School report

Inspection of Hampton College

Eagle Way, Hampton Vale, Peterborough, Cambridgeshire PE7 8BF

Inspection dates: 27 and 28 June 2023

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Early years provision	**Requires improvement**
Sixth-form provision	**Good**
Previous inspection grade	Good

What is it like to attend this school?

Pupils are happy and proud to attend Hampton College. They know that their teachers want them to do well academically and care about their personal development. Pupils appreciate the concern for their well-being from staff. One pupil represented the views of many, saying, 'We are all given the opportunity to grow as people here.'

The atmosphere around the school is calm. This helps pupils to feel safe. Pupils across the school move between lessons sensibly. They show good manners and there are friendly greetings between staff and pupils.

Pupils are confident to share their concerns with staff. Bullying and unkind incidents happen sometimes. Pupils are confident that staff will stop things as soon as they are aware.

Pupils are well prepared for their transition between phases. They take part in visits between the sites for extra classes, such as cookery, or to attend drama productions.

Pupils can take part in a wide range of enrichment opportunities as they move through the school. In the primary phase, there are clubs such as dodgeball, chess and art. Older pupils can extend their skills and resilience by taking part in the Duke of Edinburgh award or extended project qualifications.

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

Leaders continually refine the curriculum offer for their pupils, so that they can achieve well. In the sixth form, the ambitious, broad curriculum is delivered effectively by teachers who know their subjects and pupils well. In most subjects across the school, there are clearly set out plans for what pupils need to know at each stage. These plans are successfully integrated to secure progression between the primary and secondary phases. In these subjects, plans set out in small steps how pupils will build on what they already know. Teachers introduce new ideas clearly. They check and revise what pupils understand before moving on to new concepts. They ensure that pupils have time to discuss new learning and practise using their knowledge.

In a few subjects, planning across phases is less secure. When this happens, learning is slowed over time as teaching does not build clearly on what pupils already know or need to revisit.

Leaders have ensured that all pupils have access to the subjects which make up the English Baccalaureate (Ebacc) and those who choose this pathway at key stage 4 achieve well. The EBacc is a group of subjects that give pupils foundations for learning or employment in a wide range of different fields. However, leaders' plans

are not yet on course to meet the national ambition in relation to the proportion of pupils following a full Ebacc programme. Over time, pupils and students in the sixth form achieve well. Almost all pupils gain the qualifications they need to follow their aspirations beyond school and in the sixth form, all progress to university, apprenticeships, or employment.

In the early years, adults are not clear about how children are to develop their skills across all areas of learning. Staff check what children know and use this to plan some of their teaching. However, play-based learning does not routinely enable children to apply or deepen their understanding. The most important vocabulary is not clearly set out and opportunities to extend language are sometimes missed. As a result, some children are not ready for the curriculum in Year 1. Leaders' checks have not ensured that teaching in the early years is consistently effective.

There is some inconsistency in the teaching of phonics. Leaders have provided extra training for staff but have not followed this up with robust checks to establish where extra support is needed. When pupils can use their phonics knowledge to read unfamiliar words, the subsequent teaching of reading skills is effective. Teachers regularly check on whether pupils are keeping up with their reading. They give extra support for those who need it, but some younger pupils are not catching up quickly enough. Older pupils in the secondary phase who need extra help with their reading get a wide range of support to help them improve their reading.

Staff are quick to identify pupils with special educational needs and/or disabilities (SEND). Detailed plans ensure that these pupils get the right support in classes and intervention groups. Staff have the expertise to follow these plans closely. Regular checks ensure that these pupils make progress from their starting points.

Behaviour systems are appropriate, clear and understood by pupils and staff alike. Staff are quick to notice any off-task behaviour and quickly remind pupils of their expectations. This helps to keep lessons running smoothly. Leaders put in place nurturing support for pupils who need extra help to manage their behaviour.

Pupils are well prepared for later life. In the primary phase, they learn life skills such as understanding finance with the 'five pound challenge'. In the secondary phase, careers guidance is plentiful and well organised. This helps pupils to understand and prepare for their options beyond school. In the sixth form, pupils are encouraged to take advantage of the strong extra-curricular and enrichment opportunities available.

Leaders work with pupils to develop a tolerant, respectful climate in the school. There is a detailed and well-taught curriculum for the development of personal, social and health education. Over time, pupils learn to stay safe and healthy, both physically and mentally.

Governors and trustees work well together to ensure ongoing school improvement. Governors understand and carry out their strategic role well. Staff appreciate the high value they place on supporting their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders at every level prioritise the safety of pupils. They have established an effective culture of safeguarding across the school. Well-trained staff are vigilant for any signs of concern and record these promptly. Leaders work tenaciously with a wide range of external agencies and services to secure the help that pupils and their families need to stay safe.

Leaders take the safe recruitment and management of staff seriously. They follow and record appropriate processes accurately.

The curriculum is adjusted in the light of local challenges to help pupils to stay safe. Pupils have a good understanding of online safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In the early years, and in a few subjects, leaders have not organised the curriculum into small steps to enable pupils to develop and apply their skills as they move through the school. In these areas, expectations are inconsistent, and some pupils achieve less well. Leaders should ensure that the curriculum clearly sets out what pupils need to know at every point and that staff understand how this learning develops across the school.
- The curriculum for phonics is not being implemented consistently well by all staff in the primary phase. As a result, a small number of pupils do not learn to read as rapidly as they should. Leaders should ensure that all staff have the expertise, resources and curriculum plans to teach phonics systematically and effectively.
- Leaders are not consistently evaluating the effectiveness of some aspects of the provision. In the few areas where leaders are less clear about what is working well or where improvements are needed, they sometimes miss opportunities to strengthen staff expertise or provision. Leaders should ensure that expectations are clear for leaders at every level in order to review the quality of provision and secure consistency of effective practice where it is needed.

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' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	141300
Local authority	Peterborough
Inspection number	10255057
Type of school	All-through
School category	Academy converter
Age range of pupils	4 to 19
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1646
Of which, number on roll in the sixth form	221
Appropriate authority	Board of trustees
Chair of trust	Alastair Kingsley
Headteachers	John Gilligan (Secondary Phase) Paul Jones (Primary Phase)
Website	www.hamptoncollege.org.uk
Date of previous inspection	10 May 2017, under section 8 of the Education Act 2005

Information about this school

- This is a larger than average school, providing all through education for pupils from 4 to 19 years.
- Leaders use two off-site providers of alternative education, one of which is registered.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical educational qualifications and apprenticeships.

Information about this inspection

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

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- The inspectors met with school leaders, including representatives of the trustees and governing body, including the chair of governors and chair of trustees. They also met with subject leaders and the special educational needs and/or disabilities coordinators.
- The inspectors carried out deep dives in these subjects: early reading in the primary phase, English in the secondary phase and mathematics, art, and modern foreign languages across the school. For each deep dive, the inspectors spoke with subject leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- The inspectors met with the designated safeguarding lead and other staff to discuss safeguarding in the school.
- The inspectors considered the 114 responses to Ofsted's online survey, Parent View, including 73 free-text comments. The inspectors also considered the 89 responses to Ofsted's staff survey and 218 responses to Ofsted's pupil survey.
- The inspectors spoke with groups of pupils about their experiences of school life and their learning in lessons to understand what it is like to be a pupil at this school. Inspectors also observed the behaviour of pupils at breaktimes and around the school.

Inspection team

Lynne Williams, lead inspector	His Majesty's Inspector
Fiona Webb	Ofsted Inspector
Peter Whear	Ofsted Inspector
Amy Luu	Ofsted Inspector
Sue Smith	Ofsted Inspector

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