

Inspection of Hopping Hill Primary School

Pendle Road, Duston, Northampton, Northamptonshire NN5 6DT

Inspection dates: 26 and 27 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

What is it like to attend this school?

Pupils enjoy life at Hopping Hill Primary School. The culture here is built on strong relationships. Staff prioritise getting to know all of the pupils very well. They make sure that pupils feel safe and listened to. Expectations of pupils' behaviour are high. Pupils respond well. They demonstrate good learning habits and positive attitudes.

Staff strive to make sure that the interesting curriculum helps pupils gain knowledge and broaden their vocabulary. Pupils with special educational needs and/or disabilities (SEND) take part in the same activities as their peers whenever possible. When appropriate, pupils with more complex needs benefit from effective personalised support. Pupils flourish and most achieve well.

There is a wide range of extra-curricular activities on offer at the school. Many pupils take part enthusiastically in a variety of different sports, as well as cooking, sewing and other clubs. All pupils in Years 4 and 6 have the opportunity to go on residential trips. Forest school lessons provide further memorable experiences. Visitors share stories of different cultures and local history. Older pupils are proud to act as role models to their younger peers by taking on responsibilities such as sports leaders and reading influencers.

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

The school has identified the knowledge that pupils will learn at each stage. It is sequenced in a way that helps pupils deepen their understanding as they progress through the curriculum. Subject leaders continually refine the curriculum to make sure that this is the case. However, in some subjects, the curriculum does not identify what pupils will learn as precisely as it could. This means that sometimes there is a lack of clarity about the knowledge that pupils should learn and remember.

The school places a high priority on reading. Children begin phonics lessons at the start of the Reception Year. Staff teach phonics accurately. They provide daily opportunities for pupils to practise reading from books that match the sounds they know. Most pupils quickly learn to read. Staff check pupils' reading knowledge often. They provide effective support for any pupils who fall behind. Pupils in key stage 2 benefit from a reading curriculum centred around challenging and interesting texts. These are well chosen to help pupils learn about the wider world as they develop their reading fluency and confidence.

Staff have good subject knowledge. They explain things clearly. Staff check routinely that pupils understand new information and can remember what they have learned previously. Pupils readily take opportunities to work together and discuss their learning. Activities help pupils to apply their new knowledge and practise their skills. Most of the time, pupils secure their knowledge and can remember what they have learned. However, on some occasions, because the most important content has not been defined precisely, activities are not focused as sharply as they could be, and pupils' learning is less secure.

Staff consistently adapt learning to ensure that all pupils can be successful. For example, in mathematics, pupils may use physical resources to help them make sense of new concepts. The school quickly identifies when pupils have additional needs. Staff make sure that pupils with SEND receive the support they need to learn independently and achieve well.

In the early years, children follow routines eagerly. They are enthusiastic to learn and play together. A wide range of activities and resources excite children and stretch their curiosity. However, some of the activities do not engage children purposefully so that they gain the knowledge and skills identified in the curriculum. This means that some children are not as well prepared for key stage 1 as they should be.

The school promotes pupils' wider personal development well. In personal, social and health education lessons and assemblies, pupils learn how to stay safe and maintain good physical and mental health. Staff encourage pupils to talk about how they are feeling and help them to regulate their emotions. In religious education lessons, and across the curriculum, pupils learn about different faiths and cultures. They are tolerant, respect diversity and understand equality.

Almost all pupils behave well in lessons and around school. Staff deal with any poor behaviour calmly and fairly. They provide excellent support to pupils who struggle to regulate their behaviour. Pupils are proud to earn rewards for good conduct and for demonstrating the school values.

Most staff say that they are proud to work at the school. They value the help they get to manage their workload and develop their expertise. Governors know the school well. They provide effective support for school leaders to continue to develop all aspects of the school's provision.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the important knowledge that pupils need to learn has not been identified precisely enough. As a result, learning activities sometimes lack focus and pupils do not build their knowledge securely. The school needs to ensure that the curriculum identifies exactly what pupils need to know and remember in all subjects.
- Some of the activities in the early years are not focused sharply enough on the planned curriculum. As a result, children sometimes do not acquire important knowledge and skills as quickly and securely as they could. The school needs to make sure that activities in the early years are designed to give children the knowledge and skills that

they need to be well prepared for key stage 1 and that staff support children to engage with these activities purposefully.

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	121927
Local authority	West Northamptonshire
Inspection number	10347454
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	439
Appropriate authority	The governing body
Chair	Emily Lambert
Headteacher	Jo Fantarrow
Website	www.hoppinghillprimary.co.uk
Date of previous inspection	7 March 2019, under section 8 of the Education Act 2005

Information about this school

- The headteacher was appointed in 2020.
- The school uses one registered alternative provision.

Information about this inspection

- 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 the headteacher, the deputy headteacher, the assistant headteachers and other school leaders.
- The lead inspector met with representatives of the governing body, including the chair of governors, and a representative of the local authority.

- Inspectors carried out deep dives in these subjects: reading, mathematics, English, history and religious education. 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. The lead inspector listened to some pupils read to a member of staff.
- Inspectors also discussed the curriculum, visited a number of lessons and looked at samples of pupils' work in some other subjects.
- To evaluate the effectiveness of safeguarding, 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 reviewed records relating to attendance and behaviour.
- Inspectors held discussions with staff, pupils and parents. They considered the responses to the online survey, Ofsted Parent View, as well as Ofsted's online surveys for staff and pupil.

Inspection team

John Spragg, lead inspector

His Majesty's Inspector

Louise Aird

Ofsted Inspector

Ryan Brown

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024