

# 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>	335984
<b>Inspection dates</b>	18–19 January 2010
<b>Reporting inspector</b>	Natalia Power

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 of pupils on the school roll</b>	228
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andrew Oliva-Hauxwell
<b>Headteacher</b>	Heidi Johnson-Paul
<b>Date of previous school inspection</b>	6 June 2007
<b>School address</b>	Normansfield Avenue Teddington Middlesex TW11 9RP
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors spent a third of their time looking at learning. They observed 15 lessons covering eight different teachers and talked to governors, staff and parents. They observed the school's work, and looked at its self-evaluation and plans, the data it has collected on pupils' progress and the minutes of the governing body. They considered the responses in 78 questionnaires that had been returned by parents and carers.

An administrative error resulted in the omission of one question in the parental questionnaire. Whilst this has not affected the overall outcome of the inspection it does mean that the parental response on the question 'The school makes sure that my child is well prepared for the future (for example, changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)' is not recorded in the report.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the quality of learning and the progress made by all pupils
- the extent to which pupils are involved in setting their own targets, (the point for improvement from the last inspection)
- the quality of the school's promotion of community cohesion and the extent to which it evaluates the impact of its measures.

## Information about the school

This school is average in size. The proportion of pupils eligible for free school meals is lower than usual. Slightly more pupils than usual come from minority ethnic backgrounds, with a wide range of groups represented. Almost a quarter of pupils speak first languages other than English, and those at an early stage of learning English most commonly speak Spanish, Bengali and Japanese as their mother tongue. A very small minority of children have a range of special educational needs and/or disabilities. The governing body manages the breakfast club and the after-school club which are provided by an external partner. The school has gained the Artsmark Gold award three times.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

This is an outstanding school.

- Inspectors agree with the parent who commented, 'This is an excellent school. The staff are dedicated and very capable and my child has thrived here.'
- Children get off to an excellent start in the Early Years Foundation Stage and make outstanding progress. Pupils continue to make excellent progress in Years 1 and 2, leaving school with attainment which is high. All groups of pupils, including those for whom English is not their first language, and those with special educational needs and/or disabilities, thoroughly enjoy their learning and make excellent progress.
- This is because of outstanding teaching, reflecting leaders' and managers' rigorous monitoring of the quality of teaching and learning.
- The inspirational headteacher guides her management team exceptionally well. Together they ensure that detailed information on pupils' progress is gathered and used extremely well to cater for the needs of all pupils. Teachers use the data to match work accurately to pupils' capabilities and to provide them with an excellent level of challenge.
- Leaders and governors ensure that safeguarding procedures are stringent.
- The curriculum has an outstanding focus on basic literacy and numeracy, and provides exciting enrichment activities.
- The school promotes community cohesion well, ensuring that pupils have a good understanding of other people's faiths and ways of life. Pupils from a wide variety of backgrounds get on very well together. The school recognises that it does not sufficiently promote pupils' understanding of the global community.
- The headteacher and her team are highly ambitious for the school and continually seek ways of improving it. Leaders and governors have a thorough understanding of their school. Their planning for the future is excellent, and balanced extremely well between immediate needs and long-term strategic planning. They have put in place measures which fully meet the recommendation from the last inspection to engage pupils in setting their own targets. All pupils, including the youngest children, now share in discussing and identifying their own targets. These factors indicate that the school has an excellent capacity to continue to improve.

## What does the school need to do to improve further?

- Extend children's understanding of different cultures and customs in other countries, for example, by establishing closer links with schools in other countries.

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## Outcomes for individuals and groups of pupils

**1**

All groups of pupils make outstanding progress. Children enter the Early Years Foundation Stage with generally average skills and aptitudes but, by the time they leave Year 2, they are attaining highly. The reasons for their outstanding achievement and enjoyment are summed up by one parent who wrote, 'We have been continually impressed with the standards of teaching and quality of leadership.' A hallmark of the school is the close attention paid to the needs of each pupil. The level of challenge is consistently high for all pupils, and they respond by rising to the challenge. For example, all pupils in Year 1 were busily engaged in studying the habits of penguins. Some pupils were researching the answers to such questions as 'why don't penguins fly?' Others were writing, drawing or using computers. One group was challenged to construct an igloo, and another group was studying how quickly ice blocks of different sizes melted. There was a real buzz of excitement as pupils learned new skills and extended their knowledge. As a result of these high expectations, pupils perform exceptionally well in the tests taken at the end of Year 2, especially at the highest levels.

