



Hampton College

Inspection Report

Unique Reference Number 135002
Local Authority CITY OF PETERBOROUGH
Inspection number 294247
Inspection dates 28 February –1 March 2007
Reporting inspector Elaine Taylor HMI

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

Type of school	Comprehensive	School address	Eagle Way
School category	Community		Hampton Vale, Peterborough Cambridgeshire PE7 8BF
Age range of pupils	11–18	Telephone number	01733 246820
Gender of pupils	Mixed	Fax number	01733 246823
Number on roll (school)	291	Chair	Mr Stephen Baker
Appropriate authority	The governing body	Headteacher	Mr Peter Hains
Date of previous school inspection	Not previously inspected		

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

Hampton College opened in September 2005 and currently has 291 students in Years 7, 8 and 9. The school is already oversubscribed. The sixth form provision is planned to start in September 2009. Attainment on entry is broadly average with some below average attainment in the current Year 7. There are fewer students with learning difficulties and/or disabilities than nationally and fewer who are entitled to free school meals. The number of students from minority ethnic groups is broadly in line with the national figure. Mobility is relatively high. There is extended provision in arts, sport and adult education. This is the first inspection for the school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

In the short time that Hampton College has been operating it has already shown itself to be an excellent school. The school is already very popular and is oversubscribed. Under the headteacher's outstanding leadership, assisted by his very able and committed senior leadership team, the school has built up a highly motivated staff with an equally efficient and talented team of middle leaders. In the first two years, rigorous evaluation and review have already brought about improvements and the school demonstrates outstanding capacity for future improvement.

The students, parents, staff and governors are rightly proud of the school. The high number of responses to the inspection questionnaire reflects parents' overwhelmingly positive support. The following comment from a parent is a typical example: 'The headteacher leads his team of committed and dedicated teachers with enthusiasm and sensitivity. This ensures our children genuinely enjoy school and are flourishing into well educated, responsible and caring young people.'

Pupils' personal development is outstanding. Most students say they really enjoy coming to school, where they feel very safe and well cared for. Attendance is good and the school has done much to improve it still further. The students know how to stay healthy and the school has been acknowledged as an example of good practice in the way sport and healthy eating are actively promoted.

The school has established an exemplary assessment and tracking system. Students know their individual targets and what they must do to progress further. As a result their overall achievement is outstanding. Additional support is put in place quickly for those students identified as being at risk of underachieving. Consequently, standards are significantly above average and students are making excellent progress. The school is on track to achieve results which are well above average in the national tests.

Subject leaders and senior leaders regularly observe teaching to monitor the work of teachers in their departments and the strong team spirit amongst all staff in the school encourages them to share good practice. Teaching is outstanding and teachers use innovative and imaginative activities to engage students. Whilst lesson planning is good overall, in a few lessons planning was insufficiently focused on ensuring that work is tailored to meet the individual needs of students. More able students in particular would benefit from more opportunities in lessons to work on more challenging tasks. The school curriculum is good and offers a wide range of subjects and a well structured programme for personal development and citizenship delivered by a team of committed teachers.

The school provides outstanding care, guidance and support. This enables students to thrive and succeed. For instance, students have successfully demonstrated their mature attitudes and self-confidence by entering and winning competitions in the National Youth Parliament against older students from local schools. These personal qualities, along with their high levels of attainment in literacy and numeracy, prepare them well for their future economic well-being. They make a strong positive

contribution to both the school and to the wider community through excellent citizenship projects and the active school council.

The school knows its strengths and areas for development well; inspectors agree with the school's accurate self-evaluation of its work. Leadership and management are outstanding. Governors are well informed; they are rigorous in challenging and monitoring the school and carry out their statutory duties very well.

What the school should do to improve further

- Ensure differentiation strategies are consistently embedded in lesson planning.
- Maximise opportunities for the most able students.

Achievement and standards

Grade: 1

The students' achievement is outstanding. The school does not yet have national tests results with which to compare standards and achievement. However, recent mock test results and teacher assessments show that the current Year 9 students are on track to achieve well above average levels in English, mathematics and science. These students joined the school in Year 8 and came from a number of different secondary schools. Analysis using a range of indicators shows that their attainment on entry was broadly average and therefore this represents outstanding progress in two years.

Progress in lessons is outstanding and the work produced is of a high standard. The school sets increasingly challenging targets at pupil, department and whole-school levels and is well placed to exceed these targets this year. In foundation subjects, students make generally good progress and there are no significant differences in the performance of students from different ethnic groups. Vulnerable students and those with learning difficulties make excellent progress. There is no significant difference between the achievement of boys and girls across the range of subjects on offer.

Personal development and well-being

Grade: 1

Students' personal development and well-being are outstanding. The vast majority of students attend school regularly although, for a few, education is disrupted by family holidays taken during term time. Students come to lessons ready to learn and do their best. Their behaviour in class is excellent because of the structured system of rewards and sanctions and students act sensibly around the school at break and lunchtimes. As a result, the number of fixed rate and permanent exclusions is very low. All students feel safe because they know that there is somewhere to go and someone to talk to if they are worried. The school council is very effective. Through this students have a voice in decision making, including the appointment of teaching staff. They are aware of democratic processes and learn about the responsibilities of living in a community. Spiritual and cultural development is good and social and moral development is excellent.

