

Inspection of Hampton High

Hanworth Road, Hampton, Middlesex TW12 3HB

Inspection dates:	15 and 16 October 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Good

The headteacher of this school is Clare Regis. This school is part of Bourne Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Alex Russell, and overseen by a board of trustees, chaired by Andy Field.

What is it like to attend this school?

This is an inclusive school where leaders are ambitious for all pupils. The school has a clear vision for school improvement. This is having a positive impact on the school. Pupils feel safe. They know that they can talk to staff about any concerns they may have. Bullying is rare. Pupils are confident that when bullying does happen, staff will deal with it effectively. Behaviour around the school is mostly calm, and staff respond quickly to instances of poor behaviour.

The school recognises that pupils did not achieve as well as they could in the 2023 national tests, and leaders have acted decisively to address these areas. This oversight has helped make positive changes to the curriculum.

The school provides opportunities for pupils to develop their leadership skills. For example, pupils take on responsibilities in the student leadership team and as prefects. Pupils appreciate the wide range of trips available to them, including to Barcelona and Lille.

Parents and carers are rightly positive about the changes that have been made at the school. One parent echoed the views of many by saying, 'The school has made excellent progress in the last 12 months.'

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

Leaders across the trust collaborate effectively to ensure that the school's curriculum is regularly reviewed and updated. Leaders have created an ambitious curriculum. They have designed a well-considered curriculum that helps pupils to know and remember more over time. Leaders accurately identify what the school does well and what could be better. Trustees and those responsible for governance offer valuable support and challenge. This has helped the school make considerable improvements in a short time. Staff are united in their ambition to build further on this work.

Previous weaknesses in the delivery of the school's curriculum did not fully prepare pupils well for their next stages in education, employment, or training. This led to gaps in pupils' subject knowledge and skills. Leaders have identified and implemented consistent and effective strategies to deliver the curriculum. Teachers ensure that pupils regularly revisit the most important content in each subject. They use information from these checks to adapt their teaching to fill gaps in pupils' knowledge. The impact of this is reflected positively in what pupils know and can do across different subjects. Previously published outcomes do not reflect the quality of learning current pupils benefit from. Improvements in the quality of education provided by the school are benefiting pupils' subject-specific understanding.

Teachers have strong knowledge of the subjects that they teach. They explain new concepts clearly to pupils. However, in some subjects, the work given to some pupils does not enable them to develop their ideas and extend their learning. This limits pupils' deeper knowledge of important subject content.

Pupils with special educational needs and/or disabilities (SEND) are very well supported. The specially resourced provision for pupils with autism and moderate learning difficulties is highly effective. Staff across the school are well informed about pupils' specific needs. The school provides these pupils with the additional support that they need to access the curriculum successfully. This means that pupils with SEND achieve well.

The school quickly identifies those who join the school with weaker reading skills. They provide these pupils with the extra help they need. This means that pupils learn to read with confidence and fluency.

The school is successful in its efforts to ensure that attendance is high for many pupils. Attendance has improved over time. Leaders have high expectations for pupils' behaviour. They have introduced new policies and routines and helped pupils to understand what is expected. While most pupils translate this into good attitudes and behaviour, on occasion, staff's expectations of pupils in Years 7 to 9 are not high. This means that some pupils' attitudes to learning and the quality of work produced are not consistently of high quality.

The school celebrates and promotes diversity. Pupils are taught how to form and maintain positive relationships and lead healthy lives. There are a range of experiences that broaden pupils' horizons and deepen their cultural understanding. Some aspects of the school's provision for extra-curricular activities have only recently been introduced. This means that there is not a constantly strong take-up by all pupils. Pupils benefit from effective careers education and guidance. Pupils in Years 10 and 11 take part in work experience, which helps them to understand the world of work. Pupils leave the school with a secure knowledge of the different opportunities available to them.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, in Years 8 and 9, the school's expectations of pupils' behaviour and attitudes to learning are not high. This means that some pupils' focus on learning and the quality of work produced are not consistently high. The school needs to ensure that all staff always have ambitious expectations of pupils, so pupils achieve well.
- In some subjects, the school does not ensure that the work given to pupils matches the aims and ambitions of the subject content. This means that pupils do not deepen their knowledge and understanding in these subjects. The school should make sure that the work pupils receive is matched to the curriculum aims so pupils have regular opportunities to extend their subject-specific knowledge and skills.

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 special educational needs and/or disabilities (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	143419
Local authority	Richmond Upon Thames
Inspection number	10346033
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	874
Appropriate authority	Board of trustees
Chair of trust	Andy Field
CEO of the trust	Alex Russell
Headteacher	Claire Regis
Website	www.hamptonhigh.org.uk
Dates of previous inspection	19 and 20 March 2019, under section 5 of the Education Act 2005.

Information about this school

- The school is part of Bourne Education Trust.
- The school is smaller than the average-size secondary school for pupils aged 11 to 16.
- The current headteacher was appointed to post in April 2024.
- The school uses two registered and two unregistered alternative provisions to support a small number of pupils.
- The proportion of pupils with SEND is above the national average.
- The school maintains a specially resourced provision for 12 pupils with autism and moderate learning difficulty.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; 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.
- The lead inspector met with members of the trust board, the local governing board and the trust's chief executive officer.
- During the inspection, inspectors met with the headteacher. They also met with other senior and middle leaders, including those responsible for safeguarding, behaviour, attendance, and personal development.
- Inspectors carried out deep dives in these subjects: mathematics, science, history, physical education, and art. 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.
- Inspectors looked at a range of documentation regarding the support pupils with SEND receive. They looked at the quality of the provision for pupils with SEND in lessons and in the specially resourced provision.
- Inspectors scrutinised a range of documentation, including minutes from governing board meetings as well as the school's self-evaluation and improvement plans.
- Inspectors looked at a range of information regarding behaviour. They observed the behaviour of pupils in classrooms and at social times.
- The views of pupils and staff who responded to Ofsted's surveys were considered.
- Inspectors considered the views of parents through the responses to Ofsted's online survey for parents, Ofsted Parent View.

Inspection team

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