

# Hampton College

## Inspection report

---

<b>Unique Reference Number</b>	135002
<b>Local Authority</b>	Peterborough
<b>Inspection number</b>	341594
<b>Inspection dates</b>	23–24 June 2010
<b>Reporting inspector</b>	Deborah Vaughan-Jenkins HMI

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

---

<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–17
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	676
Of which, number on roll in the sixth form	58
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Steve Baker
<b>Headteacher</b>	Mr Peter Hains
<b>Date of previous school inspection</b>	28 February 2007
<b>School address</b>	Eagle Way Hampton Vale Peterborough
<b>Telephone number</b>	01733 246820
<b>Fax number</b>	01733 246823
<b>Email address</b>	info@hamptoncollege.org.uk

---

<b>Age group</b>	11–17
<b>Inspection dates</b>	23–24 June 2010
<b>Inspection number</b>	341594

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. Around half of the time was spent looking at learning. Inspectors visited 50 lessons of which 38 were delivered by different teachers. In addition, they held meetings with governors, staff, a representative of the local authority and three groups of students. They observed the school's operation, talked to many students informally, and looked at a wide range of documentation, including students' assessed work in lessons. In addition to returns of 103 parental questionnaires, inspectors considered responses from 44 staff and 108 student questionnaires.

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

- the progress and learning made by students in lessons, particularly those of higher ability students
- the extent to which the school is improving students' attainment, particularly in mathematics and English
- the impact of the school's specialist humanities status on the students' experiences and outcomes
- how well the school has improved and evaluated the quality of its work across all areas, including its new sixth form, as it has continued to grow in size.

## Information about the school

Hampton College is a small, rapidly growing comprehensive school located in the township of Hampton, Peterborough. The school opened in 2005 and completed its first Year 11 cohort in 2009. It is in its first year of the sixth form. The large majority of students are White British and speak English as a first language. Around 20% of students, matching that found nationally, are from a range of minority ethnic backgrounds. The proportion of students with special educational needs and/or disabilities (SEND) is also similar to that found nationally, although the number of students with a statement of special educational needs is higher than the national average. The school gained specialist status for humanities in 2008. It has achieved both the Sportsmark and Healthy Schools Award and has been recognised as an Eco School. The school recently achieved the Rolls Royce Award for Science.

**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

Hampton College remains an outstanding school. It continues to provide a very high quality of education and experience for its students. The school's values, which focus on respect and positive behaviour, are now well embedded and contribute to the 'can do' culture and the high expectations set by the headteacher, governors, all staff and the students themselves. Students, including those with SEND, make significant gains in confidence and the vast majority apply themselves diligently to their study, leading to excellent progress being made in relation to their starting points. As a result of this, and because of the high quality teaching they receive, standards are rising rapidly. Teachers work hard to make learning fun and students' enjoyment of school is reflected in their high and improving levels of attendance. Students learn in a supportive and highly inclusive environment where they feel safe and valued as individuals. Teachers apply assessment well to support learning, although opportunities to share the very best planned assessment practice within lessons are not yet maximised. A significant strength is the way the school uses its specialist status to raise students' aspirations and widen their horizons through developing links in the community and on an international level. Students conduct themselves well and inspectors observed much exemplary behaviour. The headteacher provides inspirational leadership and, in conjunction with a highly skilled and dedicated senior management team, is driving forward improvements successfully, whilst managing a rapidly growing new school and sixth form. Since the last inspection, the quality of provision has been at least maintained and much has been improved, including students' attendance. Quality assurance arrangements are comprehensive and the school's self-evaluation is accurate and thorough, enabling the school to know exactly what it needs to do to improve. A few areas of the school's work, such as students' involvement in activities in the sixth form, need to be evaluated and monitored more closely to provide a firm basis to track future trends. The school has made very good progress in improving the issues identified at the last inspection. Consequently, the school continues to have an outstanding capacity to improve.

