

Hampton Primary School

Inspection report

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|--------------------------------|----------------------|
| Unique Reference Number | 118360 |
| Local Authority | Kent |
| Inspection number | 358326 |
| Inspection dates | 15–16 September 2010 |
| Reporting inspector | Sheena MacDonald |

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

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|--|---|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 501 |
| Appropriate authority | The governing body |
| Chair | Mr Peter Guise |
| Headteacher | Yvonne Nunn |
| Date of previous school inspection | 11 June 2008 |
| School address | Fitzgerald Avenue Herne Bay CT6 8NB |
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. Thirty-one lessons or parts of lessons and all of the teachers were observed. Meetings were held with the leadership team, the chair of governors, staff and groups of pupils. The inspectors looked at a range of documentation including 109 parental questionnaires, safeguarding policies, monitoring and assessment information, curriculum overviews, case studies relating to a sample of pupils and pupils' books.

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

- the attainment and progress of pupils in English and mathematics across Key Stage 2, and, in particular, the progress of groups such as pupils with special educational needs and/or disabilities, boys and more-able pupils
- the effectiveness of action taken to improve literacy and mathematical skills in the Early Years Foundation Stage
- the quality of teaching and learning and whether the match of work to different abilities is good enough to ensure sufficiently rapid progress for all pupils
- the use of assessment information to inform planning
- the effectiveness of leaders in using self-evaluation and monitoring to identify needs, set challenging targets and drive improvement.

Information about the school

Hampton Primary School is larger than average and most pupils are of White British heritage. Early Years Foundation Stage provision consists of three classes for Reception children. The school is a lead school for pupils with physical disabilities, including hearing impairment, and, as a result, slightly higher than average proportion of pupils have special educational needs and/or disabilities. The proportion of pupils known to be eligible for free school meals has risen over the past few years and is now above average.

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?

3

The school's capacity for sustained improvement

2

Main findings

The school is providing a satisfactory education. Pupils are safe, healthy and happy. Relationships are good and all pupils are well cared for. Since the last inspection there has been a period of uncertainty with major changes in leadership. This has been resolved and now the school is led by a headteacher who, in a relatively short period of time, has developed an effective leadership and staff team. This is also the view of several parents who praised the impact of the changes that have taken place at the school over the last year.

The leadership team evaluated the situation accurately, recognised that attainment was too low, particularly in Key Stage 2, and took decisive action on several key fronts. This has resulted in a rapid turnaround so that the quality of teaching is now good and, as a result, attainment is rising rapidly. In order to speed up this process, the school built strong and productive partnerships with external groups such as local authority advisory staff, and this is contributing to the pace of improvement.

Children make a good start in the Early Years Foundation Stage and continue this good progress in Key Stage 1. Attainment in English and mathematics across Key Stage 2 is still too low despite the rapid improvements, and it will take time to address fully the legacy of underachievement. Standards at the end of Key Stage 2 rose slightly last year, so that they were broadly average.

The school has very effective and accurate assessment systems. The information produced by these systems has been used well to identify underachievement and to set challenging targets for improvement. The school's ongoing records show that the majority of pupils are making rapid progress and catching up. However, there is still a small amount of inadequate teaching which causes pupils to make insufficient progress in those lessons. School leaders are very aware of this through their rigorous monitoring and take appropriate action to provide support and challenge. Teachers now have a better understanding of individual attainment and what they need to do to ensure more rapid progress. However, the use of assessment to inform day-to-day teaching is at a relatively early stage of development and more needs to be done to ensure adults and pupils have a clear understanding of what learning is expected in lessons, when it has happened and what the next steps are.

Pupils behave well in lessons and around the school and this supports their learning. Lessons are well planned with activities which are designed to cater for different abilities. Pupils with special educational needs and/or disabilities receive effective support so that they make at least satisfactory progress. Despite the good teaching, there are missed opportunities in lessons for pupils to develop their speaking, listening

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and thinking skills. There is also scope for livening up the learning, engendering more enjoyment and motivation and enabling the pupils to use their initiative. The school's new curriculum provides good opportunities for linking learning across subjects, making it more interesting and relevant. Currently the emphasis is understandably on English and mathematics, particularly for pupils undertaking catch-up activities. This emphasis, however, limits the opportunities for pupils to practise key skills in different contexts and to learn in other areas.

