

# Hampton Junior School

Percy Road, Hampton, Middlesex TW12 2LA

## Inspection dates

21–30 November 2017

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Outstanding</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Good</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- Leadership at all levels is outstanding. The executive headteacher is highly ambitious and has created a culture of high expectations. Leaders share her vision for the school and have the commitment and skills to make further improvements.
- Leaders have an excellent understanding of the school's strengths and weaknesses. They use this knowledge to pinpoint areas for development with a continual focus on improving pupils' progress.
- Teaching, learning and assessment are consistently good. Teachers use their secure subject knowledge to plan well-structured activities which engage pupils well.
- Pupils make good progress. However, classroom activities do not consistently always challenge pupils to achieve their best, particularly the middle-ability pupils.
- Disadvantaged pupils and those who have special educational needs (SEN) and/or disabilities make good progress. High levels of staff care and support ensure that these pupils achieve well.
- Governors share the high expectations of school leaders. Governance has significantly improved since the previous inspection. Governors now play a crucial role in maintaining the school's overall effectiveness and driving improvements.
- Pupils' spiritual, moral, social and cultural development is promoted well. It plays an integral part in the stimulating curriculum and extra-curricular provision. As a result, pupils receive a broad and balanced education, rich in learning experiences.
- Behaviour in lessons and around school is outstanding. Pupils enjoy coming to school and value their education. Attendance is above average.
- Pupils' personal development is outstanding. Pupils are thoughtful and reflective learners. The school motto, 'Be the best you can be', inspires them to aim high. Pupils are well cared for at school and safeguarding is effective.
- Reading is promoted well across the school. Leaders acknowledge that the teaching of reading skills is not always effective and have put plans in place to address this.

## **Full report**

### **What does the school need to do to improve further?**

- Ensure that all pupils, particularly middle-ability pupils, are challenged consistently in all subject areas so that they make good or better progress.
- Develop a consistent approach to the teaching of reading skills across the school, so that progress in reading improves.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- Following a restructuring of the leadership team, the executive headteacher and head of school took up their posts in September 2017. They have settled into their new roles quickly and provide effective and motivating leadership. They have a clear vision for the school and their work is highly valued by all.
- Leaders have an in-depth knowledge of all aspects of the school. They have pinpointed precise areas for development and know exactly what needs to be done. Their plans are based on a thorough analysis of current performance and provide a secure platform for further improvement. The prime focus for leaders is to consistently improve outcomes for all pupils and they have clear plans in place. As a result, progress is improving across a range of subjects.
- Senior leaders have recognised and built on the strengths of their team. Subject and middle leaders, some new in post, are fully aware of their responsibilities and they play a key role in the school's unremitting drive for improvement. Senior leaders guide them carefully so that they are well placed to take on more leadership responsibilities. This ensures that the school has excellent capacity to make further improvements.
- The performance of staff is managed meticulously. Leaders put great thought into targeting appropriate support and training so that all staff know how they can develop their practice. Personalised targets are reviewed regularly and any weaknesses in teaching are addressed swiftly through well-thought-out support and training. Teachers who are new to the profession feel very well supported.
- The stimulating curriculum is well planned and allows pupils to develop their skills and knowledge well in a broad range of subjects. It is enriched further by a wide variety of activities that link in to pupils' learning, such as visits to Hampton Court Palace to learn more about Tudor life. Pupils enjoy the extra-curricular activities on offer, such as chess, music and dance. These opportunities contribute to the pupils' well-rounded education at the school.
- Leaders ensure that all pupils have equal opportunities to do well. Staff are well trained and are very knowledgeable about individual pupils and their needs. Leaders evaluate the use of additional funding and ensure that pupils who have SEN and/or disabilities receive high-quality support in lessons. Consequently, these pupils make good progress.
- Leaders promote pupils' spiritual, moral, social and cultural development extremely well. Pupils learn about the beliefs and cultures of those from other faiths and visit different places of worship. This helps them to have an excellent understanding of different points of view. They can reflect on moral and social issues, such as democracy, tolerance and respect, which prepare them well for life in modern Britain.
- The school has developed a thorough system to assess pupils' abilities when they join the school. Staff track pupils' progress regularly and identify pupils at risk of underachievement. They share this information with subject leaders and teachers to plan work that tackles gaps in pupils' learning.
- Pupil premium funding is used effectively to provide interventions and activities that

improve the progress of disadvantaged pupils. Additional teachers in English and mathematics, for example, provide targeted support to help pupils improve their basic skills. The funding is also used well to help pupils with their personal, social and emotional development. Leaders review and monitor the funding to ensure that it is having a positive impact.

