majority of additional government funding for disadvantaged students is spent on providing extra staff and intensive support, particularly for Years 10 and 11. This is only just beginning to have an impact on improving students' achievement. As a result, academy leaders have commissioned an external review of expenditure of this funding.
- Academy leaders have worked hard to raise expectations around behaviour. Discrimination of any sort is not tolerated and any incidents are dealt with harshly. As a result, students commented on the improvements in students' behaviour around the academy in the last few months.
- Students are given opportunities to be good citizens and regularly work in the wider community as ambassadors for the academy. They are encouraged to share their opinions about the academy and equality of opportunity, and good relations are actively promoted. Student representatives sit on the academy council and students are trained to evaluate the quality of teaching and regularly give feedback.

- Students understand how the curriculum is organised and are encouraged to take responsibility for their progress through the 'steps'. They begin their GCSEs at the start of the summer term in Year 9 and receive appropriate advice and guidance around subject options. The curriculum offers a range of GCSE subjects and encourages progress through a 'step programme'. In some subjects, this is highly effective. However, in others, the implementation of this programme does not support students to make good progress.
 - Academy leaders effectively manage the performance of all staff, including teaching assistants, to ensure that teachers understand the link between the quality of their teaching and the progress students make.
 - The Learning Schools Trust directors have supported the new Principal and academy leaders by brokering training and support from other trust schools. They are increasingly effective in holding leaders to account for students' progress. However, progress since the last inspection has not been good enough and their actions to address the situation have only happened recently with the appointment of the new Principal.
 - Leaders have ensured that the arrangements for safeguarding meet current statutory requirements and are effective in keeping students safe. The trust schools work collaboratively together, sharing the expertise of a senior social worker, which ensures that all arrangements to keep students safe are in place.
 - A small number of students are educated off site. Academy leaders effectively track their attendance, behaviour and progress. Regular visits are made and information on their progress is detailed and thorough. As a result, they make good progress.
 - Many parents are genuinely supportive of the academy and feel that their children make good progress.
- **The governance of the school:**
- Actions to address issues at the previous inspection have not been monitored closely enough by the Trust or the academy council. As a result, academy leaders have not been sufficiently supported, challenged or held to account.
 - While councillors are given regular information on students' performance and the academy's priorities, the majority of the challenge comes from the directors of the Learning Schools Trust. As a result, academy councillors are not always able to involve themselves fully in the life of the academy. They visit lessons and know where good teaching has an impact on students' achievement. But, they have not been given the opportunity to sufficiently challenge academy leaders. The structure of the academy council is due to change in September and will enable a culture of further accountability for the councillors.
 - The Trust director undertakes the process for setting targets for the Principal and oversees similar arrangements for all staff. This information is fed back to all councillors, particularly around tackling underperformance and issues related to the recruitment of staff. The academy councillors visit lessons and are clear about where there is good teaching.

The behaviour and safety of pupils

require improvement

Behaviour

- The behaviour of students requires improvement. Sometimes, the conduct of students around the academy site shows a lack of respect towards each other, especially in terms of the derogatory language they use. Equally, in some lessons, learning was hampered by some students demonstrating poor attitudes to learning. Sometimes, staff were reluctant to intervene when students' behaviour was inappropriate.
- There is a new behaviour code of practice which is already beginning to have an impact. However, this is not consistently used by all staff. Students report that it varies according to the teacher and that sanctions such as detentions are not always fairly implemented.
- The Principal has introduced a zero-tolerance approach to poor behaviour and has increased expectations regarding standards of dress. As a result, the number of students withdrawn from lessons through poor behaviour has increased. Academy leaders are beginning to track students' poor behaviour in order to instigate further support for those students who exhibit challenging behaviours.
- Attendance overall is average. However, attendance of some groups, including Year 10 and disadvantaged students, is below average. New systems to accurately track the attendance of different groups have been recently introduced.
- Students report that any bullying is dealt with quickly and effectively. Students understand what constitutes bullying, including homophobic, cyber, racist and sexist bullying.

- Relationships between staff and students are very positive. The academy communities and particularly the 'base groups' foster an atmosphere of support. Communal eating areas are quiet and students are keen to socialise together and participate in school activities.
- The behaviour of the small number of students educated off site is regularly checked by academy leaders and is good.

Safety

- The academy's work to keep students safe and secure requires improvement.
- Although students report that they know how to keep themselves safe, many are not sure who they can talk to if they, or a friend, has a serious concern. The academy has in place systems for students to access help, but these are not sufficiently well promoted among the student population.
- Academy staff share information around potential dangers for young people. However, some students reported that the dangers, for example, of sexting were promoted, but little around other risks such as extremism or online grooming.
- Safeguarding procedures are in place to ensure that students are kept safe while on the academy site. However, there is some inconsistency regarding procedures for registering students at the start of lessons.
- Academy leaders have ensured that training for all staff is up to date and that there are clear procedures for child protection. There is a weekly meeting to discuss any arising issues with individual students.
- Although building work continues, leaders ensure that the site is safe and that regular checks are made, for instance with regard to barrier fencing.