The whole school, including the governing body, is committed to improving pupils' outcomes further and continuing to raise standards, and all involved have a clear shared vision of the future. Improvements in leadership, management and the quality of teaching demonstrate that the school has a good capacity for sustained improvement.

What does the school need to do to improve further?

- Raise attainment and increase the rates of progress in English and mathematics by:
 - eradicating the remaining small incidence of inadequate teaching and learning
 - making better use of assessment information to improve lesson planning and the assessment of learning in lessons
 - ensuring that there are more planned opportunities in lessons for pupils to develop and practise their speaking and listening skills.
- Improve the quality of provision by:
 - developing the curriculum so that there are stronger links between subjects and a better balance of subject coverage for all pupils
 - providing more opportunities for pupils to become involved, use their initiative, develop independence and enjoy their learning.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Pupils achieve well in the Early Years Foundation stage and in Key Stage 1 so that, as they enter Key Stage 2, attainment is significantly above average in mathematics, average in reading and above average in writing. Unfortunately, in the past progress then slowed down so that the end of Key Stage 2 results have been consistently low, as has the rate of progress made by all pupil groups. Last year, however, as a result of decisive leadership action taken to address this underachievement, levels of attainment rose at the end of Year 6, although this was not enough to eradicate the effect of previous underachievement. Accurate assessment information and the work in lessons and in last year's books show that all pupils, including boys, more-able pupils and those with special educational needs and/or disabilities are making at least satisfactory progress, with many making rapid progress.

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Relationships are good and the pupils are keen to do well. Pupils' behaviour is good in lessons and around the school. They are polite, friendly and get on well together. Bullying is rare and pupils are confident that incidents of poor behaviour are tackled quickly and effectively and, as a result they feel very safe and well cared for. Pupils have a good understanding of what belonging to a healthy school means and large numbers take part in vigorous physical activities during and after school. They are eager to take on responsibilities such as play leaders, and school council members know they are an effective and influential voice for pupils.

Attendance is broadly average, and although the number of pupils who have regular absences is relatively high, this is somewhat explained by pupils with complex medical needs requiring regular hospital visits. Pupils have good team skills, but opportunities for them to experience excitement and wonder in their learning and in the wider world are rather limited. Pupils show a good understanding of the needs of others. The school has good links with schools in Uganda and France and this helps broaden their horizons. Attainment in important basic skills is still not high enough which means that, despite recent improvements, the extent to which pupils develop workplace skills is no more than satisfactory.

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 3 |
| Taking into account: Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 3 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 3 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 3 |
| Taking into account: Pupils' attendance ¹ | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 3 |

¹ 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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How effective is the provision?

Teachers plan well-paced lessons with a strong focus on the objectives for the lesson. Group activities in lessons led by both teachers and teaching assistants are generally well focused, although there are times when adults do too much of the work. Pupils work well together. In some very good lessons, such as a Year 6 mathematics lesson on tackling problems, the pupils apply themselves to the tasks enthusiastically and show good levels of concentration and independence. In the less effective lessons teachers and pupils are not clear about the learning goals, activities are not pitched at the right level and there is little opportunity for pupils to work independently. Behaviour management is generally very good; most teachers make sensitive use of the very clear and well-understood behaviour management policy. In a very few lessons teachers are distracted by a small incidence of low-level inappropriate behaviour and, as a result, the pace of learning slows.

Teachers make satisfactory use of assessment information to plan lessons and in the best lessons teachers give pupils accurate, ongoing feedback about how well they are learning and guidance as to how to improve their work. Marking is satisfactory and developing well in a few classes where there is evidence of pupils responding to it productively. In most lessons pupils are beginning to be involved in assessing how well they are learning, but this is still at an early stage.

