

# St Mary's Hampton Church of England Primary School

Oldfield Road, Hampton, TW12 2HP

**Inspection dates** 13–14 May 2015

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected
	This inspection:	<b>Good</b> <b>2</b>
Leadership and management	Good	2
Behaviour and safety of pupils	Good	2
Quality of teaching	Good	2
Achievement of pupils	Good	2
Early years provision	Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Since the school opened, the headteacher, members of the governing body and staff have worked successfully together to ensure that teaching and pupils' achievement are good.
- Pupils achieve well. They make good progress from their starting points. Pupils' progress in reading is particularly strong.
- Leaders' and managers' careful checks on teaching quality and regular training for staff, have secured good teaching. Pupils learn well because teachers make lessons interesting and enjoyable.
- The school is improving swiftly. Leaders identify appropriate priorities for action that secure lasting improvements to teaching and pupils' achievement.
- Pupils are friendly and welcoming. Their behaviour is good and they attend school very regularly. Leaders and staff consistently promote pupils' polite manners and caring attitudes.
- Pupils have a good understanding of how to keep themselves safe from harm. They use sports equipment sensibly at break time. They know, for example, that walking calmly in classrooms and around the school helps make sure no one gets hurt.
- Home visits by staff and opportunities to visit the school before they join help children in the early years provision to settle quickly. Their achievement is good and they make particularly rapid progress in phonics (the sounds that letters make).
- Pupils' spiritual, moral, social and cultural development is fostered consistently well. Through participating in celebrations, performances and assemblies, the school encourages pupils to respect their own and other cultures and faiths.
- Members of the governing body take a keen interest in all the school's work and visit the school regularly to check that it continues to improve. They are ambitious for the school and attend training to support them in their roles.

### It is not yet an outstanding school because

- The most able pupils are not always stretched with hard enough work in mathematics, including in the early years provision.
- The teaching of handwriting does not encourage pupils to write fluently.

## Information about this inspection

- The inspector observed teaching in both classes. The inspector visited parts of nine lessons, most of them jointly with the headteacher. Two assemblies were also observed.
- The inspector held informal discussions with groups of pupils. The inspector also held discussions with staff, members of the governing body and a representative of the local authority. The inspector listened to pupils reading and looked at work in pupils' books and the school's information showing pupils' progress.
- The inspection scrutinised a range of documentation provided by the school including action plans, the school's own checks on its performance and the quality of teaching. Records relating to behaviour, attendance and safeguarding were also considered.
- There were 50 responses to the Ofsted online survey, Parent View. The inspector spoke informally with parents and carers and considered the school's own recent survey of parent views. The inspection took account of eight responses to the staff questionnaire.

## Inspection team

Madeleine Gerard, Lead inspector

Her Majesty's Inspector

## Full report

### Information about this school

- This free school opened in September 2013 in newly refurbished buildings. It was founded by St Mary's Church, Hampton, and the London Diocesan Board for Schools is a member of the trust.
- It is much smaller than the average-sized primary school. The school started with one full-time class of 30 Reception Year children. Currently there is one full-time Reception class and one class in Year 1 and there are no pupils in Years 2 to 6. The school will continue to increase in size each year until there is one class in each year from Reception to Year 6.
- There are no national assessment results by which to measure the school's performance against the government's current floor standards (the minimum expectations for pupil's attainment and progress in reading, writing and mathematics).
- The proportion of disabled pupils and those who have special educational needs is below average.
- The proportion of pupils from minority ethnic backgrounds is below average. There are very few pupils speaking English as an additional language.
- The proportion of disadvantaged pupils who are supported by the pupil premium, which is additional government funding to give extra support to those known to be eligible for free school meals and to children who are looked after, is below average.

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

- Make sure teachers set the most able pupils consistently demanding work in mathematics, including in the early years provision.
- Improve the quality of pupils' writing by ensuring pupils are taught to develop fluent handwriting.

