

# Hampton Wick Infant and Nursery School

Inspection report

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<b>Unique Reference Number</b>	102889
<b>Local Authority</b>	Richmond Upon Thames
<b>Inspection number</b>	286515
<b>Inspection date</b>	26 June 2007
<b>Reporting inspector</b>	Sue Vale

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

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3-7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	210
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Dee Hoseason
<b>Headteacher</b>	Ms Heidi Johnson-Paul
<b>Date of previous school inspection</b>	25 June 2001
<b>School address</b>	Normansfield Avenue Teddington TW11 9RP
<b>Telephone number</b>	020 8977 3971
<b>Fax number</b>	020 8977 2352

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<b>Age group</b>	3-7
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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

Hampton Wick Infant and Nursery School is a two-form entry community infant school with 210 pupils on roll. There are more girls than boys. Approximately a fifth of pupils are learning English as an additional language which is above average. A much lower than average number of pupils are entitled to free school meals or identified with learning difficulties or disabilities.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Hampton Wick Infant and Nursery School is an outstanding school. It provides a high standard of education for its pupils. 'A happy caring school - we feel very lucky to have our children here' is a sentiment reflected by many parents.

Led by an outstanding head teacher, all those involved in the school put the pupils' development of new skills and understanding at the centre of all that they do. The head teacher's clear vision and passion, along with the stimulating learning environment ensures that pupils make excellent progress and achieve exceptionally well. This results in them reaching well above average standards by Year 2.

Consistently good teaching, with some outstanding elements, and a highly stimulating curriculum enable pupils of all abilities to make excellent progress in their learning. The school's assessment of what pupils are learning and how they are doing is very good. The information the teachers collect is used to provide carefully targeted support for different groups. Teachers' marking and the setting of targets for pupils by teachers is thorough. However pupils are not involved in setting their own targets or in identifying where they feel the next step for their individual learning is. This would help them develop a greater autonomy and responsibility for their own learning.

The curriculum is stimulating and interesting enhanced by the variety of themed weeks during which pupils can study certain topics in depth. The care and welfare and the personal development of pupils so that they become independent confident learners are also outstanding. The spiritual, moral and social development of pupils is excellent. The school has made good progress since the last inspection and because of its penetrating and reflective self analysis has outstanding capacity to continue to improve.

### What the school should do to improve further

- Engage pupils in setting their own targets so that they evaluate and articulate the next steps of their learning

## Achievement and standards

### Grade: 1

Standards reached by pupils by the time they leave school in Year 2 are well above average. The achievement of pupils is outstanding. Children start in Nursery with broadly expected skills in most areas of learning. They make very good progress and build on this very good start so that by the time they reach Year 2 the majority of pupils, including those learning English as an additional language are reaching above national averages in all subjects with around a quarter reaching the higher levels in writing and just under half reaching the higher levels in mathematics and reading. They achieve exceptionally well due to an exciting, stimulating curriculum, a strong learning ethos, and some consistently good teaching.

## Personal development and well-being

### Grade: 1

The personal development of pupils is outstanding, as a result of the high quality of the care and guidance the school gives them. Pupils' excellent spiritual, moral, social and cultural development is very well promoted through assemblies and special events, and a rich curriculum.

When they join the school, pupils quickly gain in self esteem and clearly enjoy coming to school. Pupils behave exceptionally well, have a very good awareness of how to keep healthy and know how to stay safe. Attendance is above average. Teachers' high expectations of pupils and the encouragement they provide are helping to sustain high standards of behaviour

Pupils look after each other in the playground and play well together. The school council vote for the 'peace and harmony' counsellors who are there to support other pupils at play times. The pupils are rightly proud of this support. Pupils develop the skills they need for their next step in education very well. As one pupil said the school 'helps you to feel proud of yourself.'