An exciting and interesting curriculum which encourages links between subjects and allows for skills to be taught across several subjects is beginning to emerge. An early survey of pupils' views shows that they are enjoying the changes and find the new curriculum more interesting. Enrichment activities such as science week are increasing and there is a good range of out-of-school clubs. There is further work to be done to make sure the balance between subjects and for all pupils is right.

The school places a high priority on caring for and supporting pupils. This is particularly evident in the work of the well-being team in supporting vulnerable pupils and their families. A parent summed up the quality of this support by commenting, 'Hampton School has been fantastic in supporting my child; he has a member of staff who he can talk to any time.' Pupils who have to have time off school, often for medical reasons, are provided with work at home to help them keep up. Potentially difficult times such as starting school, moving classes and leaving school are managed very well. Systems for tracking, rewarding good attendance and following up absences are rigorously followed. The positive impact of work with individual pupils is quite apparent, although the systems do not appear to be improving attendance.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 3 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |

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| | |
|--|----------|
| The effectiveness of care, guidance and support | 2 |
|--|----------|

How effective are leadership and management?

The headteacher and her increasingly effective senior and middle managers provide good leadership. Their rigorous monitoring and accurate self-evaluation have resulted in a sharply focused plan of action. A strong emphasis on improvement means that expectations across the school are now much higher than previously, the quality of teaching is now good and attainment is rising. This has been achieved while maintaining or improving aspects of pupils' personal development and the quality of care and support. Regular meetings to discuss the progress of individuals and particular groups enables the school to identify and provide the most appropriate methods of achieving further improvements in quality and helping pupils keep on track. The school's promotion of equal opportunities is satisfactory. There is a keen awareness of the need to remove barriers; for example, external funding has been found to ensure that all pupils can take part in various activities and visits. Until recently the assessment information was not accurate enough for the school to identify whether different groups were performing poorly in relation to others and this sort of analysis is still at an early stage.

There are good arrangements to ensure that all elements of the safeguarding requirements are in place. The school is secure and well equipped to accommodate pupils with physical disability. Further work is currently taking place to enhance this provision.

The relationships with parents are satisfactory overall and the school has plans to improve and develop these further. Relationships with other partners are very effective and make a positive contribution to the school, particularly in enriching the curriculum through, for example, links with secondary schools and creative partnerships. Additional expertise from external partners ensures that support for vulnerable pupils is of a high quality.

Governors know the school well through regular visits and close monitoring of progress. As a result they have a good understanding of what further improvements are needed. They are becoming increasingly well organised in order to improve their strategic role and are keen to extend partnerships with the local community and beyond. This corresponds well with the school's plans for developing community cohesion. These plans are still at an early stage of development and the impact is yet to be fully realised.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 3 |

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| | |
|--|----------|
| The effectiveness of the school's engagement with parents and carers | 3 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 3 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Early Years Foundation Stage

Children make a good start to their time in school. They arrive in Reception with skills and abilities which vary widely but which are on average below, or just below, those levels normally expected for their age. They make good progress, and by the time they move into Year 1, attainment is similar to most pupils elsewhere. In the past children left Reception with lower than expected levels of skill in communication, language and mathematics, but outcomes improved last year as a result of improved focus and provision.

At the time of the inspection the children were still coming to school on a part-time basis. The good level of care, and concern for pupils' well-being, was helping them to settle quickly and there was already evidence of good relationships between adults and children. Routines were being established quickly which helped the children feel at home and parents and carers expressed their delight at how well their children were getting on.

Children socialise well and play amicably together. They behave very well indeed and this is consistently encouraged by the adults. The classrooms, inside and outside, are exciting places with a good variety of activities to engage and interest the children. Snack time is used as a good opportunity to reinforce children's personal and social skills such as politeness, helping others and the need for clean hands, while also reinforcing other learning such as identifying the different colours of the fruit.

