

Inspection of Hampton Infant School and Nursery

Ripley Road, Hampton TW12 2JH

Inspection dates: 7 and 8 November 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since October 2010.

What is it like to attend this school?

Pupils thrive in this nurturing and supportive school. They benefit from positive and respectful relationships with adults and other pupils. This starts in the early years, where children learn to play well together. These strong foundations, together with clear and consistent expectations, mean that pupils' behaviour is exemplary. Pupils enjoy receiving 'Bee' rewards. These are awarded to celebrate the school's values, such as resilience or inclusivity.

The school develops pupils' knowledge and confidence through a rich curriculum and thoughtfully planned wider experiences. Pupils excel in all aspects of their learning. This is because the school has very high academic ambitions for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils are rightly very proud of the work that they produce in different subjects. They are exceptionally well prepared for the next stage of their education.

The school promotes responsibility and independence in pupils, starting from early years. For example, pupils represent their peers as part of the school council. Pupils' ideas have driven changes within the school, such as establishing different zones for activities in the playground. Pupils take these responsibilities seriously because they know that their ideas are listened to. Through this, pupils learn to understand the importance of democracy and how it works.

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

The school has designed a highly rigorous and ambitious curriculum. In each subject, important knowledge is explicitly identified and sequenced so that pupils return to and deepen their understanding. This careful curriculum thinking starts from early years onwards. For example, in mathematics, children in Nursery learn about how numbers work, building a strong foundation of knowledge for numbers to 5. Older pupils expand on this knowledge further by working with more complex operations and numbers to 100. Similarly, children in early years learn about themselves and their families, developing an understanding of where they live and a sense of place. This provides a strong foundation for their future learning in geography. For example, in Year 2, pupils broaden their knowledge by identifying and exploring geographical features in the local area.

Effective use is made of assessment to check that pupils understand what they have learned. Teachers routinely identify and address any misconceptions to ensure that they do not persist and limit pupils' understanding. This helps pupils to develop an excellent understanding of key ideas and concepts across the curriculum.

A strong reading culture is evident across the school. Children in the Nursery practise listening to and recognising sounds that they hear around them. This helps to get them ready to learn to read using phonics. This foundation is then carefully built on further through the well-delivered phonics programme. All staff are trained and supported to be experts in the teaching of reading. Pupils practise reading with

books that are consistently well matched to the sounds that they know. This helps to ensure that they develop as confident and fluent readers. Timely and appropriate extra teaching support is put in place for those pupils who need additional help to read well. The school selects ambitious texts to ensure that, in each year group, pupils are exposed to a broad and rich range of literature.

Pupils with SEND are swiftly identified. The school works well with external agencies and specialists to establish the right types of support based on pupils' needs. This information is communicated with staff, who make appropriate adaptations to tasks and activities across subjects. This means that pupils with SEND are very well supported to access the same ambitious curriculum as their peers, wherever possible.

The provision for pupils' wider personal development is exceptional, from early years through to Year 2. A wide variety of enrichment activities are available. These are popular and appreciated by pupils. Examples include drama, tennis, chess, dance, sewing and coding. Pupils are taught about issues such as equality and diversity and have plentiful opportunities to discuss these further during their weekly assemblies. Intertwined within the curriculum are purposeful educational outings, visits and workshops that enrich pupils' education further. Pupils also enjoy singing in the school choir and have performed at venues such as the Rose Theatre.

Pupils' behaviour around the school and attitudes to their learning are exemplary, including in early years. This is because pupils understand the well-established routines that help them to behave well and consistently focus on learning. The school has effective systems in place to support families to ensure that their children attend school regularly and on time.

Staff appreciate the support that they receive from the school to develop professionally and to manage their workload and well-being.

Leaders and those responsible for governance have a detailed and accurate understanding of the school's effectiveness. They are ambitious for pupils and keen to develop the excellent provision on offer even 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 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	102888
Local authority	Richmond upon Thames
Inspection number	10267884
Type of school	Primary
School category	Community
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	390
Appropriate authority	The governing body
Chair of governing body	Mary Buxton and Jane Fallon (co-chair of governors)
Headteacher	Helen Lockey (executive headteacher)
Website	www.hpp.school
Dates of previous inspection	7 and 8 October 2010, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Hampton Primary Partnership.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with all senior leaders, a number of teaching and support staff, governors and a representative from the local authority.

- The inspectors carried out deep dives in these subjects: early reading, mathematics, physical education and geography. For each deep dive, the 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. Other subjects were also considered as part of this inspection.
- The inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for school improvement.
- 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.
- The inspectors took account of the views of pupils, parents and staff, as gathered through discussions and Ofsted's surveys.

Inspection team

Karen Kent, lead inspector	His Majesty's Inspector
Jude Wilson	His Majesty's Inspector
Jonathan Newby	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023