



25th May 2020

Dear Parents and Carers

I am writing this letter to you with mixed emotions. Mixed, because this is a letter we can and absolutely should celebrate, a letter in which I am able to share the outcome of our recent Ofsted. I unquestionably have the greatest sense of pride in our achievements but there is still just a tiny hint of disappointment, which I will explain.

As the Headteacher of Hampton since 2009 I have been through four Ofsted inspections, each Ofsted inspection under a new revised framework with four different agendas, a changed set of measures and constantly higher standards to attain. From the very first Ofsted in April 2010 where we were fighting desperately not to be placed into category, to achieving Good in December 2012 which was a huge accomplishment, and then the last two inspections, challenging the system to be recognised as an outstanding provision for our families, children and staff.

In April 2018, under another revised framework, the Ofsted Inspection team acknowledged all Hampton had achieved quoting '**exemplary practice, embedded caring ethos and the strong practice and marked improvements seen**' but due to the changes we could not convert to a two day inspection and be awarded outstanding. So we received the next best thing, a recommendation for a Section 5 Ofsted inspection.

So we patiently awaited Ofsted's arrival, even writing to the Regional Schools Commissioner and Ofsted requesting their return. In that time we continued to finely tune our provision, our priority from Ofsted - to further accelerate our greater depth children. However, at Hampton, we drive to ensure equity of experiences and success for all children and we continued to make sure every child achieved their very best and were convinced we would achieve that elusive overall judgement of outstanding at the next inspection.

In September 2019, Ofsted changed the framework yet again, with a focus this time on the progression of foundation subjects (those in addition to core subjects i.e. geography, history, art, music etc), and more importantly for us, clear expectations on a mental health and well being approach for all. For our longstanding families, you will know that at the forefront of all we do at Hampton is the provision for our children's wellbeing and social development, so this part was a welcome shift in the framework.

We received the call and were ready for the arrival of the Ofsted Inspection Team on the 10th and 11th March under the newly revised framework. Again there was a greater change in standards, but added to the requirement to achieve an overall judgment of outstanding, schools now have to highlight every statement in good; it is no longer a best fit approach. '*Outstanding is a challenging and exacting judgement. In order to reach this standard, inspectors will determine whether the school meets **all** the criteria for good under that judgement, and does so securely and consistently...it **must meet each and every good criterion**. In addition, there are further criteria set out under the outstanding judgement, which the school will also need to meet*'. (Ofsted Handbook September 2019)

For those two days in March the Ofsted team were submerged in Hampton's practice and ethos and at each opportunity every staff member worked tirelessly to evidence all we do. Our children and staff were amazing and your support via Parent View was truly overwhelming. Below are just some of the key points they observed and quoting from the Lead Inspector **'felt at Hampton'**...

- **Leaders, governors and staff have high aspirations for all pupils. They set the bar high, aiming to help pupils to learn that there are no limits to what they can accomplish. Consequently, pupils achieve well in national tests and assessments in English and mathematics.**
- **Pupils at Hampton feel happy and safe. From the early years, pupils' personal development is given a high priority**
- **Leaders, including governors, know the school well. They work together effectively to improve the quality of education that pupils receive.**
- **Staff are unanimously proud to work at Hampton Primary School, and rightly so.**
- **Parents and carers are overwhelmingly pleased with the school.**
- **Pupils, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND), achieve well in a range of subjects. Similarly, they take part in a range of activities outside the school day. All pupils can apply for positions of responsibility, such as school councillors. This includes pupils with SEND who take pride in carrying out these roles and contribute well to the school's overall success.**
- **Leaders make sure that children in the early years learn to read from the very start.**
- **Children get off to a flying start to their education. Leadership of the Early Years is strong. The learning environment is positively buzzing, full of smiling children, making friends happily and exploring new opportunities.**
- **The curriculum beyond English and mathematics ignites pupils' interests and encourages them to learn.**
- **Pupils' personal development is exceptional. They trust staff and know they are there to help.**

During the two days of feedback meetings, strong comments developing on the above were echoed constantly. The Lead Inspector summarized her final feedback meeting to the Senior Leadership Team and Governors stating **'The provision for the children's emotional, social and mental health development at Hampton is exemplary and is worthy of being shared with others** and concluded with her message to our parents **'keep your children in school because they are missing such opportunities to develop'**.

Call me biased being the Headteacher, but that reads pretty much outstanding. The report resonates similar statements. I could not be prouder to have an Ofsted Lead and team recognise and commend how we nurture and develop our children, focusing on their emotional, social and academic achievements, that our provision goes beyond education and that we know and care for our families and you too feel enormously supported by us. However, now I need to draw your attention back to that caveat at the beginning of my letter in the revised Ofsted Framework, 'every statement to be highlighted in every area'.

So despite all they saw, there were a few sentences in that entire document that we could not tick off completely and below are our next areas for development.

- **Although the foundation curriculum has been planned well, its implementation is recent. Leaders should make sure that all subjects are consistently embedded across the school and check that pupils are remembering the intended knowledge and skills over time.**

- *Subject leaders receive appropriate support to develop the curriculum. However, in order to drive further improvement, these staff now need greater opportunities to check the quality of education in their subjects. This will ensure that pupils consistently build on their existing knowledge and skills across the curriculum.*
- *Leaders work closely with pupils and families to emphasise the importance of attending school. This has brought about recent improvement in attendance. However, despite the school's support, a minority of pupils are frequently absent. Leaders should maintain their focus on improving attendance, so that pupils fully benefit from the exciting and rich curriculum the school offers.*

So, we improved on last time, we have achieved good and outstanding judgements in a structure where some schools have found themselves moving down rather than up the framework.

As a Headteacher, of course I wanted nothing more than to share that Ofsted have rubber stamped what we do as outstanding overall (which I still believe they should have!) but if I had to select areas which are pivotal to my core values as a Headteacher and Hampton's practice and vision as being fundamental areas; Personal development – developing our children's strength and resilience emotionally and socially, providing them with the strength and confidence to achieve and the Early Years Provision - delivering experiences and a curriculum which will influence their entire schooling, these would be the areas I would want recognised as outstanding, and they were.

We will continue to refine our other curriculum subjects and to make sure the children make links and develop their skills consistently in all subjects and as leaders and subject leaders we will closely monitor this to ensure there is clear progression of skills. We will also continue to work with our families to try and improve some of our persistent absence.

Despite this, we have a lot to celebrate and I would like to extend my sincerest thanks to you as parents and carers for your continued support and trust you have in Hampton.

I also need to send my deepest gratitude to every staff member whose commitment and passion to your children is unwavering. The culture we have established, the strong relationships we have and every child achieving the very best they can, is testimony to the strength of our Hampton community.

Now more than ever is this evident and felt, speaking with you as parents and carers as we work through this very difficult time. We have spent the past weeks quite rightly applauding our brave and selfless NHS and key workers and I ask you to join me in thanking and applauding every staff member at Hampton who has contributed to our success and who has come into school to nurture and teach your children so they can grow into confident and aspiring young people. I would also like to applaud our children, for they are the reason we do what we do and daily they inspire us as adults; and they too have become the unsung heroes adapting to a new normal.

So thank you again, please stay safe and when we can return safely we will celebrate our achievement in true Hampton style!

Kindest regards

Ms Y Nunn
Headteacher