

Inspection of a good school: Hope Hamilton C of E Primary School

Sandhills Avenue, North Hamilton, Leicester, Leicestershire LE5 1LU

Inspection dates:

8 and 9 November 2022

Outcome

Hope Hamilton C of E Primary School continues to be a good school.

What is it like to attend this school?

Pupils come from a diverse range of communities, backgrounds and families. Staff welcome them all. Pupils feel valued, happy and safe in this inclusive school.

Pupils behave well and enjoy their learning. They understand the clear expectations set out in three simple school rules, 'Ready, Respectful, Safe'. Incidents of bullying are very rare. Some pupils are peer mediators. They are trained to help if there is an argument. They involve adults if they need to. Pupils say that teachers deal with any poor behaviour quickly.

School leaders have been clear that the school values must be about 'what we do rather than what we say'. Pupils demonstrate values such as resilience, curiosity and respect. During the inspection, some pupils discussed poppies and how they represent a celebration of peace.

There is a range of activities to promote pupils' talents and interests. Pupils attend clubs and enjoy the 'university' sessions on Fridays when additional experiences are planned.

Almost all parents and carers appreciate what staff do to support their children. Parents would recommend the school. One parent captured the common view by saying, 'The staff seem like a strong group working together towards a common goal.'

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

There is an ambitious curriculum that starts in the early years. For children in the Nursery and Reception Years, the curriculum sets the scene for the full range of subjects that come later. The classrooms and outdoor areas of the early years provision are attractive and well resourced. Children are prepared well for Year 1.

Subject leaders are knowledgeable about their subjects. They design curriculum programmes that help pupils to build their learning step by step. Teachers have high expectations. They know what the pupils should learn and when in each subject. Teachers occasionally make changes to planned activities. Some of these alterations are designed

to help pupils who have gaps in their knowledge. Other alterations do not always help pupils learn when they disrupt the logical order of learning or include overly complicated activities.

Pupils with special educational needs and/or disabilities (SEND) usually learn the same curriculum as their peers. Teachers sometimes adapt the curriculum if these pupils need to go back over previous learning. In physical education (PE) and sport, leaders use a programme which captures images that show what pupils can do. Leaders are careful to make sure that pupils with SEND are included.

The teaching of phonics and early reading are a priority. A well-organised phonics programme begins in the Reception Year. Teachers are well trained. They follow the programme closely. Teachers check carefully that pupils remember new sounds. They use this information to identify pupils who are not keeping up. Teachers give these pupils extra help for as long as they need it. Teachers match reading books closely to the sounds pupils know. Once pupils know all of the sounds, they enjoy reading books they choose themselves.

Teachers follow the mathematics curriculum closely. They explain new ideas well to pupils. Practical resources help pupils understand what they are doing. Teachers' checks identify when pupils may have gaps in their learning and need a reminder. Most pupils can explain their mathematical thinking well. Children in the early years get off to a good start. Children in the Reception Year count to five using imaginative resources. They correctly use mathematical vocabulary such as 'subitising'.

Pupils enjoy being physically active. Many are involved in sports clubs and competitions. They are taught to understand and respect cultures and ways of life that are different from their own. They know the importance of showing respect and kindness. This prepares pupils well for future life.

Governors know the school well. They act as the 'eyes and ears' of the trust. They support leaders well through regular visits. Trustees are informed and knowledgeable. Staff appreciate leaders' consideration of their workload.

Safeguarding

The arrangements for safeguarding are effective.

The members of the safeguarding team are knowledgeable. They ensure that staff receive regular training.

Staff understand their responsibilities to keep a close eye on pupils and pass on any concerns they have. Adults are alert to the possibility that even little changes in a pupil's behaviour could indicate that something is wrong. Leaders keep detailed records and follow up concerns quickly.

Pupils are taught about how to keep themselves safe, such as in their friendships and when they are using the internet.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- When teachers follow the planned curriculum closely, pupils build on knowledge and skills learned previously and achieve success in increasingly complex tasks. Teachers sometimes adapt the curriculum and introduce activities that are not helpful to pupils' learning. These changes sometimes disrupt the integrity of content choice, the sequence of learning and the equity of access for all pupils. Leaders should ensure that teachers follow the planned curriculum closely in all subjects, making choices of activity that are in the best interests of pupils' learning.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school, also known as Hope Hamilton C of E Primary School, to be good in June 2012.

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.

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	145970
Local authority	Leicester
Inspection number	10240808
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	459
Appropriate authority	Board of trustees
Chair of trust	David Williams
Headteacher	Fiona Brooks
Website	www.hopehamilton.leicester.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Hope Hamilton C of E Primary School converted to become an academy school in July 2018. It joined The Vines Academy Trust at this time. When its predecessor school, Hope Hamilton C of E Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The school does not use the services of any alternative providers.

Information about this inspection

- This was the first routine inspection the school has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation.
- The inspector held several meetings with the headteacher and the deputy headteacher. She spoke with the leader of the early years provision.
- The inspector met with the chief executive officer of the trust, two trustees and two members of the local governing body.
- The inspector carried out deep dives in mathematics, early reading and PE. For each deep dive, the inspector spoke with curriculum leaders, looked at curriculum plans,

visited lessons, spoke with teachers, spoke with some pupils about their learning and looked at a sample of pupils' work.

- In order to inspect safeguarding, the inspector checked the single central record and a sample of staff recruitment. Checks were made on staff safeguarding training and on staff knowledge of the school's safeguarding procedures. The inspector sampled pupils' safeguarding records.
- The inspector took account of the responses to Ofsted Parent View, an online questionnaire for parents, a questionnaire for staff and one for pupils.

Inspection team

Jo Ward, lead inspector

Ofsted Inspector

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