

City of Westminster

Pre-Ofsted Review

Hampden Gurney CofE Primary School

LA consultant: Nick Butt

Date: 26th – 27th November 2012

Introduction

This review was commissioned by Westminster LA and the school with the purpose of providing:

- an indication of progress since the last Ofsted inspection; and
- guidance on the key actions which might help take the school forwards.

The review was carried out over two days by one consultant and focused on achievement, teaching, behaviour and safety, leadership and management. Judgements have been based on criteria from the current new Ofsted framework (September 2012). The school was inspected in May 2009 and found to be outstanding.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Factual comments on:

- Almost all teachers were observed with the headteacher, acting deputy headteacher or other senior leaders. There were nine observations in all. Feedback was provided to all staff.
- Interviews were held with the headteacher and senior leaders, the SENCo, subject leaders, the Chair of the Governing Body, members of staff and pupils.
- A sample of pupils' books were scrutinised with the headteacher and acting deputy headteacher, and relevant documents were viewed, such as monitoring files and the school improvement plan.

This report provides an outline of findings and provides advice as well as judgements.

Main Findings:

- Attainment is extremely high at both the end of Year 2 and Year 6 and this has been sustained over time.
- The school is extremely successful at promoting excellence in its pupils; 12 out of the 23 Year 6 pupils last year won open scholarships to independent schools as a result of the school's work.
- Teachers have very high expectations of pupils, and this is evident in the quality of work seen in books.
- Pupils make outstanding progress over time from their starting points.
- Teaching is never less than good and contains many outstanding elements.
- Pupils have excellent attitudes to learning and work extremely hard.
- Behaviour is exemplary in class and around the school.
- The headteacher leads by example and provides a model of outstanding teaching for all staff.
- Extremely rigorous monitoring and comprehensive feedback to staff means any inconsistency is picked up straight away and support provided to remedy it.
- The governing body knows the school extremely well and provides a strong strategic lead.
- The school does not moderate its assessments for attainment on entry and so is not able to verify their complete accuracy.

Key Recommended Actions:

- Ensure judgements about attainment on entry into the Nursery are completely reliable by moderating them.

Achievement (including SEN and other groups)- Grade 1

Because judgements are not moderated, it is not entirely clear how accurate the school's view of attainment on entry to the Nursery is. The consultant's view is that children come in a little above what is usually expected, which is slightly different from the school's view of it being generally in line.

Either way, children make extremely good progress throughout the school. Their attainment is well above average when they leave the Reception class because they receive an excellent grounding in the basic skills of literacy, numeracy and communication in the Early Years Foundation Stage. The rich learning environments of the Nursery and Reception provide much to excite and stimulate children, and activities are carefully planned to extend their learning. Staff keep detailed records of children's achievement and identify the next steps they need to make to develop further.

Pupils' outstanding progress continues in Key Stage 1 and attainment is consistently high by the end of Year 2. In 2012 the proportion of pupils attaining the higher Level 3 in writing, while above average, was not significantly high as in reading and

mathematics. Pupils achieve extremely well in Key Stage 2. In the 2012 national tests pupils' attainment in English was four terms ahead of similar schools and more than two years' ahead in mathematics. The school's data show that there is a consistent picture of high attainment and excellent progress in every year group. This is because of the sustained high quality of teaching, which never drops below good, and which contains many outstanding elements.

All groups of pupils do extremely well, including disabled pupils and those who have special educational needs and pupils known to be eligible for the pupil premium. Such pupils attain much higher standards than all pupils nationally.

Quality of Teaching (including EYFS)- Grade 1

- Nine lessons were observed during the visit. Overall, teaching is outstanding.

Grade 1	Grade 2	Grade 3	Grade 4
1	8	0	0

- Key strengths of teaching are:
 - Pupils are very clear about what they have to learn and the success criteria to enable them to achieve the lesson objective.
 - Pupils have excellent attitudes to learning, apply themselves extremely well to their work and cooperate very well.
 - In the Early Years Foundation Stage children grow in confidence very quickly as there is a wide range of exciting activities for them to enjoy that have a clear focus on developing their basic skills, so that they are very well prepared for Year 1.
 - Lesson plans differentiate for groups within each class, and teachers have very high expectations of what pupils can achieve and do.
 - Teachers make very good use of resources to interest and engage pupils and lessons are often interactive with plenty for pupils to do, so that they find learning enjoyable.
 - There is a strong focus on teaching new vocabulary and equipping pupils, especially those who speak English as an additional language with the breadth of language they need to excel.
 - Teachers use questioning extremely well not only to check pupils' understanding but also to extend their learning.
 - Pupils are encouraged to explain how they have arrived at the solution to a problem and to compare ideas.
 - Support staff are well deployed and make an extremely valuable contribution to pupils' learning.
 - Specialist teaching in art and music enriches pupils' experiences.
 - In almost all year groups marking is of a high quality and shows pupils the next steps in their learning. Pupils produce a large quantity of work and take a real pride in their presentation.