- Leaders use the sport premium funding to enhance the strong sports provision already in place at the school. It is used to provide staff training, new equipment and sports clubs. This has increased pupils' participation in a variety of sports, contributing to the success of pupils at local competitions.

### **Governance of the school**

- Governors have a range of expertise and are exceptionally well-informed. They do not shy away from challenging leaders about all aspects of the school's performance but are also extremely supportive. They are confident that school leaders have the capacity to improve the school further.
- Governors are not complacent and constantly seek new ways of improving. They undertake regular training to develop their knowledge and skills so that they can provide a high level of challenge to leaders. They work effectively with school staff at the annual 'Vision Day' to review the school development plan and listen to the views of teachers, pupils and parents.
- All governors have clearly defined roles. They visit the school regularly to check on the areas they are responsible for and make sure that they fulfil their statutory requirements. The safeguarding governor monitors the school's arrangements to keep pupils safe.

### **Safeguarding**

- The arrangements for safeguarding are effective. All policies and procedures relating to safeguarding pupils are fully up to date. Staff all know and follow these procedures. They receive regular safeguarding training and are vigilant about reporting any concerns. Leaders ensure that records are well organised and referrals to external agencies are made promptly.
- Pupils are well aware of whom they can turn to if they have any concerns. They feel safe and well cared for at school. They know that visitors to the school have special lanyards which they have to look out for. Parents unanimously agree that their children are safe at school.

### **Quality of teaching, learning and assessment**

**Good**

- The quality of teaching is good. Teachers use a good range of resources to interest pupils and use questioning skilfully to check pupils' understanding. Staff, including specialist teachers in subjects such as religious education and French, demonstrate secure subject knowledge.
- Teachers and support staff have high expectations of pupils' behaviour in lessons. Well-

established routines and systems are consistent across the school. Pupils know what is expected of them and as a result they are attentive learners.

- Teachers plan lessons together in year teams. This leads to consistency in the quality of classroom activities and gives teachers the opportunity to share ideas and discuss good practice.
- Learning support assistants are well deployed. They provide effective support to individuals and groups of pupils. High-quality training helps them to use a range of strategies to ensure that all pupils, including pupils who have SEN and/or disabilities, are engaged in lessons and can make good progress over time.
- Staff have reviewed their approach to homework and made it more consistent across the school. Homework is age-appropriate and based on developing pupils' skills in literacy and numeracy. Pupils and parents are positive about the improvements made to the setting of homework.
- The teaching of writing and mathematics is leading to good progress, particularly in the current Year 6 classes. Pupils complete extended writing tasks in different genres using a high standard of vocabulary and complex structures. Clear guidance from teachers helps pupils to improve their work.
- Teachers develop pupils' listening and speaking skills effectively. Pupils take part in public speaking competitions and say this helps them to be more confident. Pupils are highly articulate and can explain their reasoning well.
- Pupils choose the level of challenge they want to complete in class. Older pupils in particular are clear about why they have chosen particular tasks. They know which work is suitable to their ability and will move them on in their learning. However, classroom activities are not always sufficiently challenging in subjects other than English and mathematics to enable all pupils to achieve their best, particularly middle-ability pupils.
- Reading lessons are a regular part of the school day but the quality of these vary. Some activities are not challenging or purposeful. Leaders are currently working on developing a consistent approach to teaching across the school.

## Personal development, behaviour and welfare

## Outstanding

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are self-assured and keen to talk about their learning. They work very well together and discuss different points of view with maturity.
- Pupils show empathy and care for each other. They listen attentively when others are speaking and help pupils who might be feeling unhappy. Incidents of bullying or unkind behaviour are extremely rare.
- Warm and trusting relationships between pupils and staff mean that pupils trust their teachers to look after them. They say that they can talk to any of their teachers if they have any worries.

