

Inspection of Hampton Vale Primary Academy

West Lake Avenue, Hampton Vale, Peterborough, Cambridgeshire PE7 8LS

Inspection dates: 14 and 15 June 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils love attending Hampton Vale Primary School. The school culture is extremely welcoming and inclusive. Pupils describe a strong sense of belonging to the 'Hampton Village' community. Pupils display high levels of kindness, and they support each other to do well. Relationships between pupils and adults are excellent. Pupils talk positively about the trusted adults they can turn to if needed. Children in early years are equally happy and safe. They develop very good relationships with adults and with their peers.

Adults have very high expectations of what pupils can achieve. Pupils live up to these expectations. They are extremely positive about their learning and are proud of their achievements. Adults support pupils to keep trying in order to improve. Pupils do not give up when things are hard. They keep going, and this means they achieve highly.

Pupils' behaviour is excellent. They show high levels of respect for each other and for adults. Pupils learn how to manage their feelings and emotions. This means that learning is very rarely disrupted. Social time is equally positive, with pupils playing happily together.

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

Leaders have developed and embedded a highly ambitious curriculum. They have ensured that topics are logically ordered to build on what pupils already know. Important knowledge is revisited at well-planned intervals. Leaders have put in place appropriate assessments to check pupils' understanding. Teachers are skilled at using this assessment information to support pupils who show less secure understanding. This careful curriculum planning ensures all pupils, including those with special educational needs and/or disabilities (SEND), remember what they have been taught.

Leaders and teachers have high expectations of what pupils should be able to do in each subject. The curriculum plans are detailed. They outline clearly what pupils need to know and understand. High-quality training means staff are consistently skilled in supporting pupils to learn the knowledge and skills that they are taught. For example, in English, teachers have identified the skills that pupils need when they are learning to infer. Teachers then break down the steps into small stages and check pupils' understanding throughout. Any misunderstandings are quickly spotted and clarified. This means pupils do not fall behind. Appropriate adaptations are made for some pupils with SEND, and this ensures that they progress through the curriculum.

Processes for identifying pupils who may have SEND are clear and effective. Leaders from within the trust work closely together to ensure that pupils with SEND receive timely and appropriate support. Staff are well trained to support these pupils to do well.

Children in the early stages of learning to read are generally well supported in their phonics lessons. They learn the sounds that they need and develop the necessary skills to become confident readers. Pupils talk very positively about the books they love. Sometimes, leaders are not precise enough in identifying when a child is not keeping up. Additional support is not always given as promptly and effectively as it needs to be, and a small minority of children fall behind their peers.

From the early years, pupils behave extremely well. Pupils speak positively about the consistently good behaviour that they experience throughout the school. A very small minority of pupils who sometimes struggle to manage their behaviour are given effective support from adults to meet leaders' high expectations.

Leaders have ensured that pupils' personal development is highly targeted to support all pupils. Teachers are very confident in using relevant scenarios to deliver interesting and informative lessons. Pupils develop a deep understanding about important themes such as racism and discrimination. They then link this knowledge with new information, such as in history, when they learn about Rosa Parks. Leaders have embedded a wide range of trips and visits within the curriculum for all pupils to benefit from. For example, in Nursery, pupils visit a local crocodile farm. Older pupils benefit from a range of experiences, including geography trips to Ferry Meadows, a mummification experience day and a cricket coaching course. These enjoyable opportunities help pupils develop a deeper understanding of what they are learning.

The governance of the school is highly effective at securing continued improvement. The Four Cs Academy Trust and governors ensure that leaders are appropriately challenged and supported to provide a high-quality education to all pupils. Staff and parents are very positive about the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that safeguarding is a whole-school priority. A well-designed curriculum ensures that children, from the early years, learn about staying safe online and offline. They learn about age-appropriate risks such as water safety or the risks associated with gang culture.

All staff are trained to identify the signs that a pupil may be at risk of harm. Safeguarding leads are quick to respond to any concerns that are raised. They work closely with external agencies to support pupils who need additional help.

Leaders have ensured that all adults who work with pupils have had the appropriate pre-employment checks.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A small number of pupils have gaps in their phonic knowledge, which are not identified and acted upon quickly enough. This means that some pupils fall behind in their reading. Leaders need to ensure that ongoing assessment is precise enough to identify where pupils have fallen behind the pace of the programme. They then need to ensure that pupils receive prompt support to meet their individual needs.

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	146753
Local authority	Peterborough
Inspection number	10267765
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	698
Appropriate authority	Board of trustees
Chair of trust	Gilmour McLaren
Headteacher	Paula Chamberlain Helen Daniels (Acting Headteacher)
Website	www.hvp.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school offers provision for pupils who are two years old.
- The school currently uses one unregistered alternative provider.

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.
- Inspectors carried out deep dives in early reading, mathematics, English, physical education, art and history. For each deep dive, inspectors discussed the curriculum 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.
- Inspectors met with staff responsible for the administration of the single central record of recruitment and vetting checks. They also met with the designated

safeguarding leads to discuss the arrangements that are in place to safeguard pupils. Inspectors scrutinised the school’s safeguarding records and spoke to trustees regarding safeguarding.

- Inspectors met with pupils to discuss their experience of school, including clubs, behaviour and bullying.
- Inspectors reviewed the school’s curriculum plans for pupils’ personal development and early years.
- Inspectors met with trustees and scrutinised a range of documents relating to school improvement.
- There were no responses to Ofsted’s online pupil survey. Inspectors took account of 84 responses to Ofsted Parent View, including 64 free-text responses. Inspectors also considered 49 responses to Ofsted’s staff survey.

Inspection team

Bessie Owen, lead inspector	His Majesty’s Inspector
Julie Harrison	Ofsted Inspector
Clare Gammons	Ofsted Inspector
Jacqueline Bell-Cook	Ofsted Inspector

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