

Hampton Hill Junior School

Inspection report

Unique Reference Number	102886
Local Authority	Richmond Upon Thames
Inspection number	286514
Inspection date	6 July 2007
Reporting inspector	Nicola Davies

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number on roll	
School	342
Appropriate authority	The governing body
Chair	Mrs R Craig
Headteacher	Mr W Jerman
Date of previous school inspection	8 July 2002
School address	St James's Avenue Hampton Hill Hampton TW12 1HW
Telephone number	020 8979 3019
Fax number	020 8941 8560

Age group	7–11
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a large junior school in a relatively advantaged area. Few pupils are eligible for free school meals. The majority of pupils are of White British heritage but around 25% are from a range of other ethnic backgrounds. The majority of pupils transfer to the school from the nearby infant school, but an increasing number join the school other than at the normal time of admission. This includes a small number of pupils at early stages of learning English as an additional language.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with many outstanding features. The school's motto is that 'Learning is the key to life' and this inclusive school successfully ensures that pupils have a host of opportunities to unlock their own talents and skills, both within school time and outside it. In the words of parents, the breadth of the curriculum and the range of pupils' experiences are 'fantastic'. They recognise that these opportunities promote the confidence of their children and contribute a great deal to their 'all-round education'. As parents rightly note, pupils make excellent gains in their personal and social development, emerging from the school as confident young people, with a real interest in learning and in the world around them. The school's excellent links with other countries mean pupils have an exemplary understanding of diversity and difference. From insights gained through a recent exchange trip to Japan, pupils can speak knowledgeably about how school meals are prepared in Japan and how little food is wasted. This has led pupils to dramatically reduce food waste from their own lunches. This is just one example of how the many opportunities the school provides have an excellent and lasting impact on pupils' learning and personal development.

Pupils make good academic progress through the school to reach above average standards by the end of Year 6. This represents good achievement overall. This is due to the good teaching all pupils receive and the excellent support for those who have learning difficulties. Pupils' achievement has improved consistently since the time of the last inspection due to the accuracy of the school's self evaluation and the flair with which staff tackle weaker areas. For example, the quality and standards of religious education have improved significantly since the time of the previous inspection. Similarly, making optimum use of its resources and very effective partnerships has enabled the school to enhance its information and communication technology (ICT) resources and develop a first class art centre. The approach to academic achievement is similarly rigorous. The school accurately identified that standards in writing and mathematics should be higher. Its work to provide pupils with exciting real life experiences to write about and to finely tune the way it teaches mathematics have met with considerable success. Pupils made very good progress in English last year and the school has noted a significant improvement in mathematics this year. This has been achieved by identifying each pupil's next steps and involving pupils well in assessing their own work and progress. However, the school has identified that there is still more work to be done to ensure that this is fully consistent across all classes.

Leadership and management are excellent. The school has built on the strengths reported at the time of the last inspection and developed these further through its new leadership structure. This has ensured that staff at all levels are able to contribute well to the school's development through making the most of their individual skills and talents. As a result, it has an outstanding capacity to continue to improve.

What the school should do to improve further

- Ensure that all teachers identify pupils' next steps and involve pupils consistently in assessing their progress towards these.

Achievement and standards

Grade: 2

Pupils join the school with standards which are a little above average although a small minority have difficulties with literacy on entry. Pupils achieve well throughout the school and standards

are consistently above average. Results in national tests at the end of Year 6 are above average in English, mathematics and science and around half of pupils consistently reach higher levels in all subjects. This represents good progress from their starting points. Current Year 6 pupils have achieved well to exceed their targets.

The school has correctly identified that standards in writing and mathematics could be higher and has worked successfully to introduce different ways of ensuring that all pupils do as well as they can. As a result, the progress which pupils make has improved year on year and is good overall. Pupils with a range of learning difficulties and disabilities do well at the school due to the high quality of support and guidance they receive. There are no significant differences in the achievement of different groups of pupils.

Personal development and well-being

Grade: 1

Pupils' personal development and well being, including their social, moral, spiritual and cultural development, is outstanding. As a result, as parents note, they develop into 'mature children who are interested in all aspects of life and are caring about others'. Pupils enjoy school enormously and their attendance and punctuality are excellent. Behaviour in lessons and around the school is very good. Pupils appreciate the very effective systems which exist to promote good behaviour. Bullying and racism are rare. As a result, pupils feel very safe and secure and are able to enjoy all the opportunities that the school offers. Nearly all take part in one or more of the additional clubs and activities, and they are extremely well aware of the importance of healthy exercise and eating. Pupils make a positive contribution to the school and the local community through their many responsibilities. One example is the sports club which the oldest pupils run for those in Year 3. Another is the junior safety officers who monitor safety in and around the school on behalf of all the pupils. Extensive opportunities to take on responsibilities and work in teams prepare pupils very well for their future economic well being.

