

# Hampton High

Hanworth Road, Hampton, Middlesex TW12 3HB

## Inspection dates

19–20 March 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
16 to 19 study programmes	<b>Good</b>
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher has provided a clarity of vision which is shared by staff, parents and carers, and pupils.
- Leaders have been relentless in their focus on improving the quality of teaching and learning. Consequently, pupils make good progress.
- Leaders demonstrate accurate understanding of the school through rigorous self-evaluation. However, new policies and systems to improve the consistency of teaching and raise standards have yet to be embedded.
- Teachers have strong subject knowledge which is used well to plan effective lessons that captivate the interest of pupils. Teaching, learning and assessment are generally strong, particularly at key stage 3 and in English and mathematics. However, they are weaker in science.
- Teachers benefit from personalised professional development to improve on their practice.
- Leaders have raised expectations for learning and standards of behaviour. Pupils are well behaved and parents are proud of the school.
- The governors are effective and very determined to secure improvement in pupils' outcomes. They hold leaders to account for their work.
- The sixth-form provision is good. Students are well supported and receive good advice and guidance which prepares them for the next stage of their education and employment.
- Disadvantaged pupils currently make less progress than their peers.
- Leaders and governors have recently prioritised the progress of pupils with special educational needs and/or disabilities (SEND). Although these pupils are well supported by specialist staff, their needs are not well met across the curriculum. As a result, they do not make the progress of which they are capable.
- The arrangements for safeguarding are effective and pupils feel safe in school.
- Although leaders have secured improvement in attendance, overall attendance remains below the national average. Fixed-term exclusions for pupils with SEND are high.

## Full report

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

- Improve pupils' outcomes by ensuring that:
  - teachers in all subjects plan sequences of learning activities that meet pupils' needs, particularly those of disadvantaged pupils and pupils with SEND
  - teaching in science rapidly improves, eradicates low standards and urgently addresses gaps in pupils' knowledge.
- Leaders and governors should continue to improve pupils' attendance, behaviour and attitudes to learning by ensuring that:
  - current strategies are fully embedded to increase pupils' attendance and engagement in lessons
  - expectations of pupils' learning are raised so that inconsistencies across subjects and key stages are eliminated.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher has provided inspirational leadership to the school community. Her clarity of vision is shared by staff, parents and pupils. Consequently, there has been substantial improvement in the quality of teaching and pupils' behaviour at the school. Additionally, leaders have created a culture where all pupils feel happy and welcome.
- Leaders have an accurate understanding of the school's strengths and weaknesses. They have used this to formulate a comprehensive and ambitious plan to secure further improvement in the quality of teaching, learning and assessment.
- Governors and leaders at all levels have a shared understanding that raising the quality of teaching is the school's top priority. Leaders rigorously monitor the quality of teaching and learning and hold staff to account for pupils' progress. Within a culture of continuous professional development, teachers have embraced the raised expectations for provision and outcomes, recognising that the training provided is targeted to their needs. Senior leaders actively promote staff well-being.
- The curriculum promotes pupils' spiritual, moral, social and cultural development. Teachers ensure that pupils have opportunities to develop wider understanding of different cultures through the links they make to their subjects. The school's assemblies and the personal, social and health education programme allow pupils to develop greater understanding of life in modern Britain.
- The curriculum is broad and balanced. Leaders are constantly reviewing the curriculum to ensure that it is responsive to pupils' needs. For example, the school has introduced teaching of German as part of a strategy to increase the proportion of pupils studying a modern foreign language.
- The extra-curricular provision, including sports, drama, music and trips, enables pupils to develop confidence, knowledge and leadership skills. For example, the recent school production of 'Hairspray' typifies the numerous opportunities for pupils to work together towards a common goal.
- Over the past year, senior leaders have been unwavering in their focus to improve pupils' progress. Emphasis has been given to preparing activities that respond to the needs of all pupils. As a result, pupils make good progress from different starting points.
- Leaders ensure that newly qualified teachers are well supported in their teaching and the management of behaviour. These teachers told inspectors that the professional development opportunities are a strength of the school and they appreciate the collaborative working culture in the school, which focuses on sharing best practice widely.
- Middle leadership is effective and strong at the school. Middle and senior leaders work well together to secure an appropriate climate for learning.
- Leaders and governors use the pupil premium funding effectively to target support for disadvantaged pupils. As a result, their outcomes are improving, albeit at a slow rate.
- The specialist provision for pupils with SEND is good. Leaders use the funding for

additional staff who provide strong support in lessons for the pupils to whom they are assigned.

