

Hampton Infant School and Nursery

Inspection report

Unique Reference Number	102888
Local Authority	Richmond upon Thames
Inspection number	355277
Inspection dates	7–8 October 2010
Reporting inspector	Natalia Power

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

Type of school	Primary
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	320
Appropriate authority	The governing body
Chair	Nickie Hallam
Headteacher	Damian Burke
Date of previous school inspection	9 May 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 20 lessons taught by 10 different teachers and talked to parents and carers, governors, staff and pupils. They observed the school's work, and looked in particular at its self-evaluation and plans for improvement, the data collected on pupils' progress, safeguarding information and the minutes of governing body meetings. They considered the responses in 139 questionnaires that had been returned by parents and carers.

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

- Are the measures taken to improve attendance, especially of persistent absentees, effective?
- How effective are the steps taken to raise attainment in writing, especially at the higher levels??To what extent are pupils given opportunities to assess the quality of their own and their classmates' work?
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Information about the school

This is a larger than average school of its type. The proportion of pupils known to be eligible for free school meals is lower than usual. Around a quarter of pupils are from a range of minority ethnic backgrounds, and this proportion is typical of the country as a whole. Fewer pupils speak English as an additional language than is typical, and very few are at an early stage of learning English. A lower than average proportion of pupils have a range of special educational needs and/or disabilities. The school has gained the Artsmark Gold award. The headteacher has gained the 2010 National College for Leadership of Schools award of Headteacher of the Year for London and the South-East.

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 outstanding school is much loved in the local community. One parent commented, 'This school is a model of how schools should be: happy kids, motivated teachers under an incredibly enthusiastic headteacher.' This remark is typical of many which praise the stimulating and inclusive ethos of the school.
- Children get off to an excellent start in the Early Years Foundation Stage and make outstanding progress. Pupils continue to make excellent progress in Years 1 and 2, leaving school with attainment which is high. This is because teaching is excellent.
- The inspirational headteacher leads by example, enthusing staff, pupils and parents and carers to share his high ideals. He guides his management team exceptionally well, ensuring that detailed information on pupils' progress is gathered and used to the greatest effect to cater for the needs of all learners. Teachers use the data to match work accurately to pupils' capabilities.
- The school has worked hard to ensure pupils come to school regularly, and this has resulted in attendance that is now above average. Although the great majority of pupils attend regularly, a small minority persistently miss more school than they should. This small group of pupils do not achieve as well as they might. The headteacher and his team are highly ambitious for the school and continually seek ways of improving it. Leaders and the governing body have an accurate and thorough understanding of their school, and their planning for the future is excellent. They have fully met the recommendations from the last inspection. Attainment in writing has risen, and pupils have excellent opportunities in lessons to assess their own and their classmates' work. These factors indicate that the school has an excellent capacity to continue to improve.
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What does the school need to do to improve further?

- Work closely with parents and carers to improve the attendance of the few pupils whose current attendance patterns give cause for concern in order to improve their attendance and raise their achievement.

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Outcomes for individuals and groups of pupils

1

Pupils greatly enjoy school and their overall achievement is outstanding. Almost all groups of pupils, including those from all minority ethnic groups, those who speak English as an additional language, and those with special educational needs and/or disabilities, thoroughly enjoy their learning and make excellent progress, because their needs are identified early and met through highly effective support. Children enter the Early Years Foundation Stage with skills and aptitudes that are generally typical of those expected for their age but by the time they leave Year 2 their attainment is high. The school is very skilled at removing barriers to pupils' learning. One parent commented, 'The school creates a positive learning experience which promotes their love of learning.' A hallmark of the school is the close attention paid to the needs of each pupil. The level of challenge is consistently high, and pupils rise to the challenge. For example, in one fast-paced Year 2 lesson, pupils were busily engaged in studying the different colours of the autumn leaves on their tables and finding exciting similes with which to describe their views of the season. The lesson provided exciting opportunities for pupils to do their own research and discuss their findings with others. The high-quality questioning by the teacher stimulated the pupils to present verbal images which were highly poetic. As a result of such high expectations, pupils perform exceptionally well in the national tests taken at the end of Year 2, especially at the highest levels.