- Pupils know that their safety is a priority. They attend talks by local police to learn about staying safe outside school. Pupils talk confidently about 'stranger danger' and internet safety. They know not to share personal information online and to keep passwords safe.
- Pupils have a secure understanding of British values which overlap with the school's values. Pupils focus on a different value each week, such as tolerance or respect, and they celebrate pupils who show these values in their behaviour.
- The democratically elected school council plays an active role in the school and members visit the Houses of Parliament to learn more about how government works. Pupils seize opportunities to take on responsibility, such as that of house captains, sports crew, junior sports officers or helpers in the school stationery shop.

## Behaviour

- The behaviour of pupils is outstanding both in lessons and around school.
- The school's behaviour system of 'You own your own behaviour' is highly successful. Pupils manage their own behaviour very well and show great self-discipline.
- Incidences of low-level disruption are very rare. Pupils want to get on with their learning and are very motivated.
- Pupils are polite and courteous. They are highly respectful to staff, visitors and each other.
- Pupils say that they love their school and this is reflected in their attendance which is above the national average. Pupils are proud to attend this school.

## Outcomes for pupils

**Good**

- Current pupils are making good progress in a range of subjects, including English and mathematics. Pupils in the current Year 6 are making particularly strong progress.
- By the time they leave at the end of Year 6, pupils' progress in reading, writing and mathematics is in line with national averages.
- Pupils' attainment in reading, writing and mathematics is above average. The most able pupils achieve very well and make strong progress.
- Disadvantaged pupils and pupils who have SEN and/or disabilities make secure progress in most of their subjects. The school has put in place effective measures to support these pupils.
- Reading is well promoted in school. Pupils enjoy meeting and listening to visiting authors and the well-resourced library is at the heart of the school.
- Pupils enjoy science lessons and they achieve well in this subject. Work in pupils' books shows that pupils develop their knowledge and understanding in various topics and can apply their skills to do investigations.
- Pupils take pride in their work and books are generally well presented.

## School details

Unique reference number	102887
Local authority	Richmond upon Thames
Inspection number	10036338

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	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	382
Appropriate authority	The governing body
Chair	Courtenay Norbury
Executive headteacher	Helen Lockey
Telephone number	020 8979 2545
Website	<a href="http://www.hampton-jun.richmond.sch.uk">www.hampton-jun.richmond.sch.uk</a>
Email address	<a href="mailto:info@hampton-jun.richmond.sch.uk">info@hampton-jun.richmond.sch.uk</a>
Date of previous inspection	10–11 October 2012

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- Hampton Junior School is a three-form entry school and is larger than the average-sized junior school.
- In April 2013, the school federated with Hampton Infants School and became part of the Hampton Primary Partnership. In September 2017, the leadership team was restructured and both schools are led by the executive headteacher.
- The proportion of pupils who are eligible for pupil premium funding is below average.
- The proportion of pupils who have SEN and/or disabilities is average.
- The proportion of pupils who are from minority ethnic backgrounds is below average. The majority of pupils are White British.

- The proportion of pupils who speak English as an additional language is below average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' progress and attainment.



## Information about this inspection

- This inspection was carried out over three days. A section 8 inspection was led by an Ofsted Inspector on day one and was converted to a section 5 inspection. Her Majesty’s Inspector took over the inspection on day two. The inspection was concluded on day three.
- Inspectors visited all classrooms to observe teaching and learning across a range of subjects. Most of these observations were undertaken jointly with school leaders.
- Meetings were held with senior and middle leaders and teachers to discuss aspects of the school’s work. The lead inspectors also met with a group of governors and a representative from the local authority.
- The inspection team held formal and informal discussions with pupils during the inspection to hear their views of the school and to talk about their learning.
- Inspectors carried out book scrutinies over a range of subjects and year groups to evaluate current pupils’ progress.
- Inspectors analysed documentation provided by the school, including the leaders’ self-evaluation of the school, external reviews of the school, safeguarding records and procedures, minutes from governing body meetings, behaviour records and attendance information.
- The inspection team took account of 271 responses to Ofsted’s online questionnaire, Parent View, and of information gathered from discussions with parents during the inspection. The views of staff and pupils were also considered through the questionnaires received.

## Inspection team

Jude Wilson, lead inspector

Her Majesty’s Inspector

Clementina Aina

Ofsted Inspector

Mehar Brar, lead inspector

Ofsted Inspector

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