## **Governance of the school**

- Governance is strong. Governors are experienced and show huge commitment to improving the effectiveness of the school. They are supportive of the headteacher's vision and have aligned their efforts to secure the key school improvement priorities.
- Governors are strategic in recruiting new members with the appropriate skills and expertise to enable the governing body to fulfil its responsibilities and duties.
- Governors play active roles through their allocated responsibilities. They visit the school regularly to pursue their links to subjects and engage in dialogue with school leaders. As a result, governors have an accurate understanding of the school's effectiveness and areas for development.
- Governors ask searching questions and consistently hold both middle and senior leaders to account. They take particular interest in the school's actions to raise standards of teaching and learning, as well as the progress made by different groups of pupils.
- Governors ensure that pupils are safe, fulfilling their statutory safeguarding duties. They have strong oversight of the school's use of additional funding for disadvantaged pupils. They recognise that there is still a considerable gap between the progress of disadvantaged pupils and others.
- Governors are committed to receiving up-to-date training and receive support from the board of trustees to monitor the school's performance.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- The culture of safeguarding is strong at the school because leaders and governors take very seriously their responsibilities to make sure that pupils are safe.
- Leaders have comprehensive record-keeping and effective safeguarding procedures in place. They ensure that staff receive appropriate training relating to keeping children safe. Also, they work tenaciously with external agencies, parents and carers to support the welfare and safety of vulnerable pupils.
- Pupils know how to keep themselves safe and are knowledgeable about local risks including knife crime and radicalisation.
- Pupils said they feel safe in school and this view is consistent with the responses received from parents to Ofsted's online questionnaire, Parent View. One of the typical parents' responses to the survey said the school has a 'brilliant headteacher who is clearly devoted to making sure that the school is a success and the children are well looked after'.
- Leaders provide support for pupils with medical needs by ensuring that medication is available and correctly dispensed in school.

## Quality of teaching, learning and assessment

Good

- The quality of teaching, learning and assessment is good across a range of subjects including mathematics and English. Teachers use their good subject knowledge to plan effective lessons that secure pupils' interest in their learning.
- Typically, teaching is characterised by strong classroom routines, high expectations of pupils' learning and clear procedures to maximise the lesson time. Pupils respond well to teachers because of the positive relationships they establish with their pupils.
- A strength seen in some teaching is the use of effective questioning to probe pupils' understanding of key concepts; pupils are made to think hard, which deepens their knowledge. For example, in a Year 8 history lesson, pupils were discussing the long-term impact of the French Revolution on the modern world.
- At key stage 3, pupils make strong progress because teaching allows pupils to grasp new knowledge quickly by shaping tasks that connect to their previous learning. Additionally, the use of the school's 'learning journeys' framework enables pupils to review their learning and make required improvements.
- In a small minority of lessons, teaching is characterised by work that is not well matched to pupils' interest or needs and is insufficiently challenging. In these circumstances, pupils' work is of variable quality and, in some instances, learning is disrupted.
- Over time, uneven teaching of science has left pupils with gaps in their knowledge and weak progress overall. This is particularly the case in key stage 4.
- Teachers set homework regularly to consolidate pupils' learning and support pupils to develop their independent learning skills.
- Routinely, additional adults are trained well and provide effective support for pupils with SEND. However, their needs are not consistently well met by subject teachers in mainstream lessons.
- Some teaching gives insufficient attention to raising the attainment of disadvantaged pupils.
- At key stage 4, leaders and teachers draw on a range of strategies including the use of regular assessments to target support for pupils who are at risk of underachieving.

