

Hampton Dene Primary School

Inspection report

Unique Reference Number	116680
Local Authority	Herefordshire
Inspection number	312365
Inspection dates	17–18 October 2007
Reporting inspector	Joyce Cox

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	230
Appropriate authority	The governing body
Chair	Simon Phillips
Headteacher	Stephen Pugh
Date of previous school inspection	13 October 2003
School address	Church Road Tupsley Hereford HR1 1RT
Telephone number	01432 273232
Fax number	01432 352479

Age group	4–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The majority of the pupils come from the immediate locality and almost all are of White British heritage. No pupil speaks English as an additional language. Fewer pupils than usual are entitled to free school meals. The school is unique in Herefordshire as it has the only Language and Communication Centre (LCC), which includes two classes for pupils with autistic spectrum disorders (ASD). An above- average proportion of pupils has specific learning difficulties and a well-above- average proportion has a statement of special educational need, reflecting the LCC provision. Children's attainment on entry to the Reception class is in line with the level expected for children of this age.

The school has secured many awards for its work, including a Healthy School Award, an Activemark and a Special Educational Needs Quality Mark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school, with some aspects of its provision that are good. The majority of parents are happy with what the school provides. One parent, summing up the views of many, wrote, 'My child has made good progress and has been well supported by the staff'. However, a significant minority do not feel that the school listens to their views. In the Foundation Stage, children make good progress towards all their learning goals. Parents feel their children have a 'warm and happy welcome from the staff, who take great care of them'. The good LCC provision ensures that pupils with learning difficulties achieve well against the targets set for them. Pupils aged from five to eleven in the mainstream school respond positively to the generally satisfactory teaching. However, the quality of teaching and learning varies throughout the school and consequently so does pupils' progress, which although satisfactory overall, is good in Years 5 and 6.

Standards at the end of Year 2 and Year 6 have been broadly average since the time of the last inspection. National test results rose in 2007 and Year 6 pupils attained above-average standards in English and mathematics. Standards are higher in reading than in writing, with some boys not achieving as well as they should. Additionally, more-able pupils are not always given hard enough work and therefore their achievement is restricted. Learning activities are enhanced by the use of a wide variety of resources and good links with other agencies. Pupils enjoy their lessons and show this by being attentive and eager to participate. Their personal development is good and is a significant strength related to the high quality of pastoral care which lies at the heart of the school's work.

The curriculum is satisfactory and meets the needs and interests of pupils. It is enriched by many opportunities for learning outside of the classroom. Leadership and management are satisfactory. Over the last year, senior leaders have put a range of effective strategies into place, which has resulted in the uplift in standards in 2007 and in pupils being keen and well motivated to learn, but they have yet to rigorously concentrate on raising all pupils' achievement, particularly those of the more able. The school's self-evaluation is accurate, if somewhat generous, in evaluating the quality of some aspects of provision. Nevertheless, weaknesses identified by the last inspection have been tackled effectively. Challenging targets were used with good effect in 2007 in helping pupils to attain well in tests. This shows that the school has a good capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 2

Parents speak very highly of the good Foundation Stage provision. They note, too, how much their children like the staff and how very involved they feel in their children's learning. One parent, speaking for many, said that her child 'has never been happier'. Teaching is good and staff are extremely skilled at engaging children in a stimulating range of enticing activities such as making jam tarts and selling cakes and loaves in the attractive baker's shop. The indoor and outdoor learning environments are planned very carefully, with colourful, attractive displays and activities just waiting to be enjoyed. No wonder all children achieve well, and most enter Year 1 with skills, knowledge and abilities that are slightly above the expected levels.

Staff work very well together as a highly effective team. On a few occasions, support staff could be more involved in assessing children's learning. Children's personal, social and emotional

development is good as they are sensitively encouraged to become independent and confident learners who behave well and help each other. They enjoy being independent and happily take the register to the office and confidently select their own activities from the choosing board. Curriculum planning and assessment are good and ensure that tasks are matched precisely to all children's needs. Staff effectively plan children's learning so that it covers, and skilfully links, all the necessary areas of learning both indoors and outdoors. This safe, friendly and supportive environment enables all children to flourish. Activities such as deciding what to put in a lunchbox encourage children to have a good understanding of healthy eating and of how to keep well, and demonstrates the good level of care provided by the staff. The good leadership and management skilfully identifies strengths and weaknesses and devises swift actions that lead to significant improvement. Tremendous improvements have been made since the last inspection.