Pupils are polite, friendly and confident. They feel completely safe in school, and are considerate towards others. Their outstanding spiritual, moral, social and cultural development is reflected in their excellent behaviour and attitudes to learning. Pupils fully understand the importance of taking regular exercise and eating a healthy diet in order to be healthy. Pupils love going to school and this is reflected in their above average attendance. Pupils make an excellent contribution to the school community, for example by acting as 'peace and harmony counsellors' to ensure that pupils remain calm at all times and that any little playground disputes are quickly sorted out. They also play an active part in their own community, for example by selecting 'ambassadors of superb behaviour' to act as role-models to others. The very firm grounding pupils acquire in the basic skills prepares them exceptionally well for the next stage of schooling.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>1</b>
	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

### How effective is the provision?

Teachers manage pupils' behaviour exceptionally well, using a variety of rewards to ensure that they sit nicely and pay close attention. Teachers use questioning skilfully to stimulate pupils to think for themselves. They encourage pupils to discuss tasks with one another, ensuring that all are fully engaged. As a result, the pace of learning is brisk and pupils' attention rarely flags. Teachers plan lessons extremely well, and use information on pupils' progress to match tasks exceptionally closely to their capabilities. As a result, lessons provide very high levels of challenge, enabling pupils to make outstanding progress. Teaching assistants give excellent support, enabling pupils with a range of physical and learning needs to access the full curriculum. Excellent provision enables pupils who arrive at the school speaking little English to catch up quickly and make progress in step with others.

The curriculum has a very strong focus on developing pupils' basic skills in literacy and numeracy, and this enables them to make outstanding progress in these subjects. The clubs, trips and visits to places of interest are appreciated by the pupils and broaden their understanding of history and the arts. Music, art and drama are strengths of the curriculum and the school has gained Artsmark Gold awards three times.

The excellent breakfast and after-school clubs give pupils independence in a caring environment, and offer the chance for children from different year groups to play together harmoniously. Pupils receive exemplary care in the school, and this is because each pupil is known and valued. All groups of pupils achieve outstandingly well because their needs are fully met. Vulnerable children and pupils with special educational needs and/or disabilities are given exceptional care and support. The parent of one pupil commented, 'I have found Hampton Wick School not only a very nurturing, supportive environment for my children, but also a wonderful community.'

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>1</b>
	1

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

'The head is a great driver of high standards.' This comment from one parent sums up the tireless pursuit of excellence which is the hallmark of the inspirational leadership of the headteacher. Her newly-formed senior leadership team is already sharing considerable responsibility with her, and she is carefully nurturing them to build further on their skills in the future. Governors share her determination to maintain the school's exceptional qualities, and provide outstanding support. They are fully engaged in the life of the school and are ready to suggest initiatives where it is appropriate for them to do so. As a result of the headteacher's and governors' outstanding ambition and drive for improvement, the school continues to grow in strength. Inspired by the leaders, all adults share a common sense of purpose, and the positive ethos of the school is summed up in its motto 'I Can, You Can, We Can'. As a result, the school promotes equality of opportunity exceptionally well, enabling all pupils to succeed. The headteacher and governors ensure that safeguarding procedures are robust and of the highest quality.