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

- Improve the consistency of planned assessment opportunities in lessons in order to maximise the independent learning of all students by sharing more systematically the excellent assessment practice that exists in the school.
- Sharpen the evaluation and monitoring of a few aspects of the school's work further, including the sixth form, in order to gain a more comprehensive picture of impact in these areas as the school continues to grow by:

**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

- using current data to provide a firm foundation by which to measure future trends in areas such as students' participation in volunteering for activities
- using these data more explicitly in thorough self-evaluation.

**Outcomes for individuals and groups of pupils****1**

Students achieve exceptionally well. They develop very good numeracy and computing skills. The school's focus on literacy is improving students' writing and oral skills and widening their vocabulary effectively. Inspectors observed students demonstrating exemplary attitudes to learning in most lessons with many activities successfully developing students' team-working and independent thinking skills. Students develop very good personal qualities. They are punctual to lessons, enjoy learning new things and are often exceptionally mature and articulate in expressing their ideas and opinions to their peers. These attributes, along with a firm grasp of literacy and numeracy, are preparing students very well for life after school. Students make exceptional progress in many subjects, including mathematics. The standards reached in science subjects are outstanding. Standards in specialist subjects are rising and are particularly high in history, with over half of all students gaining an A or A\* grade at GCSE. The school analyses the performance of different groups in great detail. Its first set of results in 2009, and its current in-year outcomes reveal minimal gaps in performance. Higher ability students achieve very well and the proportion of students achieving the highest grades is above average and rising. Students with SEND make outstanding personal and academic progress in relation to their starting points and inspectors observed much high quality individual support that enabled these students to learn rapidly in lessons.

The active promotion of healthy eating and regular exercise ensures students are very clear about the factors affecting their well-being and many choose to adopt healthy lifestyles as a result. The impact of the school's values and ethos are very evident on students' moral, social and spiritual development. Students' cultural understanding and appreciation are widening through links with the local community, national influential visitors including the Archbishop of York and recent links with schools in Germany, Spain, Kenya and Sudan. Students have a strong voice in the school and benefit greatly from the growing number of opportunities available for them to make a positive contribution, including through their 'green team' work in helping to sustain the environment.

*These are the grades for pupils' outcomes*

---

<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.

**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

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

**How effective is the provision?**

The vast majority of lessons are taught to a high quality. Many lessons are extremely imaginative and creative and use information technology well to support learning. Teachers demonstrate strong subject knowledge and much enthusiasm. They plan lessons well and use very effective questioning to build on students' prior learning which helps students grasp complex topics more quickly and accelerates their learning, contributing to the very good progress made and the increasing proportion of higher grades being achieved. Students say they relish the independence teachers give them in many lessons and appreciate the high levels of encouragement. Assessment is used well by teachers so that students are clear about exactly what they need to do to improve. In the high number of outstanding lessons observed by inspectors, assessment opportunities were planned thoroughly and with imagination to maximise students' independent learning. Students' workbooks are marked frequently, although in a small minority, spelling is not corrected in a consistent fashion or highlighted sufficiently to aid students' awareness about its importance.

The curriculum continues to improve and develop as the school grows with an increasing number of vocational subjects and extra-curricular activities to meet the needs and interests of its students. The specialist status permeates the school and is enabling students to broaden their awareness of the community, international and environmental matters. The very high levels of care and support are ensuring all students, including vulnerable groups, have high aspirations and are reaching their potential. Staff know their students very well and their progress is tracked meticulously. Careers guidance is comprehensive leading to virtually every Year 11 student progressing successfully to

**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

further education in 2009.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The headteacher, along with a strong senior management team has been the driving force behind the school's continued success. Governors are very committed, experienced and provide high levels of scrutiny and challenge to managers about all aspects of the school's performance. Students value highly the approachable nature of all senior leaders. The school's distinctive ethos, that encourages students' ambition and self-belief, has contributed to students developing into well-rounded, articulate and responsible young people with a thirst for learning. Since the last inspection, the school has effectively grown and developed an energetic, committed and well-qualified workforce who place students' well-being and achievement at the heart of their planning. Several aspects of the school's work, such as its promotion of community cohesion, are benefiting greatly from the opportunities created through its specialist status. They are improving rapidly as a result and as the school becomes more established. The school evaluates its provision very effectively and accurately, using data well. However, in a small number of areas, including the promotion of equality, it does not evaluate and monitor certain activities as well as it could and, as a result, misses the opportunity to celebrate all of its strengths and ensure that they are sustained. The schools' accommodation and resources are maintained to a very high standard and provide a safe, stimulating and productive learning environment. Arrangements to ensure students are safe at school are thorough and bullying is rare. The school recognises it could improve communications further with parents and carers and in response has set up a parents' and carers' council from September 2010 so it can be more proactive in responding to parental views and suggestions.