Adults, teachers and teaching assistants use questioning and discussion very well to develop children's communication skills. Sometimes, however, opportunities are missed and occasionally there is little encouragement for children to enhance their speaking skills. Leadership and management have been strengthened. Monitoring is carried out regularly and is resulting in the better use of assessment and more consistent provision. The targets for the current Reception pupils are challenging and appropriate, although there is scope for improvements to the use of assessment to identify and tackle specific areas of weakness and to inform day-to-day planning.

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

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

Views of parents and carers

The vast majority of parents are happy with the school. Of those who responded almost all believed that their children enjoy school and are safe. There were many positive remarks about the school, some of which related to the positive impact of recent changes and others to the good quality of individual care. Of those expressing concerns, the largest number were those who felt that their child was not making sufficient progress. This may well have been the case but, as can be seen in the rest of this report, the school is taking action to remedy the situation. A few parents commented adversely on the quality and timeliness of communication between school and home. This is something the school is determined to improve.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hampton Primary 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 13 statements about the school.

The inspection team received 109 completed questionnaires by the end of the on-site inspection. In total, there are 501 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 59 | 64 | 32 | 35 | 1 | 1 | 0 | 0 |
| The school keeps my child safe | 48 | 52 | 43 | 47 | 1 | 1 | 0 | 0 |
| The school informs me about my child's progress | 30 | 33 | 51 | 55 | 10 | 11 | 0 | 0 |
| My child is making enough progress at this school | 36 | 39 | 43 | 47 | 13 | 14 | 0 | 0 |
| The teaching is good at this school | 26 | 28 | 56 | 61 | 4 | 4 | 0 | 0 |
| The school helps me to support my child's learning | 29 | 32 | 54 | 59 | 4 | 4 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 35 | 38 | 49 | 53 | 5 | 5 | 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) | 27 | 29 | 56 | 61 | 5 | 5 | 0 | 0 |
| The school meets my child's particular needs | 35 | 38 | 50 | 54 | 6 | 7 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 24 | 26 | 52 | 57 | 8 | 9 | 5 | 5 |
| The school takes account of my suggestions and concerns | 24 | 26 | 55 | 60 | 4 | 4 | 3 | 3 |
| The school is led and managed effectively | 34 | 37 | 47 | 51 | 3 | 3 | 2 | 2 |
| Overall, I am happy with my child's experience at this school | 41 | 45 | 46 | 50 | 4 | 4 | 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 | 58 | 36 | 4 | 2 |
| Primary schools | 8 | 43 | 40 | 9 |
| Secondary schools | 10 | 35 | 42 | 13 |
| Sixth forms | 13 | 39 | 45 | 3 |
| Special schools | 33 | 42 | 20 | 4 |
| Pupil referral units | 18 | 40 | 29 | 12 |
| All schools | 11 | 42 | 38 | 9 |

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| 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.



17 September 2010

Dear Pupils

Inspection of Hampton Primary School, Herne Bay, CT6 8NB

You will remember that some inspectors came to your school recently to see how well you were all doing. We enjoyed our time with you and our special thanks go to those groups of pupils who gave up their playtime to talk to us.

Your school is giving you a satisfactory education. The main reason for our judgement being satisfactory rather than good is because your attainment by the time you leave Hampton is not as high as it might be. Things are certainly improving but there is still more to be done.

You get off to a good start in Reception. Most of you behave very well in lessons and outside at playtimes. You are healthy, know how to stay safe and are thoughtful, responsible young people. Well done! The adults take good care of you, especially those of you who need the most help. Your teachers plan good lessons and try to make sure the work is matched to your abilities. Your headteacher and school leaders are doing a good job.

However, your school needs to make sure that all lessons are as good as the best ones. I have asked the teachers to make sure they give you clear instructions during lessons and in their marking so that you know how to improve your work. I have also asked them to make even better links between the different subjects so you all have the chance to enjoy learning about all sorts of things. Finally I have asked them to make sure you have plenty of opportunities to practise your speaking and listening skills, use your own ideas more, get more involved and have more fun!

You can do your part by making suggestions about how your school might improve further, by listening to what your teachers and other pupils are telling you, and by doing your best.

Yours sincerely

Sheena MacDonald

Her Majesty's Inspector

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