

Inspection of St Mary's Hampton Church of England Primary

Oldfield Road, Hampton, Middlesex TW12 2HP

Inspection dates:	19 and 20 November 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

The co-headteachers of this school are Lizzie Wayland and Victoria Woodier. This school is part of the Instanter Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Daniel Aldridge, and overseen by a board of trustees, chaired by Ben Lovell.

What is it like to attend this school?

This is a warm and welcoming school, where pupils are nurtured and well cared for. There is a strong sense of community, which has strengthened under the new senior leadership team. The school is working through a period of transition and change where it has recently joined a trust and has two new co-headteachers.

The school has high expectations for the achievement of pupils, including those with special educational needs/and or disabilities (SEND). Pupils study a broad curriculum. They enjoy their learning and make good progress through the curriculum. They achieve well in national tests in English and mathematics at the end of Year 6.

Pupils are safe, and attend school very well. Conduct around the school is calm and orderly. Pupils are polite and courteous. There is little disruption in class. Children in the early years develop positive social skills and show kindness to one another.

The school provides a range of enrichment activities to give pupils valuable life experiences. Pupils take part in clubs and trips, including to museums and theatres. Older pupils support their peers as buddies or lead in roles of responsibility. Pupils are happy, and the school's values 'faith, hope and love' are lived out.

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

The school has effectively evaluated the quality of education provided and identified precise priorities for development. This strategic approach has ensured that the school has strengthened the curriculum on offer so that it is ambitious and broad.

Teachers have strong subject knowledge and present information clearly. For example, in science, teachers demonstrate how lever mechanisms work before pupils use their own models to understand forces. Teachers often reinforce learning by working with the secondary school in the trust. For example, using its equipment or visiting its laboratories and photography rooms. Pupils also benefit from carefully considered enrichment activities, including webinars with artists and visits to museums.

Most of the time, pupils use ambitious vocabulary to explain their thinking and can recall some of their previous learning. In mathematics, for example, pupils use mathematical terminology accurately and apply complex methods and reasoning to their calculations. However, in some subjects the school does not routinely check that key knowledge has been understood, and some gaps are not addressed.

The school identifies the needs of pupils with SEND accurately. Pupils with SEND are well supported to learn the curriculum alongside their peers. Teachers are provided with thorough information about these needs and make adaptations successfully where required.

Younger pupils follow a logically sequenced phonics programme to build their reading knowledge securely over time. Staff deliver the programme well and books read by pupils match the sounds taught in class. Pupils who need support with their reading are given extra help quickly so that most catch up with their peers. However, the school does not have a firmly embedded approach to reading in the curriculum and pupils, at times, lack enthusiasm and motivation to read. The school is raising the profile of reading, as some pupils do not read for pleasure or enjoy reading regularly. For example, it is beginning to introduce more reading opportunities, competitions, and events.

Children in Reception are provided with a strong foundation for their learning. Staff skilfully model and encourage language and communication skills. They set up purposeful and imaginative learning activities for the children. For example, children use the construction area to gather seeds on toy tractors, and staff ask them if they have more or less than each other and how they will navigate the obstacles in their path. Children build a secure body of knowledge in the early years. However, this foundational knowledge is not consistently built on effectively in later years across different subjects.

Most pupils enjoy their learning and there is little disruption in class. Pupils are typically confident and courteous towards adults and attend school regularly. The school has put strong systems in place and a focus on rewards. Pupils are proud of their achievements and there is an emphasis on celebration that supports pupils in making the right choices. Children in the early years learn and play cooperatively. They learn to sustain their concentration on tasks and listen to each other attentively.

The school's personal, social, health and economic curriculum is very well organised. Pupils are taught how to stay healthy and how to keep themselves safe, including online. There is a range of clubs on offer, including sewing, coding, French and football. Pupils come together weekly for collective worship and singing assemblies, which they take part in enthusiastically. There is an active school council, and opportunities to develop citizenship skills are increasing.

The school is providing high-quality, professional development to strengthen leadership at all levels and ensure the strategic vision of senior leaders is realised in the delivery of the curriculum across the school. Workload and wellbeing are considered priorities and staff morale is high. Governors and trustees are knowledgeable about the community they serve, and parents and carers speak highly of the pastoral support and care given to their children.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school does not use assessment routinely well in some subjects to identify and address gaps in pupils' knowledge and any misconceptions that they may have. As a result, some pupils do not fully understand the important knowledge they need to be ready for the more complex ideas that come later in the curriculum. The school should ensure that teachers routinely check what pupils have understood and remembered, before moving on to new content.
- The school does not have a consistently rigorous and sequential approach to the reading curriculum to develop pupils' enjoyment in reading. Some pupils do not routinely read for pleasure or have a love of reading. The school should ensure that there is a strongly embedded reading culture within the school to support and develop pupils' learning.
- The school does not have a consistent system of review or quality assurance that develops the curriculum across subjects. This means that curriculum development is not as secure as it could be. The school should ensure that strong and consistent processes are in place to drive improvements forward and fully realise the school's strategic vision.

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	139421
Local authority	Richmond Upon Thames
Inspection number	10345956
Type of school	Primary
School category	Free school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	169
Appropriate authority	Board of trustees
Chair of trust	Ben Lovell
CEO of the trust	Daniel Aldridge
Headteacher	Lizzie Wayland and Victoria Woodier (Co-Headteachers)
Website	www.st-marys-hampton-primary.org
Date of previous inspection	9 May 2019, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Instanter Learning Trust.
- The co-headteachers joined the school in September 2024.
- The school has a Church of England religious character and is in the Diocese of London. The school's most recent section 48 inspection was carried out in March 2017.
- The school uses three registered alternative providers to support a small number of pupils.
- The school provides a breakfast and after-school club.

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 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.
- Inspectors met with senior leaders, governors, trustees, representatives of the local authority and diocese, teachers and support staff.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and design and science. For each deep dive, the 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. Other subjects were also considered as part of this inspection.
- Inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for school improvement.
- 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.
- Inspectors took account of the views of pupils, parents, and staff, as gathered through discussions and Ofsted's surveys.
- Inspectors checked the school's policies and records, including those related to behaviour and pupils' wider development.
- Inspectors held meetings with staff and spoke with pupils during social times. They observed pupils' behaviour across the school, including as they arrived and left school.

Inspection team

Sarah Saunders, lead inspector

His Majesty's Inspector

Raj Mehta

Ofsted Inspector

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