## Personal development, behaviour and welfare

Good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils wear their uniform with pride and are eager to arrive at their lessons on time. The presentation of written work in their books is usually of a high quality.
- Pupils' personal development and welfare are promoted through a carefully designed curriculum. This teaches pupils about self-awareness and how to become successful learners. Pupils participate in programmes aimed at developing social skills and

confidence; these contribute to their generally respectful and considerate behaviour.

- Pupils are able to recognise risks and know how to keep themselves safe, including using the internet. Through the extensive assembly programme, pupils benefit from listening to outside speakers, including the Safer Schools officer. As a result, they are well informed about local risks, including gangs and knife crime.
- Teachers actively promote pupils' spiritual, moral and social and cultural development. Pupils have secure understanding of fundamental British values. They use the platform of the school council to promote debate of key school improvement priorities. These include, for example, how pupils' physical well-being and mental health could be supported by widening the extra-curricular provision at the school.
- School leaders provide pupils with opportunities through careers advice and guidance sessions and, in Year 10, from work experience, to develop understanding of the skills required in the world of work. This allows pupils to be well informed and prepares them for the next stage of their education.
- Pupils are respectful of others and show understanding of different faiths and cultures. Pupils socialise together and welcome visitors to the school. The vast majority of pupils who responded to Ofsted's questionnaire said that the school encourages them to respect people from all backgrounds.
- School leaders effectively track the attendance and progress of a small number of pupils who attend alternative provision. Currently, many of the pupils have stopped attending the alternative provision and are educated full time in the school because the school leaders have developed capacity to address the needs of these pupils.

## **Behaviour**

- The behaviour of pupils is good.
- Leaders have raised expectations relating to standards of behaviour and pupils have responded well. Since the relaunch of the new behaviour policy, pupils have managed their behaviour well around the school and in lessons. The school has an effective system for tracking behaviour incidents. It also makes good use of a range of rewards to recognise positive behaviour and reduce reoffending.
- Parents and staff confirm that there has been a marked change in behaviour at school.
- Pupils are generally polite and demonstrate positive attitudes to learning. In lessons, pupils communicate confidently and put effort into completing their work. Nonetheless, where teaching is less effective, low-level disruption limits pupils' learning.
- Rates of absence and persistent absenteeism have declined this year. However, pupils' attendance remains below the national average. School leaders have invested in resources which are beginning to have a positive impact on overall attendance at the school, particularly for disadvantaged pupils.
- Although exclusions have reduced since 2018, currently pupils with SEND have a high rate of fixed-term exclusions. Leaders link this to the exacting nature of the new behaviour policy and are reviewing current practice. Since September 2018, there have been two permanent exclusions from the school.
- Pupils said bullying is rare at the school and when it happens, teachers deal with it

swiftly.

## Outcomes for pupils

**Good**

- In 2018, the progress made by Year 11 pupils was broadly in line with the national average. However, there was some variability between groups of pupils. Inspection evidence shows that current pupils are making improved progress, and that the remaining variability is reducing.
- Analysis of pupils' work in a wide range of subjects including English and mathematics shows that pupils are making better rates of progress.
- Pupils in key stage 3 make strong progress due to the new curriculum provision. This specifically builds progression in knowledge acquisition through carefully sequenced schemes of learning linked to well-matched resources.
- In 2018, disadvantaged pupils made progress that was significantly below the national average. Currently, their progress is improving, but remains below the national average. School leaders have prioritised teaching and learning with targeted interventions to secure further improvements in outcomes.
- Pupils' progress in science is weak because of variability in the quality of teaching over time. Also, variable standards of work were seen in product design, art and drama.
- The progress of pupils with SEND is starting to show improvement, particularly in key stage 3, because leaders have raised standards in teaching, learning and assessment. Increasingly, teachers are planning lessons which take consideration of pupils' barriers to learning, but this is not yet routine.
- Irrespective of the improvements in teaching, learning and assessment, evidence of pupils' work shows that the most able pupils do not make consistently strong progress across the curriculum. Leaders are acutely aware of this and have devised coherent plans to further raise pupils' progress.
- Leaders ensure that pupils are well prepared for the next stage of their education, training and employment. Consequently, at the end of key stage 4, the proportion of pupils in education, training or employment is higher than the national average.