The school promotes community cohesion well, ensuring that the pupils understand many faiths and ways of life, particularly in local and national contexts. School leaders recognise that not enough is done to promote pupils' awareness of how people live and worship in other countries. The school works in excellent partnership with a number of outside organisations. For example, the close partnership with a neighbouring junior school greatly helps pupils to move happily to the next stage of schooling. Leaders and managers work in extremely effective partnership with parents, keeping them fully informed about their children's progress and encouraging them to bring their skills to the school community.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>

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<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

As a result of excellent teaching and care, children in the Early Years Foundation Stage make outstanding progress in their learning and personal development. The parent of one child in the Reception year commented, 'The school keeps my child very excited about learning'. A great deal is expected of the children from the moment they start the day by hanging up their own coats and selecting their own names for the register. They respond to the high expectations with enthusiasm. They hugely enjoy learning, and are happy and confident. This is because the adults know all the children so well and meet their needs so quickly. The parent of one child praised the school for its support of the whole family at a time of need and commented, 'I would always recommend it to anyone.' In this safe and supportive environment children develop excellent personal qualities. They behave exceptionally well, and are ready to share and take turns.

The children's progress is regularly assessed, and this information is used extremely effectively to address their individual needs. Teaching by all the adults is excellent, and children also have excellent opportunities to choose their own tasks and gain independence. Very occasionally opportunities are missed to develop all six areas of learning in the outdoor areas. Leaders and managers plan the curriculum and manage the provision extremely well. They go to enormous lengths to ensure that children settle quickly into the Nursery and that their entry into the Reception year is equally smooth. When the time comes for children to move into Year 1, highly effective transition arrangements enable the children to move calmly and happily to the next stage.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

All parents and carers who responded through questionnaires or who spoke to the inspection team agreed that their children enjoy school and are pleased with their progress. Parents and carers were unanimous in valuing the quality of the teaching and



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of the school's leadership. Many commented on the friendly ethos of the school. Inspectors fully endorse these views. One parent commented that her children 'go to school every day with a smile'.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hampton Wick Infant and Nursery School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 12 statements about the school.

The inspection team received 78 completed questionnaires by the end of the on-site inspection. In total, there are 228 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	56	71	22	28	0	0	0	0
The school keeps my child safe	58	73	18	23	3	4	0	0
The school informs me about my child's progress	47	59	28	35	3	4	0	0
My child is making enough progress at this school	45	57	31	39	0	0	0	0
The teaching is good at this school	52	66	24	30	0	0	0	0
The school helps me to support my child's learning	53	67	23	29	2	3	0	0
The school helps my child to have a healthy lifestyle	57	72	19	24	2	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	0	0	0	0	0	0	0	0
The school meets my child's particular needs	46	58	26	33	5	6	1	1
The school deals effectively with unacceptable behaviour	38	48	30	38	3	4	1	1
The school takes account of my suggestions and concerns	41	52	30	38	4	5	1	1
The school is led and managed effectively	50	63	26	33	1	1	0	0
Overall, I am happy with my child's experience at this school	57	72	19	24	2	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



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21 January 2010

Dear Pupils

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

Do you remember when three visitors came to your school recently to watch you learn and play? Thank you for making us welcome. We had a wonderful time at your school, and this is what we found:

- You are lucky to go to an outstanding school.
- You are all really happy at your school. This is because you get on so well with one another, and always share and take turns.
- Your school keeps you very safe, and you have many chances to eat healthily and take exercise. All the adults take really good care of you.
- You think of the needs of others, and do your best to live up to your school's special aim, 'Kind Words and Kind Actions'.
- You do a great deal to help your school, for example by acting as 'peace and harmony counsellors'.
- You enjoy learning, and you have many exciting things to do. You learn an amazing amount for children of your age, and this is because the adults always encourage you to do your very best.
- The adults love teaching you, and you told us that you find learning 'fun'!
- The adults in charge do their very best to make your school as good as it can possibly be. They help you to learn a great deal about people around you who have different beliefs and ways of life. We have asked them to make sure you also learn as much as you can about how people live and worship in other countries.
- Even though you are very young, you can still do your bit to help your school by remembering your targets and asking the teachers if you do not understand anything.

It was lovely to see your mind-maps with your ideas about what you would like to learn in the future. We hope you soon find out what lies under the sand in Panama. I don't

think any of us could answer that question! We hope you always remain as happy and cheerful as you are at Hampton Wick. We wish you all the best in your journey through life.

Yours sincerely

Natalia Power

Lead inspector

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