

Inspection of Hampton Hargate Primary School

Hargate Way, Hampton Hargate, Peterborough, Cambridgeshire PE7 8BZ

Inspection dates: 18 and 19 March 2025

The quality of education **Outstanding**

Behaviour and attitudes **Outstanding**

Personal development **Outstanding**

Leadership and management **Outstanding**

Early years provision **Outstanding**

Previous inspection grade Outstanding

What is it like to attend this school?

Pupils at Hampton Hargate feel happy and safe in this vibrant and supportive environment. Staff care about them and support their individual needs and personalities. Pupils thrive in a calm atmosphere where positive relationships are highly evident. They greet visitors with a friendly 'hello' and demonstrate considerate manners, such as holding doors open.

High expectations are a hallmark of the school. Pupils are supported to excel academically and personally. For example, the languages curriculum is ambitious, with pupils eagerly learning and speaking French confidently. The school's dedication to providing personalised and tailored support for pupils with special educational needs and/or disabilities (SEND) ensures everyone experiences success.

Pupils' behaviour is exemplary. Pupils show respect for others, both in class and around the school. They participate enthusiastically in lessons, from sketching artwork to singing songs. Pupils are highly tolerant and enjoy each other's company. They play together, treat each other respectfully and make sure everyone is included.

Pupils benefit from a rich range of wider experiences. They engage in activities such as choir and enjoy trips to the Black Country and residential visits. These opportunities enrich their development and help foster their love of learning.

What does the school do well and what does it need to do better?

Since the last graded inspection, the school has continued to develop the effectiveness of the curriculum. The curriculum is highly ambitious, especially in terms of the rich vocabulary pupils develop. This ambition is evident in the high-quality work that pupils produce and how confidently they use subject-specific vocabulary to recall what they have learned. For example, in early years, children confidently use adjectives such as 'fluffy' to describe and write about the chicks they study.

The school has designed the curriculum to be inclusive and meet the diverse needs of all pupils, including those who speak English as an additional language. Disadvantaged pupils are precisely targeted for additional support, addressing any barriers to learning. The provision for pupils with SEND, including those with education, health and care plans (EHC plans) is exceptional. It matches pupils' carefully identified individual needs. Staff consistently make the necessary adjustments to learning, allowing pupils with SEND to access a broad curriculum. This is exemplified by the 'adventurers' class', where skilled and specialist staff support pupils to build the skills they need to access increasing amounts of learning alongside their peers. For example, this support has enabled pupils to develop their communication and interaction skills so they can participate as fully as possible in outdoor learning activities with everyone else.

The school has a sharp focus on early reading and phonics, starting from day one in Reception. Phonics groups are tailored closely to individual needs, with highly effective

teaching from staff. This approach ensures that children do not fall behind. Pupils quickly gain the knowledge and skills they need to become confident, fluent readers. As pupils move through the school, they develop a love of reading through the vast range of books they study and choose to read in their own time. This rich foundation of literature provides the basis for the imaginative writing pupils produce across the school. Teachers carefully assess and support pupils in developing all elements of writing, ensuring it is consistently high quality.

Pupils behave in a highly considerate way, celebrating and congratulating others when they make good suggestions. Pupils have highly positive attitudes and a commitment to learning because lessons are interesting and engaging. Children in early years benefit from a stimulating environment with activities that capture their interest. They share, take turns and include each other in activities such as water play or word hunts.

Personal development is extensively promoted, with a vast range of opportunities for pupils. For example, pupils build confidence by participating in live performances on stage. They learn about cooperation, teamwork and resilience through ambassador roles and events such as Careers Week. Buddy systems and celebrations of special events such as Black History Month further enhance the inclusive nature of the school. The school ensures everyone can participate in all opportunities on offer, enriching pupils' social and character development.

The strength of the school's leadership lies in creating an environment where pupils from diverse backgrounds see themselves as one happy and cohesive school family. Leaders tirelessly advocate for pupils and families, and parents are highly positive about the school. Governors challenge and support the school effectively. This has ensured the school continues to evolve and raise standards further.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and](#)

[protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	132763
Local authority	Peterborough
Inspection number	10345284
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	639
Appropriate authority	The governing body
Chair of governing body	Carolyn Hunt
Headteacher	Andy Lyons
Website	www.hampton-hargate.peterborough.sch.uk
Dates of previous inspection	19 and 20 May 2015, under section 5 of the Education Act 2005.

Information about this school

- The school uses one registered alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- The lead inspector met with representatives from the local governing body, including the chair. The lead inspector also met with a representative from the local authority.
- Inspectors met with the headteacher, the deputy headteacher, senior leaders and other staff members.
- Inspectors conducted further meetings with staff regarding safeguarding, SEND provision, attendance and personal development.
- Inspectors visited the school's SEND provision, the adventurers' class.
- Inspectors carried out deep dives in these subjects: English, early reading, mathematics, science, music, physical education and art and design. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also considered other subjects in the curriculum.
- Inspectors observed pupils' behaviour in lessons, around school and at social times.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered responses to Ofsted's pupil survey and Ofsted's staff survey. They considered responses to the confidential online survey for parents, Ofsted Parent View, including free-text comments.

Inspection team

James Chester, lead inspector	Ofsted Inspector
Wayne Jarvis	Ofsted Inspector
Amy Luu	Ofsted Inspector
Bryony Surtees	Ofsted Inspector

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