

Inspection of Hampton Gardens Secondary School

Hartland Avenue, Hampton Gardens, Peterborough, Cambridgeshire PE7 8HR

Inspection dates: 2 and 3 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Sixth-form provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils like attending Hampton Gardens. Teachers have high expectations of what pupils can achieve. Pupils study a wide range of subjects, which are taught well. Pupils gain the range of knowledge and skills needed for the next stage of their education or employment. Students in the sixth form successfully progress to university or apprenticeships. However, some pupils would like more information about career and further education pathways available to them in the future.

Teachers set clear and high expectations of behaviour. Almost all pupils respond to these well. They show positive attitudes to learning. Classrooms are purposeful learning environments. Those pupils who find it harder to manage their behaviour get the help that they need to improve.

Pupils learn that everyone has the right to be respected and treated equally. A pupil equality and diversity committee has recently been formed. Prejudice and bullying behaviour are not tolerated. Any incidents that do occur are dealt with quickly, firmly and fairly. However, there is further work to do to help some pupils and parents and carers to understand the school's approach to tackling any incidents that occur.

Pupils and parents appreciate the wide range of clubs and activities available. These allow pupils to pursue and develop their personal interests.

What does the school do well and what does it need to do better?

Leaders have a shared vision for the achievement of pupils at Hampton Gardens. Pupils learn a broad curriculum. Increasing proportions of pupils are studying GCSEs in subjects that make up the English Baccalaureate. Pupils gain the knowledge needed for a wide range of further study and employment.

Curriculum leaders have identified the important knowledge for pupils to learn in each subject. Pupils' learning builds towards their understanding of more complex ideas in each subject over time.

Leaders ensure that reading is a high priority. Texts are chosen carefully to ensure that pupils study and discuss relevant and challenging themes. Pupils who struggle with reading receive effective support. This helps them to improve their reading and understanding so that they can access the full curriculum.

Teachers have strong subject knowledge. They explain things clearly to help pupils understand more difficult concepts. Teachers routinely check that pupils remember important subject knowledge. Teachers usually use these checks to build effectively on what pupils already know and can do. Occasionally, teachers plan activities that pupils find too hard. This is because they have not spotted where pupils are struggling to remember previous learning. Sometimes, teachers do not clearly help pupils understand how learning connects with what they already know. However, over time, pupils make strong gains in their learning.

Pupils with special educational needs and/or disabilities (SEND) access the full curriculum. Teachers are ambitious for pupils with SEND and learning is appropriately challenging. Teachers and teaching assistants know pupils' individual needs well. Pupils with SEND receive the help they need to learn well in the subjects they study.

The sixth form is growing. Students can choose from a wide range of different subjects and qualifications offered across the trust. Many more subjects will be offered at Hampton Gardens from September 2022. Students are successful in their studies. All students progress to higher education, apprenticeships or employment.

Leaders use the curriculum well to promote pupils' personal development. Pupils learn to respect each other. They know and understand why this is important in modern British society. They learn to look after their own physical and emotional health. Important themes such as respect for others, healthy relationships and equality are built on from year to year. Leaders have yet to evaluate this programme. The programme in the sixth form is less well developed.

The COVID-19 pandemic has limited careers education. The focus is on providing information for pupils who are currently moving on to the next stage of education or employment. Year 11 pupils and sixth-form students are well informed about what they can do after completing their studies. Leaders ensure that impartial information is available about the options for study other than in the school's sixth form. However, some pupils would still like information about careers and life after school.

Staff, including those new to teaching, feel well supported by leaders. Staff access training that meets individuals' development needs. Leaders are considerate of staff workload.

Trustees and governors check regularly on leaders' work. They work with school leaders to ensure that they have an accurate picture of what is working well and what they can improve further.

Safeguarding

The arrangements for safeguarding are effective.

Staff are well trained to spot the signs that pupils are at risk of harm. They are alert to the issues that are prevalent in the local area. Staff know when and how to pass on concerns, and leaders act on these concerns quickly and appropriately. They ensure that pupils get the help needed, involving external agencies when necessary.