The students are developing into mature, well-rounded individuals who understand the need to eat sensibly and to keep fit and healthy. They have a growing awareness of what constitutes a safe and healthy lifestyle.

Quality of provision

Teaching and learning

Grade: 1

Almost all lessons observed during the inspection were good or outstanding. Students enjoy learning and teachers' lively and interesting lessons motivate them to work hard. This is reflected in their rapid progress and in their exemplary behaviour.

Enthusiastic, well-informed teachers and teaching assistants have high expectations of what students can achieve. Information and communication technology (ICT) forms an integral part of lessons and teachers use the interactive white boards very well. Teaching assistants make a valuable contribution to the lessons often assisting in the lesson planning.

Where teaching is outstanding, pace is brisk and the excellent use of open-ended questions encourages both discussion and independent learning. In one outstanding English lesson, the lively use of drama interspersed with excellent questioning led to students making excellent progress.

Whilst lesson planning is good overall, in a few lessons observed there was a lack of detail about the opportunities for individual needs to be met. Good use is made of assessment. Inspectors saw outstanding practice in the use of peer and self-assessment and constructive comments in the marking of students' work. As a result students are aware of their strengths and weaknesses and know what to do to improve their performance.

Curriculum and other activities

Grade: 2

Curricular provision is good overall. All statutory requirements are met. The Key Stage 3 curriculum is good and is improving. Good support is provided for students whose attainment on entry to the school is below average. Students have the opportunity to study a second modern foreign language and drama. It has not yet been possible to provide effective opportunities for the most able to progress more quickly through the curriculum for this stage and work-related learning is not fully developed.

Planning for the Key Stage 4 curriculum is nearing completion, with pathways providing opportunities for all levels of ability. The range of GCSE subjects is good. There are some students who would benefit from a wider range of vocational courses. However, the relatively small number of students, coupled with limited finances, has rather restricted the number of vocational subjects which can be offered at present. In addition to traditional methods of collaboration with other centres, the school has been actively involved in software and e-learning pilots within the Local Authority and is now well

placed to develop personalised learning solutions, supported by the use of ICT and new technologies. There is a very good range of extra-curricular activities which are well attended. Additional opportunities are organised for students with particular talents. Examples of these are the Elite Athletes scheme and Rock Band training by a professional musician. Religious education and the programmes for citizenship and social education contribute effectively to students' personal development.

Care, guidance and support

Grade: 1

The quality of care is outstanding. The success of this care is due to the holistic approach to student needs and the integrated systems within the school. All students are well known, monitored and supported in pastoral and academic matters. Students are confident that appropriate action will be taken when any incidents of bullying occur. All requirements for child protection are in place and suitable risk assessments are undertaken.

Careful analysis of data on individual academic progress allows underachievement to be tackled with highly effective intervention strategies. The school gives focused support in a range of settings to assist students in raising their levels of achievement. Suitable guidance is given on option choices in Year 9 with the students' individual learning packages. Vulnerable students and those with learning difficulties and disabilities are very well supported. Parents expressed praise and gratitude for the difference the school had made to such students.

Leadership and management

Grade: 1

Leadership and management are outstanding. The leadership team has guided the school through a challenging period during which they have managed not only the development of a new school, but several issues relating to the premises. Leaders at all levels, together with governors, have a very clear sense of direction and high expectations for the school's future development. All teaching and non-teaching staff demonstrate a strong commitment to the school. The leadership of middle managers is very good. Comprehensive departmental reviews contribute well to the school's evaluation of the quality of provision. Staff development is valued and used effectively to improve the quality of leadership and of teaching. Equal opportunities are promoted strongly through all aspects of school life.

Governors are effective 'critical friends' and they set a strategic direction which has standards and achievement and the welfare of students at its core. The school has a strong race equality policy and any incidents are promptly dealt with. Financial planning is excellent and is securely based upon the plans for further development of the school and on the outstanding day-to-day management of resources.

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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?	1
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?	1
The standards ¹ reached by learners	2
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

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

The quality of provision

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

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	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

2 March 2007

Dear Students

Hampton College, Eagle Way, Hampton Vale, Peterborough, Cambridgeshire, PE7 8BF

I am writing on behalf of the inspection team to let you know the judgements we have made about your school.

We found that it is an outstanding school. There are many reasons for this. For instance:

- The excellent progress you make in learning and the high standards you achieve.
- You told us how much you appreciate the wide range of opportunities to take part in the additional activities which the school provides.
- The way the headteacher and his colleagues lead the school.
- The good and very often excellent teaching you receive and the interesting and exciting lessons which your teachers plan for you.
- The way the school makes sure you know how well you are doing in your work and how you can improve.
- The way in which all the adults in the school work together to make sure you are all safe and supported to do as well as you can.
- Your good attendance and the excellent relationships you form with adults in the school and with each other.
- The contribution you make through the school council to improvements in the school.
- Your exemplary behaviour and mature attitudes.

We think that your school can improve even further by making sure that there are always opportunities in lessons for you to have work which is very closely matched to your ability. We want the school to give those of you who reach the highest levels as many opportunities as possible to go even further in your learning.

Thank you for your help in the inspection, for welcoming us into your school and talking to us so sensibly about the things you like and what you would like to see improved.

Elaine Taylor

HMI