

Inspection of Hampton Hill Junior School

St James's Avenue, Hampton Hill, Hampton TW12 1HW

Inspection dates: 11 and 12 October 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Previous inspection grade	Outstanding
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The school was last inspected under section 5 of the Education Act 2005 11 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

The school is a welcoming place where pupils are happy, well behaved and safe. They enjoy their learning and achieve the high standards that leaders expect of them. The school prioritises pupils' well-being. Pupils have staff they can go to if they have any worries. At breaktime, pupil 'mental health ambassadors' in the playground work alongside 'friendship buddies' and support their peers with making friends and managing any conflicts.

Staff make sure that all pupils have the same opportunities to access the curriculum, including residential trips. Pupils with special educational needs and/or disabilities (SEND) are well supported by staff who know them well.

Pupils are encouraged to be active citizens. All pupils are involved in school council discussions. They put forward suggested improvements to the school and vote on decisions. All pupils have an opportunity to take on leadership roles, such as monitors for stationary, recycling and librarians. Older pupils enjoy looking after the school's chickens. The school offers a wide range of clubs to develop pupils' talents and interests. These include various sports, Spanish, coding, gardening and meditation.

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

The school's curriculum is broad and ambitious. Pupils study a wide range of subjects across Years 3 to 6. Leaders have thought carefully about the knowledge and skills that pupils need to develop over time in each subject. The order in which subject content is taught is logical and adapted to suit pupils' needs. For example, in mathematics, pupils in Year 3 are taught fractions before they are taught to tell the time. This helps pupils to apply their understanding of fractions when using terms such as 'quarter to' and 'half past' the hour.

Teachers provide opportunities for pupils to build on previously taught content. For example, in history, pupils in Year 4 recalled their prior learning in Year 3 about the fall of the Roman Empire to help them understand the chronology of the Anglo-Saxon period. Staff check that pupils have remembered key concepts and address any misconceptions if they arise. Typically, teachers present information clearly and have secure subject knowledge. At times, the work that pupils are given to do does not support the intended learning as effectively.

The school provides effective support for pupils with SEND. Staff understand pupils' individual needs. They break learning down into manageable small steps and provide additional support if needed so that all pupils can succeed.

Over time, pupils at the early stage of learning to read are well supported. Staff help pupils to become fluent and confident readers quickly. However, recently the school introduced a new approach to teaching phonics. Staff are still getting used to delivering the new programme. There is more work to do to ensure that everybody

has the expertise and resources to implement the new approach consistently well. Across the school, pupils read regularly. They enjoy the 'everyone one reads in class' sessions. The playground library is well stocked and is a popular place for pupils to go to during lunchtime.

Classrooms are calm and pupils are mostly attentive and focused on their learning. Pupils attend school regularly. Leaders are tenacious in their work with parents and carers to encourage high attendance rates. The leadership team is supportive of staff and ensures that staff are happy and have a manageable workload.

Pupils are taught about different types of families and relationships education in an age-appropriate way. For example, by Year 6, pupils have been taught the qualities of healthy and unhealthy relationships, the importance of respect and the significance of consent. The school teaches pupils about the differences between people. For example, in art, pupils are introduced to artists who represent different cultures and backgrounds.

Pupils enjoy taking part in whole-school debates about 'big questions' each week. Pupils in Year 6 take part in the 'Fiver Challenge', where they test their enterprise skills. The school arranges a range of educational outings throughout the year, including to local museums and art galleries.

The governing body is closely involved with the school and rightly proud of what the school has achieved. The governing body carries out its statutory duties effectively.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Staff are unfamiliar with the school's new phonics programme and resources that have recently been introduced. Leaders should ensure that the new programme is implemented consistently by all staff so that pupils who are learning to read benefit from a consistent approach to practising phonics.
- Sometimes, teachers plan activities which do not enable pupils to learn the intended subject curriculum as well as they might. The school should ensure that work given to pupils is carefully selected to enable them to practise and learn the intended curriculum.

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' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	102886
Local authority	Richmond upon Thames
Inspection number	10289858
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	347
Appropriate authority	The governing body
Chair of governing body	Deborah Long
Headteacher	Alan Went
Website	www.hamptonhill.richmond.sch.uk
Dates of previous inspection	8 and 9 December 2011, under section 5 of the Education Act 2005

Information about this school

- The school is a three-form entry junior school with pupils in Years 3 to 6.
- In 2014, the school joined a hard federation Carlisle Infant School. The two schools share a governing body.
- The school has a specially resourced provision, 'The Garrick Garden'. The provision caters for pupils with social, emotional and mental health needs and has places for up to six pupils aged 7 to 11.
- The school uses one unregistered alternative provision.

Information about this inspection

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

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other members of the school leadership team, including leaders with responsibility for pupils with SEND. The lead inspector held a discussion with four members of the governing body, including the chair of the governing body, and spoke with a representative from the local authority.
- Inspectors carried out deep dives in these subjects: art, early reading, history and mathematics. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. An inspector listened to a sample of pupils read.
- Inspectors also discussed the curriculum in some other subjects. Inspectors spoke with curriculum leaders, sampled pupils' work and visited lessons in a range of subjects.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the record of pre-employment checks, took account of the views of leaders, staff and pupils and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed behaviour in lessons and around the school and reviewed behaviour logs and attendance information.
- Inspectors spoke to different groups of pupils and staff and evaluated responses to the online staff survey.
- Inspectors spoke to parents at the start of the school day and considered responses to the survey, Ofsted Parent View.

Inspection team

Jude Wilson, lead inspector	His Majesty's Inspector
Gary Rawlings	His Majesty's Inspector
Annabel Davies	His Majesty's Inspector

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