*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	2
<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>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 effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</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>

## Sixth form

A strong community spirit exists amongst students in the sixth form and students act as excellent ambassadors and role models to their peers in the main school. Inspectors observed good progress being made in lessons and were impressed with the maturity, reflection and dedication shown by students to their work. The curriculum is broad and improving. It has been responsive in meeting local priorities with the introduction of vocational business courses. The head of the sixth form provides strong leadership and direction. Self-evaluation is largely accurate although it does not collate all available data, such as students' participation rates in activities, to support its judgments fully or help monitor trends.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>2</b>
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

## Views of parents and carers

A relatively low proportion of parental questionnaire returns were made during the inspection. From those received, a very large majority of parents and carers were highly supportive of the school's work. Parental responses and comments did identify that a small minority would like improved and more frequent communications about their child's progress. In addition, a small minority noted concerns about the management of some students' behaviour. Inspectors agreed with the majority of parental views, although inspectors found the management of students' behaviour to be at least good and often exemplary both in lessons and in conduct around the school.



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

Ofsted invited all the registered parents and carers of pupils registered at Hampton College 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 13 statements about the school. The inspection team received 103 completed questionnaires by the end of the on-site inspection. In total, there are 676 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	47	50	49	5	5	0	0
The school keeps my child safe	64	62	35	34	3	3	1	1
The school informs me about my child's progress	43	42	52	50	5	5	2	2
My child is making enough progress at this school	53	51	41	40	5	5	2	2
The teaching is good at this school	48	47	44	43	9	9	0	0
The school helps me to support my child's learning	34	33	48	47	16	16	1	1
The school helps my child to have a healthy lifestyle	39	38	50	49	9	9	1	1
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)	42	41	52	50	3	3	3	3
The school meets my child's particular needs	45	44	43	42	8	8	2	2
The school deals effectively with unacceptable behaviour	39	38	45	44	9	9	4	4
The school takes account of my suggestions and concerns	33	32	49	48	8	8	4	4
The school is led and managed effectively	58	56	37	36	2	2	1	1
Overall, I am happy with my child's experience at this school	59	57	35	34	7	7	1	1

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.**



25 June 2010

Dear Students

Inspection of Hampton College, Peterborough, PE7 8BF

I would like to begin by thanking you all for welcoming my four colleagues and me to your school on the 23 and 24 June. Your behaviour and courtesy impressed us from the outset. During the two days we spent at your school, we visited many of your lessons, met several of you and looked at your work.

We found that your school continues to provide an outstanding quality of education. You told us that you really enjoy school; you learn a lot in lessons and receive high quality support that helps you achieve your best. You also feel you are given the skills and knowledge to do well in the world when you leave school - and we agree. We have left the school with the following two areas to improve:

- to make sure that the very best assessment practice is shared amongst teachers so you all have opportunities to learn more independently in all subjects. This should help improve even further the standards you reach.
- to improve further the evaluation and monitoring of a few aspects of the school's work, so it can begin to track trends and better measure the impact. This will enable the school to celebrate what it does really well in these areas and where it can improve even more.

Your headteacher, along with his team, is doing a superb job in ensuring Hampton College's continued success. Your school knows exactly what is needed to improve and is committed to making your experience in education enjoyable and successful. You can of course help maintain your school's outstanding status by continuing to work as hard as you can to achieve your best.

Thank you again for your help in this inspection and we would like to wish you all the very best in your studies and every success in the future.

Yours sincerely

Deborah Vaughan-Jenkins

Her Majesty's Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**