

# Inspection of a good school: Hampton Junior School

Percy Road, Hampton TW12 2LA

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Inspection dates:

28 and 29 March 2023

## **Outcome**

Hampton Junior School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a graded (section 5) inspection now. The school's next inspection will be a graded inspection.

## **What is it like to attend this school?**

This is a caring and friendly school. Leaders are highly ambitious for all pupils, and teachers work collaboratively to support them to succeed. Through the close links with the infant school, leaders know pupils and their families well. Pupils are happy and safe. Their behaviour is excellent, and bullying is rare. When it does happen, leaders intervene quickly.

Pupils love learning and value their lessons. Teachers have thought carefully about how pupils' subject knowledge can be enhanced through outings and purposeful links across the curriculum. For example, in history, pupils extend their knowledge of Tudors by visiting Hampton Court Palace, and in art, by studying the portraits of Holbein. Pupils achieve excellent outcomes and are well prepared for their next steps.

Pupils are proud of their involvement in the life of the school. The school council represents each class and meets regularly. It decides on ways to keep improving the school, including adding new equipment in the playground, updating displays in corridors, and deciding on awards for pupils. House captains are responsible for leading the inter-house tournaments each term, where all pupils compete in sports such as dodgeball. The eco-committee has organised several whole-school initiatives, including recycling and composting schemes.

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

The curriculum is broad and well designed. This is because leaders have pinpointed the specific knowledge that pupils need to learn, and identified how this will build over time in each subject. For example, in geography, Year 3 pupils learn to locate the countries of the United Kingdom so that, by Year 6, they can compare the topographical features of these

countries. In art, pupils revisit and deepen their knowledge of colour theory in a logical sequence so that they develop a secure grasp of complimentary colours.

The teaching of reading is excellent, and pupils read a range of high-quality texts with enthusiasm. Teachers model reading aloud with confidence and clarity. They choose non-fiction articles that draw on pupils' prior knowledge from other areas, such as geography, when they read about carnivals in Rio De Janeiro. Leaders have ensured that a well-structured phonics programme builds from the infant school's programme. This provides a smooth transition between Years 2 and 3, and enables pupils who are still struggling to read to catch up quickly.

Teachers prioritise the most important subject knowledge that pupils need to learn. They teach subject-specific vocabulary to develop pupils' oracy in the classroom. Teachers ask lots of questions to check that pupils understand, and reteach ideas where needed. This helps pupils to develop a strong understanding of different subjects. Leaders are quick to identify pupils with special educational needs and/or disabilities, and ensure that teachers have frequent training on how to support them. As a result, staff know individual pupils' needs well and make appropriate adaptations to ensure all pupils follow the same curriculum with success.

Leaders have ensured that there are clear routines for learning in the classroom. As such, pupils enjoy their lessons and love learning. They support each other and work together happily. The 'you own your own behaviour' charts reward pupils for their positive contributions and help to foster a strong sense of shared values within the school.

A wide range of opportunities contribute to pupils' personal development. Leaders have created lots of opportunities for leadership and responsibility for all pupils. These include maths mentors and reading ambassadors, who support other pupils with their learning and help to organise the popular library. During lunchtimes, pupils run their own popular shop in the playground. Through weekly assemblies, teachers regularly reward pupils for their achievements and kindness. Pupils learn about important topics, such as online safety, healthy relationships and equality.

Staff are overwhelmingly happy and proud to work here. Leaders have created a range of ways to reduce workload, including redesigning policies and introducing 'low-level' weeks. Governors know the school well and have helped foster a close school community.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders prioritise the safety of pupils. They ensure that staff receive regular training throughout the year. As a result, staff know what signs to look out for and how to report these. Staff raise any concerns they may have, no matter how small, diligently.

Leaders work very well with external agencies and local partners. They keep detailed records and follow up any concerns routinely. The executive leadership team has

oversight of safeguarding cases, including at the infant school, and this means that many families and pupils are well-known to leaders before arriving at the junior school.

Pupils are taught how to stay safe and report any worries they may have. They know who to talk to, and know that adults will help them with any concerns.

## **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 first ungraded inspection since we judged the school to be good in November 2017.

## **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

<b>Unique reference number</b>	102887
<b>Local authority</b>	Richmond Upon Thames
<b>Inspection number</b>	10268650
<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	449
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jane Fallon and Mary Buxton
<b>Executive Headteacher</b>	Helen Lockey
<b>Website</b>	<a href="http://www.hpp.school">www.hpp.school</a>
<b>Date of previous inspection</b>	29 and 30 November 2017, under section 8 of the Education Act 2005

## Information about this school

- The school is part of the Hampton Primary Partnership with Hampton Infant School.
- The school does not use any alternative education providers.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in early reading, mathematics and history.
- For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning, and reviewed samples of their work.
- The curriculum in other subjects was considered as part of this inspection.
- The inspector met with senior and subject leaders.

- The inspector met with members of the governing body and spoke with a representative from the local authority.
- The inspector held meetings with leaders responsible for the school's safeguarding arrangements. Safeguarding records, including pre-employment checks for staff, were scrutinised.
- The inspector considered responses to Ofsted's online surveys for parents, staff and pupils.

### **Inspection team**

Olly Wimborne, lead inspector

His Majesty's Inspector

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