

# Hampton Hargate Primary School

Hargate Way, Hampton Hargate, Peterborough, PE7 8BZ

**Inspection dates** 19–20 May 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Pupils' achievement is outstanding across all Key Stages. Their progress across a wide range of subjects, including English and mathematics, is rapid and sustained. This is because they receive well-timed and high quality support and intervention from teachers and other adults.
- Standards in reading, writing and mathematics have continued to rise over time. Results in national tests by the end of Key Stage 2 show that attainment is well above national averages in all subjects.
- Disabled pupils and those who have special educational needs make excellent progress. Leaders and teachers identify their needs early and provide highly effective support using high quality resources.
- Senior leaders and governors use the pupil premium funding very effectively. As a result, disadvantaged pupils achieve exceptionally well, and gaps have closed in English and mathematics for these pupils when compared with their classmates.
- Teachers use assessment information well to pitch lessons at the right level. The most able pupils enjoy the challenge they experience in lessons which results in them achieving very well.
- Leaders and governors ensure that the school is a very happy, safe and secure place for pupils and staff. Pupils say they feel extremely safe in school. Parents overwhelmingly agree.
- Leaders ensure that the spiritual, moral, social and cultural provision for the pupils is given a high priority in the school. As a result, pupils are tolerant and respectful of each other and adults.
- From their varying starting points, children make excellent progress in the early years. They acquire new skills quickly in all areas and especially in reading, writing and mathematics. They are very well prepared for Year 1.
- Learning opportunities are highly organised and effective through lessons and across the school. Adults teach pupils in small groups so that they can target the explanations to the needs of the pupils and accelerate progress.
- Teachers give regular feedback to pupils on how to improve their work. This continues to develop so feedback in all subjects allows pupils to practise and deepen their perseverance, skills and understanding.
- Pupils conduct themselves very well and have excellent attitudes to learning. They are polite and courteous, showing exemplary behaviour around the school.

## Information about this inspection

- Inspectors gathered a range of evidence to judge the quality of teaching over time. This included observing learning in 37 lessons, five of which were jointly seen with the senior leadership team.
- Inspectors spoke with pupils and looked in their books to take account of the work that has been done over time and the progress that pupils make.
- Inspectors listened to pupils read and talk about their books. The teaching of phonics (the sounds that letters make) was observed.
- Meetings were held with the headteacher, the deputy headteacher, assistant headteacher, other leaders, members of the governing body, a representative of the local authority and groups of pupils.
- Inspectors scrutinised a wide range of school documentation, including the school’s self-evaluation and school development plan. In addition, the school’s systems for assessing, tracking and evaluating progress were examined.
- Policies and procedures were examined for safeguarding, including a scrutiny of the single central register. They considered the arrangements for disabled pupils and those who have special educational needs.
- Inspectors took account of 63 responses from parents and carers who responded to Ofsted’s online questionnaire (Parent View), had informal conversations with parents on the playground and spoke with parents on the telephone.

## Inspection team

Kim Hall, Lead inspector

Her Majesty’s Inspector

John Greevy

Additional Inspector

Martin Fitzwilliam

Additional Inspector

Lynn Lowery

Additional Inspector

## Full report

### Information about this school

- Hampton Hargate Primary School is a much larger than average primary school.
- The majority of pupils are from White British backgrounds.
- The school is a community school.
- The proportions of pupils from minority ethnic groups and those who speak English as an additional language are broadly in line with the national average.
- Children in the Reception classes attend full-time.
- The proportion of disabled pupils and those who have special educational needs is lower than national average.
- The proportion of pupils who are disadvantaged and supported by the pupil premium is lower than the national average. (The pupil premium provides additional funding for pupils who are known to be eligible for free school meals and those looked after by the local authority).
- The school meets the government minimum floor standards, which sets the minimum expectations for pupils' progress and attainment by the end of Year 6.

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

- Strengthen achievement across the curriculum by assessing more precisely the pupils' knowledge, understanding and skills, and using this information to extend and deepen their learning.