## 16 to 19 study programmes

**Good**

- The leadership of the sixth form is strong. Leaders have high aspirations for students and this is reflected in the established systems which enable students to make good progress.
- The sixth form is small but the curriculum meets the requirement for the 16 to 19 study programmes. Leaders make sure that students have breadth of subject choice in the school by working collaboratively with a local school. Currently, the school teaches only four subjects on site, with all students studying at least one of these subjects.
- Although there are no external examination results for the sixth form to support any national comparisons, the evidence seen in books and folders supports the evaluation that the students make generally good progress across the subjects offered by school.

Their progress is stronger in academic than in vocational subjects.

- Students are provided with extensive personalised support and careers education and guidance. These contribute to the school's excellent retention and students' progression to higher education and employment.
- Typical teaching, learning and assessment in the sixth form are strong, particularly in sociology and history. Teachers plan a range of activities to challenge and extend students' understanding of conceptually demanding content. Consequently, students develop their skills and knowledge.
- Students' well-being is actively promoted and they say that they feel safe in the sixth form. They are encouraged to play an active part in the life of the school. Students are role models for the younger pupils.
- Students have many opportunities to enrich their learning, including undertaking work placement, visiting speakers, university visits, volunteering to complete charity work in Cambodia and other educational visits abroad.
- Almost all students in the sixth form have secured university offers, with a small proportion of students expected to progress to Russell Group universities.
- Students attend well and are positive about their experience of the sixth form.



## School details

Unique reference number	143419
Local authority	Richmond Upon Thames
Inspection number	10058927

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

Type of school	Secondary Comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	680
Of which, number on roll in 16 to 19 study programmes	15
Appropriate authority	Board of trustees
Chair	Ruth Frankish
Headteacher	Rebecca Poole
Telephone number	02089 793 399
Website	<a href="http://www.HamptonHigh.org.uk">www.HamptonHigh.org.uk</a>
Email address	<a href="mailto:info@Hamptonhigh.org.uk">info@Hamptonhigh.org.uk</a>
Date of previous inspection	Not previously inspected

## Information about this school

- The school became a sponsored academy in November 2016 within Richmond West Schools Trust. The school has a local governing body with delegated responsibilities from the trust.
- The school is smaller than the average-sized secondary school for pupils aged 11 to 19.
- The current headteacher was appointed to her post in September 2017.
- The sixth form is small and only has Year 13 students. The school works collaboratively with Teddington School to deliver a range of subjects.
- The proportion of pupils with SEND is above the national average, and the proportion

of pupils with an education, health and care plan is similar to that found nationally.

- The proportion of pupils who speak English as an additional language is above the national average.
- More pupils than average are disadvantaged and in receipt of the pupil premium funding.
- The majority of pupils are from White British heritage.
- The school uses Malden Oaks in Kingston upon Thames for alternative provision, when required.

## Information about this inspection

- Inspectors observed a range of teaching and learning in 60 lessons, with some lesson observations accompanied by the headteacher or senior leaders of the school. Inspectors also attended school assemblies and tutor periods.
- Meetings were held with the headteacher, senior and middle leaders; inspectors also spoke to groups of staff and pupils.
- The lead inspector held a meeting with the chair of the governing body and three other governors. Also, further meetings took place with the chief executive of the trust and members of the trust.
- An inspector held a telephone conversation with the school's improvement adviser and the local authority director of education.
- Inspectors scrutinised the school's improvement plan, self-evaluation, and a variety of documentary evidence including assessment information, curriculum, safeguarding records and procedures, attendance information, behaviour records, external review reports, minutes from governing body meetings and key policies.
- Inspectors analysed and took into consideration 196 responses to Parent View, Ofsted's online survey for parents, 124 responses to the pupil survey and 34 responses to the online questionnaire for staff.

## Inspection team

Jeffery Quaye, lead inspector	Ofsted Inspector
Duncan Kanya	Ofsted Inspector
Fiona Abankwah	Ofsted Inspector
Yvonne Chisholm	Ofsted Inspector

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