Pupils are polite, friendly and confident. They feel completely safe in school, and are considerate towards others. Their outstanding spiritual, moral, social and cultural development is reflected in their excellent behaviour and attitudes to learning. Pupils fully understand the importance of taking regular exercise and eating a healthy diet in order to be healthy. One commented, 'Fish is good for you, but sweets and chips with salt on them are bad for you.' Pupils make an excellent contribution to the school community, for example, by serving on the 'happiness patrol' where they ensure that all children are happy and included in play activities. They make an excellent contribution to the wider community, for example, through traffic patrol, ensuring that local parking is safe and considerate. The very firm grounding pupils acquire in the basic skills prepares them exceptionally well for the next stage of schooling.

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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	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
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	2
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers are popular with the pupils, who comment that they are 'kind and helpful and make lessons fun'. Teachers manage pupils' behaviour exceptionally well, using a variety of rewards to ensure that learners sit properly and pay close attention. They use questioning skilfully to stimulate pupils to think for themselves, and encourage each learner to discuss tasks with one another, ensuring that all are fully engaged. As a result, the pace of learning is brisk and pupils' attention rarely flags. Teachers plan lessons meticulously, and use information on pupils' progress to match tasks exactly to their capabilities. As a result, lessons enable pupils to make outstanding progress. Teaching assistants give excellent support, enabling all pupils whatever their aptitudes or needs to access the full curriculum.

Pupils receive a thorough grounding in literacy and numeracy from the balanced and creative curriculum in which the arts are strongly encouraged. They enjoy the huge range of clubs and enrichment activities, such as visits to farms and environmental centres. They are proud that the school has gained awards for singing and the Artsmark Gold.

Pupils receive exemplary care because each one is known and valued. One parent summed this up by commenting, 'The school has a great "family" feel.' All groups of pupils achieve outstandingly because their needs are fully met. Vulnerable children and pupils with special educational needs and/or disabilities are given exceptional care and support. Transition arrangements are exemplary at each stage of pupils' schooling. The parent of a

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pupil who recently transferred to a nearby junior school commented, 'The preparation and transition process for this move were excellent.'

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 enthusiasm of the management never ceases to astound me ? it's always 100%.' This comment from one parent sums up the continual pursuit of excellence which is the hallmark of the outstanding leadership of the headteacher and his team. The governing body shares their determination to maintain the school's exceptional qualities, and provide outstanding support. Members are fully engaged in the life of the school and are ready to take the initiative in making improvements. For example, whenever they visit the school, members report back their findings to contribute helpfully to the school's planning. As a result of the headteacher's and the governing body's outstanding ambition and drive for improvement, pupils' attainment has risen since the last inspection. The leaders' excellent management of the quality of teaching ensures that teaching is outstanding. The school promotes equality of opportunity exceptionally, tackling discrimination by removing barriers to learning so that all pupils have the chance to succeed, and encouraging pupils to respect and value others of all faiths and backgrounds. The headteacher and governing body ensure that safeguarding procedures are robust and of the highest quality. Pupils are also given exemplary guidance on how to keep themselves safe, and this contributes highly effectively to their feeling safe in school.

The school's promotion of community cohesion is exceptional. It ensures that pupils have an excellent understanding of many faiths and ways of life in local, national and global contexts, and evaluates the quality of the provision stringently through a dedicated sub-committee of the governing body. The school works in excellent partnership with a number of outside organisations, opening opportunities for pupils in the arts, music and sport. Leaders and managers work in extremely effective partnership with parents and carers, keeping them fully informed about their children's progress and encouraging them to bring their skills to the school community.

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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	1
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	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

As a result of excellent teaching and care, children in the Early Years Foundation Stage make outstanding progress in their learning and personal development. Children enter the Nursery with language and number skills that vary but which are broadly similar to those expected for their age. By the end of Reception, most have learnt skills that are well in advance of those of their age group. The school builds and maintains excellent partnerships with parents and carers. The environment is stimulating. Much is expected of the children, both in choosing their own activities and concentrating on what the adults are showing and teaching them. They respond to these high expectations with enthusiasm. They hugely enjoy learning, and are happy and confident. This is because the adults know all the children well and meet their needs quickly. In this safe and supportive environment, children develop excellent personal qualities. They behave exceptionally well, and are ready to share and take turns. They even take responsibility for one another's safety, carefully counting to make sure that only four children at a time are allowed into a small area.