## Inspection judgements

### The leadership and management are outstanding

- Since the last inspection, school leaders have tackled the areas for improvement with relentless energy and determination, promoting equality of opportunity, so that pupils have the chance to excel, whatever their background or starting point. They have a thorough and accurate self-evaluation of the school. They have created a culture that strives for and delivers exceptionally high standards for the pupils in the school. Parents agree that the school is well led and managed.
- Leaders rigorously track the progress of every pupil, ensuring that targeted support and intervention is given to any pupil who may be in danger of falling behind. As a result, all groups of pupils are making rapid and sustained progress in their learning, particularly in reading, writing and mathematics.
- School leaders provide a broad and balanced curriculum, which meets the needs of all pupils and prepares them well for the next stage of their education. The core curriculum is enhanced by trips and visits, 'WOW' days and themed weeks that focus on developing British values very well. Recently the pupils studied democracy and the rule of law, resulting in them 'voting' at a mock election. As a result, pupils have a greater understanding of democracy and are being well prepared for their future.
- Pupil premium funding is used highly effectively to enhance the support and intervention for disadvantaged pupils. As a result, these pupils make exceptional progress in their learning. Disadvantaged pupils reach standards above other pupils nationally in reading and writing, and in line with others in mathematics. Gaps in standards in grammar, punctuation and spelling are closing.
- The monitoring of teaching and learning is robust. Leaders systematically and regularly analyse a range of school information to evaluate the quality of teaching over time. They set and monitor performance management targets for all staff, dealing positively and swiftly with mediocre performance. As a result, teaching is consistently good and ensures that pupils make outstanding progress over time.
- Middle leaders are passionate about their areas of responsibility across the school. They hold key roles in monitoring and evaluating the quality of teaching for the different subjects, and offer support and training to staff. This ensures high standards and a high quality provision for pupils, ensuring they develop their spiritual, social, moral and cultural understanding well.
- The co-ordinators for disabled pupils and those who have special educational needs takes prompt and effective action to support individual learning needs from the start of their education in the school. As a result, all adults have high expectations for these pupils and they often make exceptional progress in their learning.
- Primary sports funding is used effectively to increase the number of pupils participating in clubs and extracurricular activities. Staff have received training that has improved their confidence, skill and quality of teaching sports. More pupils are able to access competitive sports as a result of the additional funding.
- School leaders have ensured that the school is a very safe and secure place for pupils and staff. Full safeguarding arrangements are in place, with all the necessary checks carried out when recruiting staff. Staff are well trained in identifying pupils at risk. Risk assessments are fully in place where necessary for activities in and out of school. Procedures are robustly followed when pupils are absent, resulting in attendance being broadly average.
- The local authority provides suitably light touch support for the school. It recognises Hampton Hargate's strong practice and uses it as a showcase for other schools to help them improve teaching and learning.
- **The governance of the school:**
  - The governing body fulfils its core responsibilities and statutory duties effectively. It holds school leaders rigorously to account for pupils' progress, and monitors the school's performance effectively. The governors ask precise questions and, although involved in the school, understand the boundaries of their role.

- Governors set targets for the headteacher that are challenging and link closely to the quality of teaching and the progress that pupils make across the school. The evaluation of teachers' performance is carefully managed and governors are involved in awarding pay increases only when it is warranted.
- Governors have the same ambition for the school and governor minutes show that much time is focused on raising standards for all groups of pupils in the school.

## **The behaviour and safety of pupils** are outstanding

### **Behaviour**

- The behaviour of pupils is outstanding in lessons, at break times and around the school. Pupils show respect and courtesy to one another, and also to adults. They are very proud of their school.
- Pupils have very positive attitudes to learning. They were keen to do well were very eager to speak with inspectors about their learning and achievements. Pupils' work is generally well presented, and they take an obvious pride in showing their achievements.
- Pupils respond well to the high expectations placed on them by the adults in the school. There are clearly established routines and pupils enjoy the additional responsibilities they are given in class and around the school. As a result, pupils develop positive attitudes and disruption to learning is rare.
- Provision for pupils' spiritual, moral, social and cultural development is a strength. Pupils are tolerant and supportive of each other. Pupils are taught the importance of being respectful to the views of people who have different ideas and values, including those with different faiths and beliefs.
- Older pupils commented on how well the school provides for the next stage of their education. They appreciate the additional experiences they receive, such as reaching the finals in a national tournament to design and build a robot. In this, and other activities, they learn important life skills such as working successfully in a team.

### **Safety**

- The school's work to keep pupils safe and secure is outstanding. Pupils say they feel extremely safe in school and inspectors, staff and parents agree with them.
- Older pupils are unreservedly positive about the school. They are happy and feel safe because they say that the adults in school teach them about keeping safe, including e-safety.
- They feel well supported by their teachers and that incidents of bullying are rare. When it has occurred, pupils were confident that it is dealt with well by adults in the school. Inspectors confirmed, from the detailed behaviour logs kept by the school, that incidents are very rare.
- Staff receive regular and effective training so that all statutory procedures and processes are fully in place and are highly effective.

## **The quality of teaching** is outstanding

- Teaching is very well prepared and carefully structured so that every opportunity is taken for pupils to develop and apply new skills. Teachers create a very positive climate for learning, so that pupils are keen to do well, enjoy lessons and are confident to share their thinking and work collaboratively to solve problems and develop their ideas.
- Teachers plan suitably difficult work for different groups. Year 1 pupils, for example, were devising exciting similes and then carefully editing their work to improve their writing. By planning together, teachers ensure that high expectations are shared, and the same quality of planning is found in all classes. This ensures there is equality of opportunity and usually a suitable challenge for all.
- Consistently good teaching ensures that all groups of pupils make good or better progress over time.

