



Hampton Vale Primary School

Inspection Report

Unique Reference Number 134306
LEA PETERBOROUGH CITY OF PETERBOROUGH LEA
Inspection number 282544
Inspection dates 27 February 2006 to 28 February 2006
Reporting inspector Mr. George Knights LI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Westlake Avenue
School category	Community		PE7 8LS
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01733 247000
Number on roll	168	Fax number	01733247320
Appropriate authority	The governing body	Chair of governors	Mrs.Nina Wright
Date of previous inspection	Not applicable	Headteacher	Mr. Martyn Skinner

Age group 4 to 11	Inspection dates 27 February 2006 - 28 February 2006	Inspection number 282544
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Hampton Vale is a growing school serving a new and rapidly expanding community of mixed housing to the south east of Peterborough. Opened in September 2004, it has a planned capacity of 420 pupils in the next few years. Most pupils have transferred to Hampton Vale from other schools. Around a fifth of pupils are from minority ethnic groups. The number of pupils with English as an additional language is low. Attainment on entry is just below average overall. The number of pupils with special educational needs is below average. The number eligible for free school meals is broadly average. The school works closely with other partner schools in the area. This is the first time that the school has been inspected.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Hampton Vale School is a good school. Inspection findings agree with the school's positive assessment of its overall effectiveness, which is good. The quality of work in the Foundation Stage is good. Children under five make good progress so that, by the time they join Year 1, they are enthusiastic learners who are reaching broadly average standards. Even though most pupils in Years 1 to 6 joined the school part-way through their primary education, they have settled quickly into the school. Good teaching helps them learn well with the result that achievement is good and pupils are working at average standards. The personal development of pupils is outstanding. The curriculum is broad and balanced and is supported by an impressive range of extra-curricular and enrichment activities. The care, support and guidance of pupils are outstanding. The establishment of this new school has been superbly led and managed by the headteacher. The monitoring of work is effective but, as the school becomes more established, evaluation needs to become more rigorous. The school uses its resources well and gives good value for money. Plans for the next stage of development are very good, as is the capacity for further improvement.

What the school should do to improve further

- Evaluate more rigorously the quality of teaching so that best practice is shared in order to improve learning and raise standards.

Achievement and standards

Grade: 2

Pupils' achievement is good, overall. They make good progress in the Foundation Stage, so that, by the time they join Year 1, they are confident and enthusiastic learners. At this stage they are working at expected standards overall, though slightly below in reading and writing. All pupils have transferred into the school within the last 18 months and have arrived with widely differing learning experiences in their previous schools. Very good induction arrangements ensure that pupils settle quickly to learning and soon begin to make good progress. Pupils in Years 2 and 6 are achieving well and are now working at average standards. The small number of pupils that took national tests last year achieved well and, successfully putting the disruption of changing schools behind them, reached average standards after a maximum of eight months in the school. Careful tracking of progress enables teachers to modify lessons so that all groups of pupils achieve equally well. The school met its targets in 2005, although the targets for 2006 are not as challenging as they could be.

Personal development and well-being

Grade: 1

The school has an ethos which fosters children's confidence in learning very effectively. Pupils know that teachers want the best for them and from them, and they take great

pride in belonging to the school community. The school has been highly successful in establishing clear values which permeate all aspects of school life. This is an outstanding feature of the school's work. Great emphasis is placed on helping pupils to develop as people, including spiritually, morally, socially and culturally. Pupils know very clearly the behaviour that the school expects of them because they are involved in setting these standards, for example through their involvement in class and school councils. They are very attentive in lessons and are polite and considerate as they move around the school. They eat healthily and are suitably safety-conscious. Because pupils like being at school, attendance is good. Pupils are challenged to consider moral issues, and to relate what they have learned to their own actions. They know that bullying is not acceptable, and they demonstrate friendliness and respect for others. Relationships at all levels, between children and with adults, are excellent, and school life is very much enjoyed. The school is outward-looking, extending pupils' understanding of the wider world. The school is preparing pupils very well to become good citizens.

Quality of provision

Teaching and learning

Grade: 2

Pupils achieve well throughout the school because teaching is good in all areas of the curriculum. In all year groups pupils are relatively new to the school, but teachers have developed effective strategies to enable them to build on their previous learning. Teachers know their pupils well and most are therefore able to match activities to pupils' abilities and needs. Occasionally, when planning is not accurate enough, this is not the case. Teachers and teaching assistants work well together, with teaching assistants having a good understanding of what the teacher intends for each lesson. The more able pupils are appropriately challenged and those with learning difficulties or disabilities are supported well. Careful attention is paid to meeting the needs of the small number of pupils for whom English is not their first language and this ensures that they too learn well. Teachers are skilled at modifying activities so that the needs of all pupils are met. A particularly strong feature of many lessons is the effective questioning of pupils in whole class and group activities. Pupils are encouraged to take time before answering and to explain and describe their thinking. This helps their understanding. A good balance is maintained between oral and written work, but pupils are not always encouraged to take enough care with handwriting or the presentation of their written work. Pupils are given clear guidance on how well they are doing, both through written marking and discussions with their teacher. They are encouraged to evaluate their own work and they often decide, with their teachers, whether more consolidation is needed or whether they are ready to move on. The assessment of pupils' work and progress is good. It provides teachers with valuable information to guide their planning and pupils with a clear grasp of what they need to do to improve.

