

Hampton Hill Junior School

Inspection report

Unique Reference Number	102886
Local Authority	Richmond upon Thames
Inspection number	376779
Inspection dates	8–9 December 2011
Reporting inspector	John Anthony

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	349
Appropriate authority	The governing body
Chair	Peter Vannozzi
Headteacher	William Jerman
Date of previous school inspection	6 July 2007
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Introduction

This inspection was carried out by three additional inspectors. They observed 21 lessons featuring the work of 12 teachers. They held meetings with representatives of the governing body, staff and groups of pupils, and met informally with parents and carers. They observed the school's work, and looked at strategic and curriculum planning, records of pupils' progress, school documentation and monitoring records of teaching and learning. Inspectors analysed questionnaire returns from 178 parents and carers, 29 staff and 89 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The extent to which teaching drives progress in pupils' learning.
- How far progress is evenly balanced between subjects and different groups of pupils.
- Whether pupils with special educational needs and/or disabilities and pupils with English as an additional language make at least as good progress as others.

Information about the school

This is a larger-than-average junior school. A very small minority of pupils are known to be eligible for free school meals. The large majority of pupils are from White British backgrounds but around 28% come from minority ethnic heritages. The majority of pupils transfer to the school from the nearby infant school, but an increasing number join the school other than at the normal time of admission. This includes a small number of pupils at the early stages of speaking English as an additional language. The school runs a breakfast club, and hosts an after-school club which is independently run and, therefore, inspected separately.

The school has been awarded Activemark, Artsmark Gold and the Inclusion Quality Mark, and has been designated a National College Leading Sustainable School.

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. Pupils are provided with an impressive and exciting curriculum which is supported by exceptional teaching and outstanding care, guidance and support. As a result of excellent all-round provision, pupils thrive in every way. This is seen in their exemplary behaviour which is a predominant factor in their good, and frequently outstanding, progress in lessons. Because this is a highly inclusive school, no pupils are disadvantaged, and all pupils, including those with special educational needs and/or disabilities, make similar rates of progress.

The school's engagement with parents and carers is outstanding, and they in turn are extremely positive about the provision, as indicated in one response to the questionnaire: 'I have found Hampton Hill Junior School to be outstanding in the provision of my child's education. The curriculum is exciting, there are projects and trips. Aspects of the curriculum are linked to focus projects which make learning fun. My child is very happy, enjoying learning and being nurtured to being an independent and responsible child. This is a fabulous school.'

Pupils confirm that they benefit immensely from extremely caring and dedicated relationships with all the staff, telling the inspection team, for example: 'The staff are brilliant ... a lot of happy stuff goes on ... everyone gets a fair chance.' Enjoyment of their education is reflected in high levels of attendance and punctuality.

This combination of a happy and highly supportive environment, together with excellent guidance to improve their learning and extremely positive relationships at all levels within the school, encourages pupils to work hard and reach high levels of attainment, leading to outstanding achievement. Central to the impressive success of the school is the inspirational leadership of the headteacher and the highly committed energies of teachers and staff throughout the school. They are ably supported by a committed and well-qualified governing body which is fully engaged in shaping the strategic direction of the school. Together, they have knitted together a vibrant community atmosphere, and the school deservedly enjoys its high reputation in the local area. As a result, an excellent range of partnerships enriches the pupils' educational opportunities.

The school's self-evaluation is very accurate, and planning identifies a clear agenda for continued school improvement. For example, community cohesion in the wider national context is not so strong and has been correctly identified as an area for further development. The maintenance of outstanding outcomes for pupils, together

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with the determination of leaders and managers to continue to provide an excellent learning environment for the pupils, and the excellent relationship with parents and carers, demonstrates that the school has an outstanding capacity to sustain its currently outstanding performance. The school provides excellent value for money.

What does the school need to do to improve further?

- Improve community cohesion by helping pupils to gain a wider perspective and deeper understanding of different social attitudes and lifestyles.

Outcomes for individuals and groups of pupils

1

Outcomes for pupils are outstanding because their academic achievement is excellent and their personal development is exceptional. Pupils, including those with special educational needs and/or disabilities, make at least good progress in their learning. Levels of attainment are high overall with pupils also demonstrating impressive skills in the more creative areas of learning. In many instances, pupils' progress in lessons is exceptional, as seen, for example, in one lesson where pupils had to think about what shaped the behaviour of a highwayman in a story. Pupils made outstanding progress because they identified with the character, concentrated, assessed their work very accurately, and paid excellent attention to the project. In another outstanding lesson, pupils were exploring figurative language, and made excellent progress because they were constantly reminded to use their targets, used success criteria to assess their progress, and used ambitious and complex language. Progress overall is judged to be good because some pupils did not make such good progress in the last academic year.