Year 6 pupils used 'facts' about an imaginary creature to organise their work in paragraphs and checked this against the success criteria for their group. They gave one another helpful advice about how they could improve their work and worked quickly and purposefully. Reception children enjoyed using torches to make shadows

bigger or smaller depending on how close the torch was to the object, which dispelled their misconception that only big objects can have big shadows and small objects can have small shadows. Y2 pupils responded sensitively to a lesson in which they examined source material to find out about life in the trenches during World War One. A letter home from a soldier serving on the front line was particularly vivid and inspired pupils to write their own high quality communications to loved ones.

- Areas for development are:
 - Just occasionally the work is not as challenging as it could be for the most able pupils in the class.

Behaviour and Safety – Grade 1

Pupils' attitudes to learning are extremely positive. There is a culture of learning throughout the school that is deeply embedded, so that to excel is considered the normal thing to do. Pupils' behaviour is exemplary both inside the classroom and around the school. Any pupils who join from other schools soon adjust their behaviour to come into line with the prevailing values of the school. Pupils say that they are made welcome as soon as they arrive and that bullying is not an issue. They have a very good understanding of what forms bullying could take and are confident it would be dealt with if it ever arose. They also know how to keep safe, and benefit from visits from the local police and 'Junior Citizenship' training. Year 6 pupils all have mentors who help to prepare them for life after Hampden Gurney. Attendance is consistently high, reflecting pupils' great desire to come to school.

Leadership and Management (including governors) – Grade 1

The relentless pursuit of excellence by all the staff, spearheaded by the headteacher, ensures pupils all do their very best. The headteacher distributes leadership extremely well, so that the school grows its own leaders. It is outward looking and provides support to other schools. For example, the deputy is on secondment at the moment. The headteacher leads by example and has a heavy teaching load of her own, as well as coaching pupils for taking scholarship exams for independent schools. This additional service goes way beyond what schools normally offer their pupils and ensures that most of Hampden Gurney's pupils are assured of an excellent free education once they move on in London's best secondary schools.

The monitoring of teaching and learning is extremely rigorous. The headteacher gives all teaching staff six-weekly reports of how they are doing following a thorough review of their performance and work in pupils' books. Where any needs in teaching are identified these are picked up and dealt with straight away. Well-established systems for coaching staff new to the school ensure the same high expectations are instilled in all teaching staff and that the excellent quality of the provision is consistent and sustained, despite a high turnover of staff. In this way teachers are very clear about how they are doing and how they can improve and they are given every support to come up to the mark.

Staff are extremely enthusiastic. They all share the same burdens and enjoy the same success. They are tightly-knit team who are very willing to help one another to become the best they can be. The school is confident and knows what works, so is not tossed and turned by the latest fads. Self-evaluation is extremely accurate, but the

school's SEF needs updating and slimming down to align with the new Ofsted framework.

Performance management is very robust and staff are held to account for how well pupils are doing. The pupils' progress is tracked closely. It would be helpful if the school had this information as average point scores as well as National Curriculum sub-levels. When recruiting, the headteacher looks for somebody who will fit in with the team first and foremost, and this makes for a cohesive and united staff.

The school reviews the curriculum annually. Staff have devised new schemes of work for science and ICT to bring them into line with pupils' high attainment, as they are working well beyond the National Curriculum levels for their age. Pupils are given a rich diet of experiences, making full use of the London attractions within easy reach of the school. Special projects have been undertaken with local galleries and the Royal Opera House. Literacy and communication are developed extremely well across the curriculum. The school is looking to make even more links with numeracy. There are very good links with a local drama school and nearby secondary schools.

The governing body knows the school very well and provides a high level of support. Governors ask searching questions of staff and help to keep the school's unique building in working order. They know how good the teaching is and are familiar with the data. They know about performance management and pay progression and the impact of pupil premium funding.

Overall Judgement

Based on the criteria set in all sections of the new Ofsted Framework the School is judged to be Outstanding.