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Dear Ms Price

Short inspection of Hampton College

Following my visit to the school on 10 May 2017 with James Dyke and Nicholas Templeton, Ofsted Inspectors, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the predecessor school was judged to be good in May 2013.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the previous inspection, over a period of time when there have been significant changes at Hampton College. The school now provides education for approximately 490 more pupils than at the time of the previous inspection. There have also been several changes to the senior leadership team, which include the recent appointment of a new head of school in the secondary phase. He has brought added expertise and impetus to the school improvements already underway.

Leading a large, rapidly expanding four to 18 school has presented several challenges and continues so to do. You and your senior colleagues lead with determination and an unwavering commitment to establishing an inclusive, welcoming school. Many pupils told inspectors that they enjoyed learning at Hampton College. Pupils also told inspectors they welcome 'the opportunities given to us' through the selection of activities and clubs that enrich the school curriculum. Pupils typically are keen to learn and often stated their appreciation for the work of their teachers. For example, key stage 4 pupils were highly complimentary about the additional revision sessions that help them to prepare for examinations. Students in key stage 5 were similarly positive about their teachers' constructive and supportive feedback on their work.

Parents and pupils are very positive about the quality of education provided in the primary phase of the school. Inspection evidence endorses the views expressed that pupils are carefully supported, behave well and typically make good progress. In 2016, higher proportions of pupils achieved a good level of development than was nationally the case and pupils' achievement in phonics is improving. The proportions of key stage 1 pupils who achieved the expected standard in writing and mathematics was higher than the national average while in reading it was in line with the national average. Currently, pupils continue to learn well as they move through Years 3 and 4. The longer pupils remain in the school the faster the progress they make.

Since the previous inspection, pupils have usually made good progress by the end of key stage 4. You are rightly proud that, in 2016, pupils' progress in English, including those pupils who are disadvantaged, was significantly higher than that of other pupils nationally. This was not the case, however, in the humanities subjects, in particular geography. To bring about the necessary rapid improvement, the new head of school in the secondary phase now directly line manages this department.

Leaders, including governors, carry out thorough self-evaluation, taking stock of a breadth of information about the quality of provision, including the views of staff, parents and pupils. Using this information, you and your leaders take necessary action to ensure that improvements are made. You have acted to ensure that the quality of teaching, learning and assessment improves and that teachers plan learning that more closely matches the capabilities of pupils. In an area where recruiting appropriately skilled and qualified teachers is demanding, the lack of permanent staff in science has been of concern to a small number of parents. The new head of school in the secondary phase has successfully recruited teachers to posts that have previously been difficult to fill.

Key stage 4 pupils told inspectors that they receive appropriate guidance to enable them to make informed decisions about the next stage of their education. Very many remain in education, employment or training when they complete their key stage 4 courses. However, Year 11 pupils do not currently have personal development (PD) sessions and would welcome more information on personal finance and independent living. Students in the sixth form were positive about how well the school provides for their personal development and well-being, although some would like earlier guidance when applying for universities.

Relationships between adults and pupils are typically positive and pupils' behaviour is good, in particular in the primary phase and the sixth form. You correctly judge that the conduct of a small number of pupils in the secondary phase, who do not meet your high expectations of how they should behave, frustrates some of their classmates and some staff. Under governors' careful monitoring, you have made improvements to the management of pupils' behaviour. Inspection evidence indicates that these are having a positive impact across the school. You know that this work needs to be accelerated and that you and your leaders need to communicate more clearly with parents over this issue.

Governance is strong. The governing body makes good use of its wide range of knowledge and experience to hold you and your leaders to account for the quality of education provided, including that in the sixth form. The contribution of a governor with significant primary experience and reports from the leader of the early years ensure that governors have a good understanding of this aspect of provision.

Safeguarding is effective.

Leaders, including governors, ensure that the school fulfils its statutory safeguarding requirements. Records, including checks on the suitability of adults who work at the school, are carefully maintained.

Pupils told inspectors they feel safe at the school. They cited the secure, modern school site and the approachability of adults as reasons for this sense of safety. Pupils, other than those in Year 11, explained that they value their PD sessions as they 'teach us about real life' and cover topics such as online safety and personal health and well-being.

Pupils know what bullying is and are aware of the forms that it can take. They told inspectors that bullying was not a frequent occurrence. Pupils also explained that they could approach adults were they to have concerns and these adults would respond appropriately.

School leaders ensure that staff and governors are appropriately trained in, and alert to, relevant safeguarding matters, including those relating to the government's 'Prevent' duty. This training also includes aspects that are relevant to the context of the school. Staff receive regular safeguarding updates to ensure that they are aware of the most recent national guidelines. Teachers and teaching assistants spoken with knew how to recognise signs that a pupil may be at risk, and also what to do if they have concerns. Child protection records confirm staff's comments that leaders take appropriate action once concerns have been raised.

The large majority of parents believe their children to be safe and happy at school. These views were expressed by parents in their responses to the Ofsted online survey, Parent View, the large numbers of parents who responded to the school's own surveys, and those spoken with by inspectors at the school gates.