Pupils feel safe. They learn how to manage different risks, including those posed by social media.

Leaders' checks on the suitability of adults to work in the school are thorough. Trustees and governors ensure that safeguarding procedures follow the most recent published guidance.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Occasionally, teachers do not check that pupils have a secure understanding of the subject knowledge that pupils have previously learned or explain how this underpins new learning. When this happens, teachers are not successful in helping pupils learn new information. Leaders should ensure that all teachers routinely plan lessons that consider what pupils already know and can do and build effectively on previous learning.
- The personal development programme is less clearly structured for sixth-form students than for other year groups. There is a new programme for careers education. This aims to provide a structured programme across all year groups. The previous programme did not meet the Gatsby benchmarks. Leaders should ensure that the new programmes for personal development and careers education are implemented effectively and as leaders intend in all year groups.
- Most pupils and parents agree that incidents of racist, sexist or homophobic bullying or discriminatory behaviour are dealt with appropriately. Some parents and pupils are less confident that issues are resolved effectively. They do not know the extent of the work that leaders do to resolve racist, sexist and homophobic incidents. Leaders should improve this aspect of communication so that all pupils and parents understand and support the school's approach.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	143641
Local authority	Peterborough
Inspection number	10212078
Type of school	Secondary comprehensive
School category	Academy free school
Age range of pupils	11 to 19
Gender of pupils	Mixed
Gender of students in sixth-form provision	Mixed
Number of pupils on the school roll	1,074
Of which, number on roll in the sixth form	52
Appropriate authority	Board of trustees
Chair of trust	Alastair Kingsley
Headteacher	Alastair Greenwood
Website	www.hamptongardens.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Hampton Gardens Secondary School opened on 1 September 2017, when it admitted only Year 7 pupils. The school has grown and currently has pupils in all year groups from Year 7 to Year 13.
- The school is part of the Hampton Academies Trust. The trust consists of this school, an all-through school and two primary schools.
- The proportion of pupils with SEND is above average. The proportion of pupils with SEND in receipt of an education, health and care plan is higher than in most secondary schools.
- Most pupils are of White British heritage. As the school has grown, the proportion of pupils from different ethnic groups has increased.
- The school currently has a small sixth form. The first group of sixth-form students completed their studies in 2020. Students in the sixth form study vocational qualifications in health and social care and information and communication

technology at the school. The teaching for the other subjects takes place at Hampton College. From September 2022, a broad range of vocational and academic qualifications will be taught at Hampton Gardens Secondary School.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders, and have taken that into account in their evaluation.

- Inspectors held meetings with the headteacher and other senior leaders. The lead inspector met with the chair of trustees, the chief executive officer of the Hampton Academies Trust, and the chair and vice-chair of the governing body.
- To evaluate the quality of education, inspectors carried out deep dives in these subjects: English, mathematics, history, physical education and science. Inspectors met with subject leaders, visited lessons, looked at pupils' work and spoke with pupils and staff. Inspectors also looked at pupils' work, reviewed curriculum plans and visited lessons in a range of other subjects.
- To check that safeguarding was effective, inspectors checked staff members' understanding of how to keep pupils safe from harm and spoke to pupils. Inspectors reviewed a range of documentation, including school policies, procedures and records. The lead inspector met with the designated safeguarding lead and members of the safeguarding team to discuss their work and review examples of the actions taken to keep pupils safe.
- Inspectors considered 94 responses, including 52 free-text comments, to the online survey for parents, Ofsted Parent View.
- To gather pupils' views on the school, inspectors met with several groups of pupils and spoke to pupils when visiting lessons. Inspectors also considered the 326 responses to Ofsted's pupil survey.
- Inspectors spoke to groups of staff and analysed 60 responses to Ofsted's staff survey to gather the views of staff members.

Inspection team

Paul Wilson, lead inspector	Her Majesty's Inspector
John Craig	Ofsted Inspector
Peter Whear	Ofsted Inspector
Shan Oswald	Ofsted Inspector

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