The quality of teaching

requires improvement

- The quality of teaching over time is inconsistent. Significant staff changes since the last inspection have contributed to these inconsistencies. Students commented on the variability of teachers' expectations, particularly in terms of their work, attitudes to learning and the quality of marking and feedback they receive. Sometimes students are not given enough time to act upon the teacher's comments. As a result, progress and achievement vary across subjects and for particular groups of students.
- There are not enough opportunities for students to practise their literacy and numeracy skills across different subjects. This is particularly true of mathematical skills. Students are not able to see how skills learnt in mathematics, for instance problem solving, can be applied in other subjects.
- The Learning Schools Trust operates the 'Steps Programme'. Some teachers' interpretation of this programme limits the level of challenge, particularly for the most able.
- Teachers do receive relevant information on the prior attainment of students. However, sometimes this is not used effectively when planning lessons. As a result, sometimes work is too easy, too hard or repetitive. This limits the amount of progress students can make.
- Staff support for the less able in lessons has been reduced. Students, both in the main academy and the sixth form, report that they would like more in-class support. Often, their progress is stalled as a result.
- Staff turbulence since the last inspection has meant that academy leaders have had to work hard to minimise disruption to students' learning. The new Principal has introduced a variety of effective initiatives to improve the quality of teaching.
- Teaching is regularly monitored, by both internal and external staff. There is an effective, six-week improving teaching coaching programme for any teachers requiring further support. The sharing of best practice is prioritised during a weekly meeting. Teachers throughout the inspection were highly reflective and keen to teach in the most effective way.
- In some subjects, for instance English and science, the quality of teaching is good and is having a positive impact on students' achievement. Marking is detailed and students are encouraged to reflect and act upon the teachers' advice.
- Student ambassadors are trained to reflect on the quality of teaching. For instance, they undertake scrutiny of work to look at how helpful teachers' marking is.

The achievement of pupils

requires improvement

- Students enter the academy with levels of attainment that are in line with national averages. By the end of Key Stage 4, the number of students achieving five or more GCSE A* to C grades, including English and mathematics, was below average in 2014. The academy's information indicates that students' attainment

should be in line with national averages in 2015.

- Disadvantaged students made much less progress in English and mathematics in 2014 than their peers at the academy. Information provided by the academy indicates that this gap will be very small in English this year and reduced in mathematics.
- In 2014, in English, disadvantaged students were approximately two thirds of a GCSE grade behind their peers in the academy and other students nationally. In mathematics, the gap was larger. Disadvantaged students were one and a half grades behind their peers and one and three quarters of a grade behind other students nationally. These students look set to achieve well in English this year and there will be improvements in mathematics, though the gaps will remain.
- The proportion of students in 2014 making good progress between Key Stage 2 and Key Stage 4 in both English and mathematics was below the national average, particularly in mathematics. Academy leaders believe this will rise significantly in English this year, taking the proportion much higher than the national average. However, although there will be a rise in mathematics, it will still be below the national average.
- In 2014, the most able students achieved fewer high grades at GCSE English and mathematics than their peers nationally. They made much less progress than this group nationally in both English and mathematics.
- In 2014, disabled students and those with special educational needs made less progress than this group nationally in both English and mathematics. Work in books and information provided by the academy show that this is likely to improve this year. An inclusion leader has been appointed for September 2015 to focus on accelerating the progress for this group of students.
- The progress of the small number of students attending off-site training is tracked regularly and they make good progress from their starting points.
- A very small number of students were entered early for their GCSE mathematics examination last year. Not all students achieved in line with expectations and consequently the early entry policy has been reviewed for this year.
- Achievement in science was much higher than the national average in 2014 and this looks set to continue.
- Achievement in a range of other subjects was just below the national average in 2014.
- The focus on improving students' literacy skills has resulted in accelerated progress in English. The academy's extensive library provision is currently in storage, due to continuing building work. However, the academy does have a 'pop-up' library run by a full-time librarian, with a range of new and interesting fiction books, journals and newspapers. Reading is encouraged in base-group time and support for those who struggle with reading is regular and effective.
- Year 7 catch-up funding has been focused on improving the literacy of a very small group of students, all of whom have made good progress towards meeting their targets.

The sixth form provision

requires improvement

- Leadership of the new sixth form has not been effective. While it is only in its second year, the facilities are not conducive to learning, provision is limited and achievement has not been good.
- Some students were allowed on to courses where they had a limited chance of success and were not given the appropriate support and advice to enable them to achieve well. Therefore, achievement on both GCSE and A-level courses has not been good.
- A funding issue has prevented completion of the new sixth form block. The temporary accommodation does not provide students with appropriate facilities for learning. The discrete sixth form block is due for completion by the start of the autumn term and will provide students with appropriate facilities, including for information and communication technology.
- The quality of teaching, as in the rest of the academy, is inconsistent and staff absence or changes have had a detrimental effect on students' achievement.
- Extra-curricular activities are sparse and rely very heavily on students working with younger students in the academy or in local primary schools. There are few opportunities for students to be involved with national challenges or awards such as the Extended Project.
- The Principal, vice-principal and another senior leader are now directly overseeing developments in the sixth form. As a consequence, they have forged strong, collaborative links with a local trust sixth form and intend to offer a joint provision from September 2015. This will ensure that issues to do with staff turbulence are minimised and that a fuller range of courses can be offered.
- Lessons learned from the first two years of the sixth form have been used to inform a strategic plan. Senior leaders are clear that the sixth form should be inclusive, but that the information, advice and

guidance offered to students should be appropriate and ensure that students achieve well.

- The introduction of the Sixth Form Passport in September 2015 is intended to encourage fuller participation in a range of extra-curricular opportunities planned by the academy.
- Attendance is good and the academy monitors it closely.
- The small number of sixth form students met by the inspectors were polite and courteous. They are keen to succeed and work hard. Their behaviour around the academy is good. They support younger students and involve themselves with activities in local primary schools and the community.
- The academy has offered advice and guidance regarding future education, training and employment and as a result, five students in Year 13 have university offers.

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	136103
Local authority	Richmond upon Thames
Inspection number	462139

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

Type of school	Secondary
School category	Academy sponsor-led
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	822
Of which, number on roll in sixth form	70
Appropriate authority	The governing body
Chair	Linda Nathan
Headteacher	Mair Hughes
Date of previous school inspection	2–3 July 2013
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