Through their extensive links with people in other countries, pupils become familiar with cultures other than their own. They are very aware of how to keep safe and healthy, advising that they are 'definitively' very safe, describing how, 'If you're not wearing a visitor's badge, we tell a teacher,' adding very wisely, 'It could be bad people or good people, but we wouldn't know.' The school's own team of 'eco-ambassadors' takes responsibility for promoting eco-friendly initiatives, such as designing the eco-code. Pupils show their impressive artistic talents in displays around the school, and participate energetically and enthusiastically in physical activities, as shown, for example, in the high take-up for clubs such as judo, gymnastics and dance, reflected in the award of an Activemark. There are many opportunities for participating in musical activities of a high standard. This was impressively demonstrated in the school's rehearsal for a carol concert in the nearby church with singing of an exceptional standard.

Pupils are extremely responsible, having an active voice through membership of the school council and taking leading roles as junior safety officers, sports and music leaders, and representing their peers in the pupils' parliament. Their behaviour while in the classroom, at play and in the wide range of activities that they engage in around the school is exemplary. Pupils support many charitable ventures, including

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Epilepsy Research and Children in Need, as well as a local hospice and cancer charities. Through activities such as these, and in the care they show to each other and the respect and courtesy they extend to staff and visitors, pupils demonstrate the deeply ingrained social and personal qualities that are an expression of their outstanding spiritual, moral, social and cultural development.

These are the grades for pupils' outcomes

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

How effective is the provision?

Pupils are provided with an outstanding curriculum. A wide range of clubs and after-school activities complements a vibrant and stimulating learning environment. Varied and relevant trips and visits complement pupils' learning, and many visitors bring expertise in music, drama, sport and art. The school also provides unusual opportunities for pupils to understand the natural world, through for example, the rearing of chickens and focusing on preparing pupils to develop responsible attitudes to the environment. This innovative curriculum is constantly reviewed to ensure that it is always geared to the needs of pupils. As one parent commented: 'I am very impressed with the creativity of the school and how they have brought alive the Egyptian topic. I also love the way that they combine activities.' The school has recently been awarded Artsmark Gold for the third time.

Teaching is outstanding. In the words of one parent, 'The teachers are brilliant.' While impressive lessons were seen in literacy, numeracy, information and communication technology, and French, one excellent lesson combined art with learning about the Indian culture. Pupils were shown a video of how to create an

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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Indian-style pattern on cloth using a 'tie dye' method. The teacher outlined the lesson plan and checked that all the pupils understood the concept. They then put the instruction into practice by drawing their own designs before making their own tie-dye samples. Pupils learned very quickly because they were enthused by the project, and because it enabled them to use their imagination. It also stimulated many other aspects of learning, such as speaking and listening, cooperating with each other, and taking care with messy materials.

A significant factor in the success of teaching is the fostering of pupils' independence in their learning. As a result, they are able to move rapidly from one task to another in the classroom with minimal direction. This means that they usually work very quickly and absorb learning through activities that are very well structured to suit their varying abilities.

Teachers also make learning fun, seen, for example, in a very lively literacy lesson based on the pupils' creation of fictional characters called the 'Speech Mark Twins' which dramatised the sequencing of punctuation. Because the session enthralled them, pupils concentrated, very quickly identified the correct elements of punctuation, and were able to put them into practice accurately and remember them.

The pupils' welfare is a priority of the school, and is secured by outstanding care, guidance and support, recognised by the award of an Inclusion Quality Mark. Wide-ranging links have been established with outside agencies, and pastoral care reaches out to families as well as their children through working closely with external providers as well as through utilising the school's own resources. Systematic recording and monitoring ensure that pupils' personal, as well as their academic, development is constantly assessed, and any specific individual needs are provided for. The breakfast club provides pupils with a pleasant and healthy start to the school day. Excellent links have been forged with local infant and secondary schools to support very smooth transition into the school, and onwards to secondary education.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher and senior colleagues lead a highly committed staff team which fully shares a determination to provide pupils with an outstanding learning experience. Governors play a pivotal role in supporting the school, and have recognised the need to adopt a more challenging approach to help to drive forward

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even better progress. A very strong and fruitful relationship has been established with parents and carers, who are overwhelmingly of the view that the school is well led and managed, one commenting that: ‘My children have excelled here and the level of feedback and support has been exceptional. I’m really pleased with all aspects of school life.’ The school benefits from events organised by the very active parent and staff association, such as the community choir and the drama group, which have raised considerable sums to provide additional resources for the school. A dedicated team of voluntary parent helpers assists pupils with their reading, and many parents and carers help out as leaders for sports and other after-school clubs.