What the school should do to improve further

- Raise standards in writing throughout the school, particularly for boys.
- Share the good practice in teaching so that all pupils make consistently good progress.
- Ensure that the monitoring of teaching and learning is clearly focused on raising all pupils' achievement, particularly those of the more able.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Achievement is satisfactory and standards at the end of Years 2 and 6 are broadly average. Standards in English and mathematics at the end of Year 6 were above average in 2007 because of particularly effective teaching, improved assessment information and successful small-group support. Pupils are set challenging targets to reach in national tests at the end of Year 6, which they attained in 2007. Boys do not do as well as girls in writing and the school is using a variety of strategies to address this, with good effect. In some lessons, more-able pupils are offered extra challenges which help them to make good progress. However, this is not always the case and on these occasions, more-able pupils make satisfactory rather than good progress. Pupils in the LCC achieve well when working towards their targets and also make good progress in developing their language skills.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. They are kind to each other and respect their teachers. A clear understanding of right and wrong underpins their good behaviour. Pupils like school and this is reflected in their good attendance and behaviour. They have a good understanding of how to keep themselves safe and healthy, and learn quickly to appreciate and understand others' feelings, beliefs and backgrounds. Pupils make a satisfactory contribution to the school and the wider community. The school council plays a significant part by representing the views of others but there is scope for older pupils to take on more responsibility. In these ways, and on account of the sound progress pupils make in basic skills, they are prepared satisfactorily for their future lives. LCC pupils behave well, enjoy their lessons and gain in confidence and self-esteem, which is reflected in their ability to spend increasing amounts of time in mainstream lessons.

Quality of provision

Teaching and learning

Grade: 3

Relationships between pupils and staff are good, resulting in happy, purposeful classrooms. The quality of teaching and learning varies from satisfactory to good throughout the school and is satisfactory overall. Recently improved assessment information is enabling teachers to plan work to better meet pupils' different needs. However, one area to improve is the way some teachers challenge more-able pupils because occasionally these pupils receive the same work as everyone else, which restricts their achievement. Lessons are planned effectively in the LCC and staff use a good variety of signs, symbols and pictures to augment pupils' communication.

Curriculum and other activities

Grade: 3

The programme to support pupils' personal development is effective. Meaningful links between subjects stimulate interest and enjoyment for all pupils. Provision for information and communication technology has improved since the last inspection, although limited opportunities exist for pupils to use their skills in all subjects. Pupils benefit from a good range of enrichment opportunities. The good curriculum in the LCC appropriately focuses on developing pupils' language and personal skills so that they can be included successfully in mainstream lessons as often as possible. Close links with outside agencies such as speech and language and occupational therapists enhance the LCC provision.

Care, guidance and support

Grade: 2

Health and safety and child protection procedures are rigorous and applied effectively in supporting all pupils. The LCC has close links with medical and health service professionals. Consequently, pupils who require therapy can gain access quickly. This enhances the quality of care that the school provides. Academic guidance is satisfactory. Pupils' progress is now being tracked rigorously but there is still the need for sharper focus on ensuring that more-able pupils make the best progress they can. Pupils are often encouraged to comment on their own work and that of others, so that assessment is shared. The marking of pupils' work is supportive but does not always tell pupils how they can improve their work.

Leadership and management

Grade: 3

Over the last year, senior leaders have successfully improved the school's assessment procedures to provide an accurate picture of pupils' achievement and progress in all year groups. They have succeeded in involving all staff much more in school improvement and in the realisation of the important part everyone plays in bringing this about. However, there is still more to be done to improve boys' achievement in writing, and aspects of teaching and learning. Nevertheless, the indications are positive and the school has a secure basis for further improvement. A programme of effective monitoring which is focused on raising pupils' achievement is the next step to complement the recent successful focus on ensuring pupils are engaged in the learning. Governors are supportive and are increasingly involved in school

self-evaluation. The LCC is led and managed well. Records of pupils' progress are detailed but are not yet used effectively enough to identify areas for improvement or to judge the overall quality of the provision.

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?	3
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?	3
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

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?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you for being so polite and friendly when we visited your school. We enjoyed the discussions we had about your work and activities. We found Hampton Dene to be a satisfactory and improving school with some good features. Here are some of our findings:

- You attain average standards in English, mathematics and science.
- You enjoy school, feel safe and behave well.
- Adults provide satisfactory teaching for you so that you make satisfactory progress.
- Reception children make a good start to school.
- Those of you in the LCC achieve well.
- You have good relationships with your teachers and you work hard for them.
- You go to a caring school. Everyone has your best interests at heart and wants you to be safe and happy and to do as well as you can.
- The staff are working hard to make sure the school gets even better.

We have asked the school to do three main things to help it improve further:

- Make sure that boys do as well as girls in their writing.
- Help teachers to always teach good lessons so you learn even more.
- Check to make sure you all achieve well and reach even higher standards in your work.

You can play your part by continuing to work hard and behave well.

We wish you all the very best for the future.



19 October 2007

Dear Pupils

**Inspection of Hampton Dene Primary School, Church Road, Tupsley,
Hereford HR1 1RT**

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We wish you all the very best for the future.

Joyce Cox

Lead inspector