Inspection findings

- As a key line of enquiry, inspectors sought to establish how well phonics is taught in the primary phase of the school. This is because, in 2016, lower proportions of pupils achieved the expected standard in the phonics screening check than was the case nationally. Your primary school leaders are taking appropriate action to ensure that the standard of phonics teaching improves.
- Primary leaders have analysed the strengths and weaknesses of phonics teaching and used this information to provide suitable training for staff. As a consequence, teachers closely match learning activities to the capabilities of the pupils in each

group. For example, as a result of more precisely planned learning, the small number of pupils who joined the school in Year 1 and did not achieve the expected standard in the phonics screening check are now making good progress to close the gaps in their skills and knowledge.

- While assessment information indicates that more pupils are on track to achieve the expected standard in the phonics screening check, you acknowledge that higher proportions of pupils can achieve the expected standard.
- A second line of enquiry was to establish pupils' progress in reading and writing at key stage 1. While in 2016 pupils' attainment was in line with the national average in reading and above in writing, this was not the case for a small number of pupils who previously achieved the expected good level of development in the early years.
- Primary leaders have rightly focused on improving the quality of teaching, learning and assessment and also on developing pupils' confidence in their learning. Leaders have also promoted reading and writing through the school's 'stay and play' sessions and workshops in which parents accompany pupils in their learning.
- Pupils make good progress in reading from their individual starting points. Pupils who read aloud to inspectors confidently used appropriate strategies such as inference and deduction. They also made good use of visual and contextual clues to read well. Less assured readers, including those pupils who have special educational needs and/or disabilities, carefully used basic phonetic awareness to break down words.
- You have introduced effective strategies for pupils to develop their writing in different genres. Inspectors saw the impact of this in pupils' creative writing based on texts such as 'The Secret Garden' and 'Jack and the Beanstalk'. A scrutiny of work in pupils' books indicates that many of them are making good progress in writing.
- Inspectors also explored how well pupils who have special educational needs and/or disabilities are provided for, especially those of middle ability. This is because, while these pupils made excellent progress by the end of key stage 4 in 2015, this was not the case in 2016. Inspection evidence indicates that pupils who have special educational needs and/or disabilities typically make good or improving progress from their starting points. Significantly, they are increasingly confident in their learning. You precisely identify the needs of each pupil and agree approaches that will assist them in their learning. These strategies are clearly documented. You ensure that teachers are aware of and apply them in their teaching.
- Pupils who have special educational needs and/or disabilities are supported well by teaching assistants and key workers. These adults establish productive relationships with pupils they support and are as proud of pupils' achievements as the pupils are. Pupils told inspectors that teaching assistants 'help me focus in my work' and 'explain clearly when I misunderstand'. Pupils were also clear that teaching assistants encourage them to attempt learning tasks by themselves.
- Another line of enquiry was to establish how well students achieve in their A-level

studies. In 2016, the progress A-level students made fell, especially that of most-able girls. The post-16 leader has taken decisive action in response to this.

- The post-16 leader is ensuring that students make better progress through a combination of higher expectations, improved study facilities, additional training for teachers, and more thorough monitoring and clearer leadership. Sixth-form students who fall behind receive precise, helpful mentoring and attend catch-up sessions. As a consequence, their progress is improving.
- The final line of enquiry was to explore the actions leaders are taking to improve the attendance of disadvantaged pupils and of those who have special educational needs and/or disabilities. While overall attendance was in line with the national average, the attendance for these two groups was lower than it should have been. Similarly, the proportion of these pupils who were persistently absent was higher than national averages.
- You rightly identified that, for a number of disadvantaged pupils, irregular attendance is a barrier to their learning. Using information gathered from your careful monitoring, you are taking effective action to bring about improvements. For example, through the work of family support workers, the proportion of disadvantaged pupils who are persistently absent has fallen sharply. This is also the case for pupils who have special educational needs and/or disabilities. Attendance for these groups is improving and overall pupil attendance remains higher than the national average.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- work to improve the conduct of a small number of pupils in key stages 3 and 4 is accelerated so that these pupils' behaviour matches that of the large majority of pupils at the school
- they communicate in a timely way to resolve any concerns parents may have
- they continue to review and amend actions to improve the quality of teaching, learning and assessment in phonics so that higher proportions achieve the expected standard in the phonics screening check
- they ensure that pupils in Year 11 receive appropriate information to prepare them more effectively for life after school.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Peterborough. This letter will be published on the Ofsted website.

Yours sincerely

John Lucas
Her Majesty's Inspector

Information about the inspection

- Inspectors held meetings with you, other senior and middle leaders, a group of eight teachers, a group made up of eight key workers and teaching assistants, and three governors.
- Inspectors spoke with many pupils informally in classrooms and when walking around the school site. Inspectors also met with three groups of pupils.
- Inspectors observed pupils at work and examined pupils' work in their books and folders in 30 lessons. An inspector also listened to pupils read.
- Policies and procedures for the safeguarding of pupils were scrutinised, along with the school's record of checks carried out on staff working at the school.
- A range of documents were analysed or discussed, including the school's self-evaluation and improvement plans and documents relating to pupils' achievement, attendance and behaviour.
- Inspectors took account of the views of 47 members of staff and 18 pupils who responded to the Ofsted online surveys.
- Inspectors considered the views of 86 parents who responded to Ofsted's online survey 'Parent View', as well as those parents who commented via the 'Parent View' free text.
- Inspectors also considered the views of parents spoken with on the day of the inspection, as well as those contained in one email received during the inspection. Inspectors also took account of the views of high numbers of parents who responded to the school's own annual surveys.