Excellent partnerships have been established with other schools, particularly with the provision for music, and excellent use is made of external welfare agencies to help both pupils and their families. The school is a pioneer in the sustainability programme which aims to improve the environment, having been designated a National College Leading Sustainable School. Pupils also benefit immensely from strong links with a nearby teacher training college which regularly supplies the school with trainee teachers. They add richness to the pupils’ learning experience by providing additional teaching and support, and energising the richness of the curriculum with a variety of fresh approaches to teaching, and many new and exciting ideas.

The strength of the school’s community cohesion lies in the support it receives from, and gives to, its local community and its global partnerships with schools in Kenya, Chile and Japan. The school has recognised that its engagement in the wider national dimension is not so firmly established and is drawing up plans to address this. Safeguarding is central to the school’s ethos of care. All statutory requirements are met, staff receive regular training, and stringent child protection procedures are in place. Risk assessments are comprehensive and thorough. In this highly inclusive school, where mutual respect is its most clearly promoted quality, everybody is treated equally and no discrimination of any kind is tolerated.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school’s engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2

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The effectiveness with which the school deploys resources to achieve value for money

1

Views of parents and carers

A higher than average proportion of parents and carers returned completed questionnaires. Written comments were generally highly appreciative of the care and dedication of the staff. There was a general sense that this is an outstanding school, responses almost unanimously endorsing the predominant view that the school is led and managed well. Many describe being 'very impressed' with the 'brilliant' and 'hard-working' teachers. One noted, 'The school has been wonderful for my children.' Every response confirmed that their children enjoy school and are safe, one commenting, 'My children love the school and simply want to stay here for the rest of their education.' The vast majority felt that pupils are well behaved, that the school helps their children to have a healthy lifestyle, and that their children are well prepared for the future. Many praised the transition arrangements. There was no consensus of negative comment, some felt that their children were not sufficiently challenged, and a few felt that home/school communication could be improved. These issues were raised with the school, but the degree of challenge in most lessons was found to be at least consistently good, and communication was found generally to be of a high standard. A very few responses were concerned about behaviour. The views of most are reflected in the observation that 'Hampton Hill is a brilliant school.'

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hampton Hill Junior 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 178 completed questionnaires by the end of the on-site inspection. In total, there are 349 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	136	76	42	24	0	0	0	0
The school keeps my child safe	147	83	30	17	0	0	0	0
The school informs me about my child’s progress	91	51	76	43	7	4	0	0
My child is making enough progress at this school	93	52	74	42	9	5	0	0
The teaching is good at this school	118	66	56	31	1	1	1	1
The school helps me to support my child’s learning	94	53	74	42	7	4	1	1
The school helps my child to have a healthy lifestyle	107	60	64	36	4	2	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)	108	61	59	33	4	2	0	0
The school meets my child’s particular needs	97	54	71	40	5	3	0	0
The school deals effectively with unacceptable behaviour	105	59	60	34	6	3	1	1
The school takes account of my suggestions and concerns	80	45	83	47	4	2	2	1
The school is led and managed effectively	132	74	40	22	0	0	1	1
Overall, I am happy with my child’s experience at this school	131	74	43	24	3	2	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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



12 December 2011

Dear Pupils

Inspection of Hampton Hill Junior School, Hampton Hill TW12 1HW

Thank you very much for welcoming my colleagues and me to your school. On behalf of the team, I would like to thank those of you who met with us to tell us all about the many wonderful things that you do.

I am pleased to be able to tell you that you go to an outstanding school. These are some of the things that really stand out.

- You are punctual, extremely well behaved, responsible, friendly and kind to each other.
- You work hard, are attentive, and make good progress in your lessons.
- You have wonderful opportunities to enjoy your learning and to take part in many exciting activities.
- All those who lead and manage your school work hard to give you an excellent education, and look after you extremely well.

Although yours is an outstanding school, we have asked your headteacher, staff and members of the governing body to do the following to make it even better.

- Help you to gain a deeper understanding of the way people in Britain who come from different backgrounds to yourselves live and think.

Again, thank you for your kind welcome, and for your friendly and very interesting conversations with us.

With best wishes for the future

Yours sincerely

John Anthony
Lead inspector

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