Quality of provision

Teaching and learning

Grade: 2

Teaching is consistently good. This includes the work of class teachers as well as that of specialist teachers and other adults who work with pupils with different strengths or needs, particularly in mathematics and English. Good relationships between pupils and staff are enhanced by the outstanding curriculum and pupils' attitudes to learning are excellent. Their knowledgeable and enthusiastic teachers use resources well to enliven and reinforce learning. This includes the good use of the relatively new interactive whiteboards, and the excellent use of the local environment and events to make learning 'real' for pupils. Teachers are very clear about what they want pupils to learn, and share this well with pupils. A current focus of work at the school is to link teaching and assessment, including pupils' self-assessment, more closely to individuals' next steps. Although this happens well in some classes and year groups, it is not consistent across the school and so is not always evident in lessons and in teachers' feedback and marking.

Curriculum and other activities

Grade: 1

The outstandingly rich curriculum is a real strength of this school. Alongside well planned English, mathematics and ICT lessons, pupils have opportunities to develop and extend their

skills in depth in other, often unusual, areas. For example, all pupils learn French and some learn Japanese after school. Similarly, all pupils benefit from specialist teaching in music and some develop their skills further through the school's two orchestras and two choirs. Other creative subjects such as drama, dance and art are strong, as are opportunities for pupils to get involved in a wide range of sports.

The curriculum is very well adapted to help every child to succeed. This includes well organised group sessions for pupils with particular skills or needs in English and mathematics. It also includes providing pupils with opportunities to reinforce what they have learnt through real experiences. For example, during focus weeks, pupils work on a topic or project in depth. The youngest pupils have recently been working on a healthy sandwich project which includes surveying all the sandwich fillings on sale in local shops before going on to design their own. Similarly, a Year 6 history project involves pupils being 'evacuated' by train to a nearby village hall where they meet up with local adults who were themselves evacuees in the Second World War.

Care, guidance and support

Grade: 1

Care guidance and support at this inclusive school are excellent overall. The school is careful to provide a safe, secure and stimulating environment for its pupils. The needs of pupils with learning difficulties and disabilities are very well identified and met. The school works closely with a very wide range of outside agencies and specialists to ensure that teaching and support are closely matched to these needs and such pupils make good progress as a result. Very good care, including a range of extended services such as support for pupils' families, is provided for pupils who are troubled or more vulnerable, Personal and social guidance is particularly strong. Pupils' involvement in additional activities is monitored and the school has recently piloted a scheme to track each pupil's personal and social well being. Academic guidance is good. Successful approaches to setting targets and sharing these with pupils, for example in writing, are being extended to ensure these are fully consistent across subjects and year groups.

Pupils are very well prepared for changes, such as moving from their infant school or on to their secondary schools. Good support is also provided for pupils who join the school other than at the normal time of admission. This includes the few pupils who join the school from overseas, as early stage learners of English.

Leadership and management

Grade: 1

The well respected headteacher and deputy have had an outstanding impact on many areas of school life. For example, the excellent curriculum and care are a testament to their influence on the school. In addition, the inspiring headteacher has made excellent use of local partnerships to continually enhance the already high quality of education the school provides. A recent change to the arrangements for managing subjects and areas of responsibility has had a very good impact on pupils' achievement and progress. This includes pupils' excellent pastoral progress along with significant improvements to their achievements in specific subject areas. Until recently, a relatively weaker area was the extent to which staff were able to share their skills with others through regular observation and feedback to colleagues. However, the school has now put systems in place to help all staff share good or outstanding practice more regularly.

For example, teaching approaches which led to the very good progress which pupils made in English last year have been shared across the school.

The school makes very good use of its resources to achieve excellent value for money. Governors draw well on their significant professional expertise to ensure that the school continues to improve across all aspects of its work.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

13 July 2007

Dear Pupils

Inspection of Hampton Hill Junior School, Hampton, TW12 1HW

It was lovely to meet some of you when I visited your school recently. Because so much was happening at the school, I'm afraid I was only able to sample some of your activities and talk to a few of you. I had to miss your sports meeting, your circus skills sessions and your rehearsals for Mary Poppins but I'm sure I would have enjoyed these almost as much as you do. All these exciting activities are one reason why you do well. Another is that the school takes very good care of you and that you all take very good care of yourselves and of each other. You told me that you really enjoy your lessons. You also told me how proud you are of your relationships with other countries. All these experiences help you grow into very mature and confident young people.

Your teachers, governors and parents are just as enthusiastic about the school as you are. I agree with them that you go to a good school and some things about the school are 'fantastic'. You can read more about this in the report which accompanies this letter. Your headteacher and all the staff think that some of you could make even more progress in your writing and mathematics. They have worked very successfully on this already. For example, reminding you about vocabulary and working in different groups in mathematics is really helpful. Working towards specific targets and getting involved in thinking how well you have met these targets has worked really well for some of you. I have asked the school to carry on with its plans to make sure that this happens across the school. This will be helpful in making sure that you all make the best possible progress.

You all made me feel very welcome so thank you for your help and please pass on my thanks to your teachers.

Nicola Davies Lead inspector