## Inspection judgements

### The leadership and management are good

- The headteacher's strong leadership over the short period of time since the school opened has established high expectations of the quality of teaching and pupils' good behaviour. Staff morale is high. In the survey of parents' views, all those who responded confirmed their child is happy at the school and feels safe. Good relations are fostered throughout the school community.
- Leaders of subjects check the quality of teaching often and identify where improvements can be made. Leaders have made sure that phonics teaching enables pupils in Year 1 and children in the early years provision to build up their reading skills quickly. Subject leaders have not been as effective in making sure the most able pupils are consistently set demanding work in mathematics.
- Through the curriculum, leaders prioritise pupils' reading, writing and mathematics so that they build up their basic skills securely. The curriculum for handwriting is not as effective in making sure that pupils develop fluent writing.
- Pupils enjoy the visits that the school organises to local museums and places of interest. After-school clubs are popular and include Latin and ballroom dancing, tennis, drama and cookery. Pupils are well prepared for life in modern Britain. They participate in democratic processes, for example through voting for the name of their class. Golden rules and recognition for acts of kindness encourage pupils to act responsibly and contribute positively to the school.
- Pupils' spiritual, moral, social and cultural development is developed consistently well. For example, their cultural development is fostered through sessions with local artists, regular singing, music workshops and whole-school drama performances. Pupils learn tolerance and to respect their own and other cultures and faiths through discussions in assemblies.
- Leaders make sure that the pupil premium is used effectively to support the learning and achievement of the small proportion of pupils known to be eligible. The school tackles discrimination successfully and actively promotes equality. Leaders make sure that all pupils have an equal opportunity to benefit from all that the school has to offer.
- The school has received the primary sport premium for the first time this year. Specialist sports coaches lead sessions for pupils that develop their physical skills well. Fitness-themed weeks help to encourage pupils to have positive attitudes to keeping fit and healthy, and raise standards.
- Leaders, governors and staff are all equally aware of their shared responsibility for guarding pupils' safety. Arrangements for safeguarding meet requirements. Staff are well trained and know the school's procedures and systems thoroughly. Record keeping is detailed and well organised. Leaders make sure that action is taken very quickly should any concerns arise. Governors check regularly that recruitment records and documentation are rigorously kept and up to date. They check the school site to make sure it is well maintained and secure.
- The local authority and the diocese have provided consistently good support since the school opened. The diocese provides valuable training and guidance. The local authority has helped leaders to establish partnerships with other local schools that are effective in helping the school to improve the quality of teaching further.

#### The governance of the school:

- Members of the governing body have worked closely together with the headteacher and leaders since the school opened. They know the school well. Governors know that the quality of teaching is good. They have undertaken specific training, led by the local authority and the diocese, to support them in their roles. This helps to make sure they understand the school's information about how well it is performing, and the information it gathers about the achievement of pupils currently at the school. They challenge the school to make sure all groups of pupils achieve equally well. Governors know how the performance of staff is managed and what is done to recognise and reward good performance. They know that teaching quality is checked frequently and are aware how any underperformance would be tackled if need be.

### The behaviour and safety of pupils are good

#### Behaviour

- The behaviour of pupils is good. They conduct themselves sensibly around the school. Pupils wear their school uniform proudly and there is no litter. They look after the school's resources carefully, readily taking responsibility for tidying away the sporting equipment available at break time. Children in the early

years provision and pupils in Year 1 make friends and play well together in the playground. The overwhelming majority of parents who responded to the online survey were confident that the school makes sure the pupils are well behaved.

- In lessons, pupils have positive attitudes to learning and listen to the adults carefully. They follow instructions quickly so that no time is wasted when they move from one activity to the next. Sometimes, pupils need to be reminded of the teachers' expectations, for example when there is too much talking.
- Pupils are well mannered and polite. At lunchtime, they are enthusiastic to win the school's 'golden spoon' award for good table manners and sensible eating. Children in Reception try hard to use cutlery to eat efficiently.
- Attendance is consistently above average compared with that of primary schools nationally and pupils arrive at school regularly on time.

