

Hampton Junior School

Inspection report

Unique Reference Number	102887
Local Authority	Richmond Upon Thames
Inspection number	308148
Inspection date	9 January 2008
Reporting inspector	Sue Vale

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	347
Appropriate authority	The governing body
Chair	Dr Kevin Cook
Headteacher	Mr Malcolm Rivers
Date of previous school inspection	8 December 2003
School address	Percy Road Hampton TW12 2LA
Telephone number	020 8979 2545
Fax number	0208 941 8561

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Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues:

- achievement and standards throughout the school
- the strengths of the school's care, guidance and support, and their impact on pupils' personal development and well-being.

Evidence was gathered from lesson observations, discussions with the headteacher, other teachers, governors, and pupils, examination of documentation and parental surveys. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included in this report.

Description of the school

This large junior school is situated in Hampton. It serves a mixed population with around ten per cent of pupils known to be entitled to free school meals, which is below average. The proportion of pupils with learning difficulties and disabilities is broadly average. There are fewer than average numbers of pupils learning English as an additional language. The school has gained a number of national awards including, Artsmark Gold, Sportsmark Gold, Basic Skills Quality Mark, Healthy schools and Inclusion Quality Mark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

'We are delighted with Hampton Junior School and feel it offers a nurturing environment which is aiding our daughter's development in all areas of her life,' commented one parent, echoing the views of many. Indeed, governors, pupils and their parents are right to be proud of their school because it is a good school, with some outstanding features.

Parents and pupils alike are clear in their comments that every child really does matter here. Consequently, pupils' personal development and well-being are outstanding. They feel safe and secure and look after each other very well. It is a very inclusive school. The school council support pupils who are new to the school and are justifiably proud of their achievements. For example, within a few days of Year 3 pupils starting at the school, they took on the responsibility of supporting them in finding new friends and buddies. Pupils' excellent spiritual, moral, social and cultural development is very well promoted through the outstanding curriculum and special events. Consequently, the school has been awarded a considerable number of awards. Pupils behave well; they show a real love of learning. Attendance is broadly in line with the national average.

Pupils achieve above average standards during their time here. This is partly because leadership and management are outstanding. There is a strong commitment from all involved to put the pupils' learning at the heart of all that they do. The qualities of leadership by the headteacher is outstanding. All members of staff have high aspirations of what the pupils can achieve. The school puts great emphasis on preparing pupils fully for the next step of their learning. The school's evaluation of its strengths and weaknesses is accurate. The governing body is fully committed to the development of the school. They ask relevant and searching questions, are aware of the strengths and areas for development and are supportive of all that the school does. They are a real asset.

Pupils achieve well due to a strong focus on learning and consistently good teaching. They build on the good teaching they receive in Year 3 so that, by the time they reach Year 6, the majority of pupils, including the few who are learning English as an additional language are reaching standards that are above national averages in all subjects. This is reflected in the results in 2007, which show that just under half the pupils reached the higher levels (Level 5) in English, a third reaching the higher levels in mathematics, and just over half reaching the higher levels in Science.

Teaching is consistently good with some outstanding features particularly noticeable amongst the older pupils' lessons. In one outstanding Literacy lesson in Year 6, on developing and extending pupils persuasive writing skills, pupils were encouraged to take on different roles when considering and debating their topic on health. Pupils embraced their roles with confidence, articulately explaining their points of view whilst giving a mature insight into the chosen topic. It is this consistency of approach to learning, throughout the school, that enables pupils to make good progress. In addition, teaching is effective because teachers have high expectations of what pupils can achieve. They are clear about what they want pupils to learn and are adept at asking questions to help pupils to think for themselves and to move them on in their learning. Lessons are interesting, and pupils show a real enjoyment of learning. The school sets by ability for mathematics and has very recently introduced ability groups, once a week for extended writing in Year 6. There are however, some missed opportunities for teachers to provide activities, which are differentiated and catering for the needs of some pupils.

Pupils are fortunate to have supportive and involved parents. The vast majority of parents feel that the school keeps them well informed about what is going on and about their children's progress. There are annual questionnaires for parents' views and opinions, and the school successfully acts on these findings.

Outstanding and effective systems are in place to track pupils' progress. Teachers use this assessment information well to provide extra support for those pupils, where it is needed. All pupils are set challenging targets and the representatives of the school council were very clear about their individual targets set in English and mathematics to help them to improve. More able pupils are challenged to achieve as much as they are capable of, which is why so many reach the higher standards.

The curriculum is outstanding. The teaching of basic skills is very good. Teachers plan links between different subjects to extend pupils' learning experiences. Pupils benefit from specialist teaching in subjects such as music, which enhances the curriculum. Pupils and parents alike were unanimous in their praise of the extra curricular opportunities available for them to participate in; these are wide-ranging and clearly taken from pupils' own interests.

Many parents commented on the outstanding quality of care, which their children receive. As one parent wrote again reflecting the views of many, 'Since my child came to this school she has been nurtured and given the opportunity to participate fully in all aspects of school life.' There are appropriate procedures in place for child protection. Standards have remained above average for a number of years and the high expectations for all pupils to achieve as well as they can shows that the school has outstanding capacity to improve.

What the school should do to improve further

- Provide tasks more closely matched for the differing needs of some pupils.

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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The capacity to make any necessary improvements	1

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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	2
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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	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

21 January 2008

Dear Pupils

Inspection of Hampton Junior School, Hampton, TW12 2LA

It was lovely to meet some of you when I came to visit your school. I really enjoyed my day at Hampton Junior School and I thought you might like to know what I found out.

You and your parents are right to be proud of the school because it is a good school, and in some aspects, it is outstanding. You told me how much you enjoy being at your school. In particular, you appreciate the many opportunities you have for additional activities in sport and music, and other areas of the curriculum.

There are many things, which you do well:

- you work hard and achieve well
- you reach high standards in your work
- your teachers plan interesting lessons for you and help you to make good progress in your learning
- the curriculum, which you follow, is fun and you do lots of interesting things
- your head teacher and deputy head teacher are outstanding and they along with the leadership team lead and manage your school very well
- your personal development and well-being are outstanding
- your teachers and other adults care for you very well.

There is one point, which I have asked your teachers to look at to improve:

- in some lessons to match work a little more closely to the individual needs of some pupils to help them to move on in their learning even more.

With best wishes

Sue Vale

Lead inspector