Curriculum and other activities

Grade: 2

The curriculum is well planned to make good use of time. It is broad and balanced and meets the school's intent to provide learning which places a high value on meeting the needs and interests of all learners. Most activities are lively and exciting. Literacy and numeracy feature strongly and pupils are becoming well-skilled in the use of information and communication technology. Teachers modify the curriculum appropriately so that able pupils are challenged effectively and those with learning difficulties are helped to keep up. Teaching assistants are deployed effectively to ensure that all pupils gain as much as possible from the activities provided. A good programme of personal, social and health education supports pupils' development and their understanding of themselves and others. Every opportunity is taken to make links with the local community and everyone benefits from this. The curriculum is enriched by a popular programme of clubs, to which all teachers contribute outside lessons. Pupils also benefit from visitors and visits, including a residential visit for older pupils. Six major productions in the first 18 months of the school have involved many pupils in applying their music and drama skills and have made a strong contribution to their personal development.

Care, guidance and support

Grade: 1

The school is exemplary in the care and support it gives pupils. Great care has been taken, from the outset, to build the pupils' sense of belonging. New pupils say that they are looked after very well and are quickly made to feel welcome and part of the family atmosphere that characterises the school. As one pupil commented, 'we feel really safe and comfortable.' The school works very closely with parents and carers to do the best for children. The headteacher and his deputy take a strong lead in setting the tone for the school. Their active presence, before and after school and at lunchtime, is reassuring for pupils and parents. Children and their families are very well known, and concerns are dealt with quickly. Problems are talked through and pupils know that adults will help to resolve them. All members of staff are very alert to pupils' individual needs and are skilled in helping pupils to settle and to succeed. Features such as the 'sensory circuit' before school each day help children with difficulties to gain control and concentration. Pupils' learning is guided effectively, with pupils and their parents given helpful information on progress and areas where improvement is needed. This guidance is being improved further as teachers build up and use the school's systems for tracking pupils' progress and setting individual and whole school targets.

Leadership and management

Grade: 2

The headteacher, ably assisted by his deputy and supported by the governing body, has been outstanding in shaping the vision and direction of this new school. Staff, governors, parents and pupils have all contributed to developing the strong sense of

partnership and collaborative work that is evident in all aspects of the school. The level of commitment to establishing a stimulating, challenging and caring ethos for pupils is very high and the sense of togetherness throughout the school community is striking. Plans for the further development of the school are detailed and have taken into account the views of all concerned. They provide a valuable framework for building on a firm foundation and making the school even more successful. Arrangements for monitoring work in the school are good. However, governors and senior managers recognise that systems for evaluating teaching and learning need to become more rigorous so that best practice can be shared and areas where improvement is needed are identified. The capacity for further improvement is very good. Governors are becoming increasingly effective. They meet their responsibilities well and are developing their roles as critical friends, and as partners, in shaping the future direction of the school. They share with the headteacher and his colleagues a commitment to further raising standards and enriching the learning of all pupils. The school runs very well on a day-to-day basis. Teachers and support staff are deployed in ways that make best use of their experience and skills in helping pupils learn. The school is very well resourced and modern equipment is used effectively to support pupils' learning.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	NA	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

I would like to thank you all for making us so welcome when we came to inspect your school recently. We really enjoyed coming to your lessons, joining you in assembly and watching you play together. Thank you for talking to us about your work and telling us all the things you like about the school. Because you told us how proud you were of your new school, you will not be surprised that we think it is a good school. Your teachers, and their assistants, help you to settle quickly into the school and to learn well. You obviously enjoy your lessons and this is because teachers make them interesting. You work hard, helping one another, and try to do your best. You obviously feel very safe in school and this is because your teachers and their assistants get to know you well, care for you and make sure that you get the support you need. We believe that your school is very well run and that the staff, governors and your parents all work very well together to do their best for you. The plans for further developments look to be very exciting. We think that your teachers need to make sure that all your lessons are as good as the best ones. We know that you are all working, through your school council, to find ways to make the school even better and we are sure that it will continue to improve. Our very best wishes to you. We hope that you all do well in the future.