### Safety

- The school's work to keep pupils safe and secure is good. Pupils say that any unkindness is rare, as the school's records show. Pupils are clear that the adults will help them should any problems occur. In the survey, no parents disagreed that the school deals effectively with bullying.
- Pupils move about the school and classrooms sensibly in order to keep one another safe. For example, children in the Reception class were observed carrying their cups of milk slowly and carefully in order to avoid any spillage. They can explain the importance of washing their hands before eating snacks and lunch.
- Visitors help make sure pupils develop an understanding of risks and how to avoid harm. Pupils are aware, for example, not to talk to strangers.
- Leaders and governors have made sure that the school site is secure and well maintained. They have consulted the views of parents about the school's safety in order to make sure they can address any concerns they may have.

## The quality of teaching is good

- Teaching is consistently good and secures pupils' good achievement. Teachers plan interesting activities that capture pupils' imagination. Pupils in Year 1 science explored the differences between a very wide variety of fruits. They concentrated and thought hard to describe the different flavours and textures of the fruit they were tasting.
- In phonics sessions, teachers and teaching assistants help pupils learn letters and sounds quickly so that they make rapid progress and enjoy reading. Information from checks on pupils' progress is used to make sure that pupils are set reading exercises that are suitably demanding. Pupils are enthusiastic about books because the school fosters a love of reading. Workshops for parents are effective in encouraging them to aid their children's progress by listening to them read very regularly at home.
- Frequent writing activities help pupils to write in sentences and to apply simple spelling rules. Teaching encourages pupils to use punctuation accurately. Teachers are not as careful in guiding pupils to develop flowing handwriting.
- Teachers make sure pupils practise their mathematics skills regularly so that they deepen their understanding of key concepts well. Pupils enjoy, and are confident to use, the resources teachers give them to help them to explore number facts. However, the work teachers set for the most able pupils in mathematics is not always demanding enough to make sure they are stretched to reach the highest standards.
- Pupils' learning is well supported through challenging homework tasks that help them to develop their interests and practise key skills.

## The achievement of pupils is good

- All groups of pupils, including those from minority ethnic groups and those who speak English as an additional language, achieve well overall in reading, writing and mathematics. Pupils' progress in reading is particularly brisk. Leaders make sure those who struggle benefit from additional help and the most able are set demanding work. As a result, pupils are enthusiastic readers. Pupils make good progress in writing but their handwriting skills are not as consistently well developed.

- There is no national assessment information by which to compare the achievement of disadvantaged pupils with other pupils nationally. The school's achievement information shows that over time, eligible pupils attain as equally well as other pupils at the school. Leaders use additional funding effectively to provide targeted support to close any gaps.
- The most able pupils achieve well. Particularly high levels of challenge in reading and writing tasks help them to make rapid progress. They are not always as consistently stretched in mathematics.
- Disabled pupils and those who have special educational needs make the same good progress as other pupils at the school. They experience good support, carefully tailored to their needs.

### The early years provision

is good

- Teaching is good in the early years provision and, as a result, children achieve well. They make good progress from their starting points. Children are well prepared for the next stage of their education when they move to Year 1. In 2014, far more children than the national average reached a good level of development at the end of the Reception Year. Rates of progress are accelerating this year, particularly in literacy following changes introduced to the teaching of phonics. Children's learning is not as consistently fast in mathematics when tasks for the most able children to choose are not hard enough.
- As a result of good leadership and management, children settle quickly when they join the Reception class. Home visits by staff and events organised at school before children start help to forge strong links with parents. Leaders work successfully to involve parents in their children's learning. For example, they provide guidance for parents on how phonics is taught at the school and how parents can practise reading with their children at home.
- Children behave well, and work and play happily together in the indoor and outside areas. Children playing a board game in the garden readily took turns and spontaneously acknowledged one another's successes. Firm routines and high expectations of children's behaviour and personal skills encourage their social and emotional development effectively. Children understand the importance of following rules to keep safe. For example, at the end of break time children in Reception help one another to line up ready to return to the classroom.

## 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>	139421
<b>Local authority</b>	Richmond upon Thames
<b>Inspection number</b>	450043

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>	Academy free school
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	60
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Derek Winterburn
<b>Headteacher</b>	Catherine Davis
<b>Date of previous school inspection</b>	Not previously inspected
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