The children's progress is regularly assessed, and this information is used extremely effectively to address their individual needs. Teaching by all the adults is excellent. For example, children listened to the story of how the 'Little Red Hen' made bread, and then produced their own bread rolls. They learned to identify the ingredients, to use words such as 'soft' and 'cold' to describe the texture of the dough, and were given a valuable science lesson in how dough turns to bread when baked. No opportunity is missed to develop all six areas of learning in the well-resourced indoor and outdoor play areas. For example, children gain a sense of wonder at studying living creatures indoors, looking after African land snails, and outdoors when they explore the bog garden or grow their own vegetables. Leaders and managers plan the curriculum and manage the provision impressively. They take great care to ensure that children settle quickly into the Nursery

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and that the entry into Reception of children from their own Nursery and from the many other nurseries involved is equally smooth. When the time comes for children to move into Year 1, highly effective transition arrangements enable them to move calmly and happily to the next stage.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Nearly all parents and carers who spoke to inspectors or who responded through questionnaires agreed that they are very happy with their child's experience at the school. There is complete agreement that the school keeps pupils safe and encourages them to be healthy. Parents and carers are unanimous in their approval of the school's leadership and of the teaching. Many commented on the friendly ethos and community spirit of the school. One parent who has older children in different schools commented, 'This remains the happiest school that I've encountered.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hampton Infant School and Nursery 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 139 completed questionnaires by the end of the on-site inspection. In total, there are 320 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	117	84	20	14	2	1	0	0
The school keeps my child safe	109	78	28	20	0	0	0	0
My school informs me about my child's progress	77	55	52	37	6	4	0	0
My child is making enough progress at this school	87	63	46	33	1	1	0	0
The teaching is good at this school	112	81	21	15	0	0	0	0
The school helps me to support my child's learning	93	67	39	28	4	3	0	0
The school helps my child to have a healthy lifestyle	94	68	38	27	0	0	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)	103	74	26	19	0	0	0	0
The school meets my child's particular needs	91	65	39	28	3	2	0	0
The school deals effectively with unacceptable behaviour	87	63	41	29	2	1	0	0
The school takes account of my suggestions and concerns	81	58	47	34	1	1	0	0
The school is led and managed effectively	124	89	14	10	0	0	0	0
Overall, I am happy with my child's experience at this school	122	88	16	12	0	0	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 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	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 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.



11 October 2010

Dear Pupils

Inspection of Hampton Infant School and Nursery, Hampton, TW12 2JH

Do you remember when three visitors came to your school recently to watch you learn and play? Thank you for making us so welcome, and telling us your views. This is what we found.

- Your school is outstanding.
- You get on with one another extremely well, and always share and take turns.
- Your school keeps you very safe, and you have many chances to eat healthily and take exercise. All the adults take really good care of you.
- You enjoy learning, and are given many exciting things to do. You learn an amazing amount for children of your age, and this is because the adults always encourage you to do your very best.
- The adults love teaching you. They find wonderful ways of making you excited about the world around you, sometimes in school and sometimes by taking you on trips and visits.
- The adults in charge do their very best to make your school as good as it can possibly be. What a pity, then, that a few of you let the school down by taking too much time off. We have asked those in charge to think of ways of encouraging the few of you who do not attend as well as you should, to be present every day, unless you are ill. Even though you are very young, you can still do your bit to help your school by encouraging your parents and others who look after you to get you to school every day.

It was lovely to see you all playing together so nicely in your beautifully equipped playgrounds. We were surprised at how many hula hoops some of you manage to spin round your waist at one time. We hope you continue to be so friendly, cheerful and helpful. We wish you all the best for the future.

Yours sincerely

Natalia Power
Lead inspector

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