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is consistently good with some outstanding features. It is this consistency of approach to learning, throughout the school, that enables pupils to make exceptional progress. Teaching is effective because teachers have high expectations of what pupils can achieve. They are clear about what they want pupils to learn and how to help them achieve to the best of their ability. Teachers are adept at making lessons interesting and fun. All pupils make gains in their learning because of the broad and interesting curriculum which encourages them to ask questions and to find out more. This results in pupils at this school wanting to learn. They are fortunate to have very supportive and involved parents. There is outstanding teaching in the Foundation stage which enables children to make very good progress.

Effective systems are in place to track pupils' progress. Teachers use assessment information well to match work to pupils' abilities, providing good support for those with learning difficulties where it is needed. More able pupils are challenged to do as well as they can, which is why so many reach high standards. Targets for individual pupils are set by teachers from Reception upwards. They are relevant and realistic. However there are missed opportunities for pupils to be involved in setting their own targets or in identifying where they feel the next step for their individual learning is.

### **Curriculum and other activities**

#### **Grade: 1**

Curricular provision is outstanding and has a very positive impact on achievement. Basic skills are taught well with a strong emphasis on spoken language. This was seen, for example, in Year 2 where pupils were talking about ways they felt their school could be improved. Themed weeks and 'magic days' enhance the curriculum. This enables pupils to study topics in depth and brings different areas of the curriculum to life. There are excellent opportunities to develop personal, social and physical skills, both in lessons and through the well-supported programme of clubs and activities. The curriculum is also enhanced by visits and visitors to the school.

### **Care, guidance and support**

#### **Grade: 1**

The quality of these aspects is outstanding and the school is rightly proud of its caring ethos. Many parents commented on the good quality care which their children receive. As one said, 'it is a caring, exciting and stimulating school.' The school has designed a number of strategies, such as the peace and harmony pupil counsellors, to support and encourage pupils who lack

confidence and self-esteem. A member of the school council encapsulated the outstanding ethos of the school when he explained the motto they follow of 'kind words and kind actions'.

Teachers and support staff are very sensitive to the needs of pupils. Pupils with learning difficulties and disabilities, including the visually impaired, and those who are new to learning English receive very good support from teachers and teaching assistants to help them achieve as well as others. There are appropriate procedures in place for child protection. Detailed risk assessments are carried out to ensure pupils' health and safety. A strength of the guidance which the children receive is the assessment of their involvement with the 'Every Child Matters' agenda. This is consistently applied across the whole school.

## **Leadership and management**

### **Grade: 1**

Leadership and management are outstanding. There is a strong commitment from all involved with the school to put the pupils' learning at the heart of all that they do. Leadership by the headteacher is outstanding. She has a clear vision for the development of the school and high aspirations of what can be achieved. The school's evaluation of its strengths and weaknesses is accurate albeit too modest on occasions. This is in part due to the headteacher's belief that more can always be achieved. The school is developing a new system of management. There is no deputy head teacher, consequently management and leadership responsibility is spread across the senior management team. This is its first year of implementation. The governing body is fully committed to the development of the school. They ask relevant and searching questions, are fully aware of the strengths and areas for development and are extremely supportive of all that the school does.

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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	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	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

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
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

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	1
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**

4 July 2007

Dear Pupils

Inspection of Hampton Wick Infant and Nursery School, Teddington, TW11 9RP

It was lovely to meet some of you when I came to visit your school. I really enjoyed listening to the music the Reception children played, and talking to the school councillors. They had a lot to say!

I am delighted to say that Hampton Wick Infant and Nursery School is an outstanding school. There are lots of things which you do very well, and you are lucky to go to this school.

- You work hard and achieve very well.
- You reach very high standards in your work.
- You live your motto 'kind words and kind actions' because you are kind to each other and look after others.
- Your teachers plan interesting lessons for you and help you to make excellent progress in your learning.
- The curriculum which you follow is fun and you do lots of interesting things. Your headteacher is outstanding and leads and manages your school very well.
- Your personal development and well being are outstanding.
- You are cared for very well by your teachers and other adults.

I have asked your headteacher and teachers to help you to achieve even more. I have asked them to help you to find ways of setting your own targets so that you are able to talk about the next steps of your learning and evaluate your progress.

With best wishes,

Sue Vale Lead inspector