Pupils' exercise books show the rapid gains they have made this year, especially in reading, writing and mathematics.

- Teachers and other adults are highly effective in using questioning so that pupils are required to think hard and apply their learning during lessons. However, pupils are not always stretched. When teachers set separate tasks for different groups, some pupils finish quickly and the pace of their learning slackens. Using questioning and marking to assess pupils' learning and progress is more sharply focused in English and mathematics than in other areas of learning.
- The teaching of phonics is highly effective. It is well organised into smaller groups, with very well established routines. As a result, most pupils are making accelerated gains in acquiring reading skills.
- The targeted teaching of specific groups of pupils is a strength of the school's provision. This is because there are many organised and high quality interventions that occur every day. Leaders and teachers identify individuals to receive additional support to accelerate their learning in core skills. As a result, all groups of pupils are making better than expected progress in their learning, particularly in reading and in mathematics.
- Support staff make a significant contribution to pupils' learning. In some interventions seen, the calm and patient approach used by the adults resulted in pupils demonstrating a positive improvement in their attitude to learning.
- Teachers regularly mark work and give feedback on a pupil's next step to improve. Pupils respond to this additional work when it is clear for them to do so, especially in English lessons. The school continues to develop the impact of feedback across all subjects, so pupils can develop and deepen their thinking, perseverance and correction skills at an earlier age in the school.

### The achievement of pupils

### is outstanding

- Standards have risen and been maintained well above national figures since the last inspection. The school compares very favourably with other schools nationally for achievement in reading and writing and mathematics both at Key Stage 1 and Key Stage 2. The school has taken robust action this year to ensure that standards in mathematics are on track to rise again following a 'dip', last year at the end of Key Stage 2. Indications from pupils' books are that standards in reading and writing are on track to continue the positive trend at both Key Stage 1 and Key Stage 2.
- School leaders are highly accurate and rigorous in their approach to analysing data collected by teachers. The information is used robustly to discuss the needs of individual pupils and the impact of the support they receive, both in class and through organised interventions.
- The most able pupils are challenged and provided with activities that stretch their understanding. They are confident in using and applying their skills in lessons. As a result, attainment for most able pupils is significantly above national at the higher levels in reading, writing and mathematics. The provision for gifted and talented pupils is robustly tracked. This has resulted in many more pupils attempting the higher Level 6 test papers in reading, mathematics and grammar, punctuation and spelling this year.
- Disadvantaged pupils achieve exceptionally well because their progress is closely monitored and high quality support given to ensure they have every opportunity to achieve well. Last year, all disadvantaged pupils in Year 6 made at least expected progress in reading and writing. They reached standards ahead of other pupils nationally in reading, writing and mathematics. Last year the in-school achievement gap closed with their classmates in reading. This year the gap is closing with classmates in writing and mathematics as well.
- Disabled pupils and those who have special educational needs make excellent progress from their starting points. This is because adults have high expectations and ensure that the quality of support and resources that these pupils receive closely matches their needs.
- Pupils enjoy reading. Younger pupils use their knowledge of phonics well to help them decode words. The

teaching of phonics is highly organised and effective. Pupils are taught in targeted groups, often with a teacher leading the most vulnerable groups. As a result, the vast majority of pupils achieve the required level in the Year 1 phonics check.

### **The early years provision is outstanding**

- Children have an outstanding start to their education. Children enter Reception with skills and abilities that are often below those typical for their age. They make exceptional progress in all areas of learning in the early years. Most achieve a good level of development, preparing them extremely well for Year 1.
- Children are keen to learn from the moment they start and are given every opportunity to do so in a warm and highly stimulating environment. Children in Reception make outstanding progress because all adults are focused on developing their speaking and writing skills, phonic knowledge for reading and mathematical understanding.
- Teachers plan learning that interests the children, using the highly stimulating environment well to improve their experiences. Adults ensure that all areas of the curriculum are promoted well and expectations for behaviour are high. This results in children developing excellent attitudes in their learning and making at least good progress in all areas of the early years curriculum.
- Leadership of the early years is outstanding and provides clear direction to ensure that the quality of teaching is at least consistently good. The early years leader ensures that the curriculum is organised extremely well, is inspiring and has high quality resources. All adults are alert to when children need further challenge or support.
- The outdoor area is well equipped and used effectively to support learning. Children in the early years develop their imaginative play safely and extremely well in a number of ways. Adults have positive relationships with the children and ensure their care and safety well. As a result, children are happy and confident.
- All adults in the early years encourage children to respect and co-operate with each other when they working together on an activity. As a result, children congratulate each other on their achievements and independently improve their work.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	132763
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	463234

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	630
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Martine Bennett
<b>Headteacher</b>	Andy Lyons
<b>Date of previous school inspection</b>	28-Sep-10
<b>Telephone number</b>	01733 296780
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