Inspection of Hampton Lakes Primary School

Waterhouse Way, Hampton Gardens, Peterborough PE7 8SJ

Inspection dates: 26 and 27 March 2024

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

The head of school is Zoe Trigg. This school is part of Hampton Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Dr Helen Price, and overseen by a board of trustees, chaired by Alastair Kingsley.

What is it like to attend this school?

Pupils enjoy coming to this school. They know they are well cared for and valued. In return, pupils are kind and respectful. Everyone is made to feel welcome and included. Pupils benefit from the strong sense of community embedded in the school's ethos. Pupils quickly forge strong bonds of friendship. School is therefore a safe and harmonious place in which to learn.

Pupils, including those with special educational needs and/or disabilities (SEND), are all supported by staff who want them to do well. Pupils access a broad and engaging curriculum. Some subjects are taught by specialist teachers, such as art and modern foreign languages, which deepens pupils' knowledge. Even though the school has grown rapidly in terms of pupil and staff numbers, it has managed quickly and effectively to establish clear learning routines and expectations. Pupils follow these well from the outset.

The school offers a range of clubs and trips to broaden pupils' experiences. Pupils can try cheerleading, football, dance, musical theatre and basketball. There are train trips to London to visit landmarks and museums. Older pupils look forward to a residential visit. Good use is made of links with the feeder secondary school for curriculum enrichment, for example in science.

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

The school opened four years ago and has quickly established a well-crafted curriculum from early years upwards. As a growing school, many new staff have joined the team at various stages. Staff value the training and support they receive to do their job well. Knowledgeable subject leaders continuously ensure all staff understand the curriculum content and how to deliver it. Staff check to see how well pupils can recall prior learning. This means that pupils are being taught the key knowledge they need to know, at the right time, and can remember it.

However, some staff across the school are not always using checks on learning to adapt activities precisely enough to what pupils need to learn next. This means some pupils are not having their learning extended to maximise what they are capable of to achieve more highly.

In Nursery and Reception, children are taught how to listen, take turns and share. Many develop their use of language and mathematics as planned. Staff in early years are clear as to what children need to learn to be sufficiently prepared for Year 1. They use this to ensure gaps in children's knowledge are addressed in the learning activities on offer. This is starting to have a positive impact.

The school provides staff with specialist advice to support pupils with SEND. Successful adjustments to activities and provision are made so that pupils with SEND engage well in their learning. Staff ensure that specialist advice for these pupils is acted upon. Additional support and interventions are put in place to help all pupils

who have gaps in their knowledge catch up. As a result, most pupils with SEND achieve well at this school. However, while pupils with SEND are set specific targets to fill gaps, there is not always sufficient precision as to how these targets are to be met in the short term. This results in a few pupils not achieving as well as they could quickly enough.

Children start learning to read in Nursery, and this reading knowledge builds well through to Reception. Children in early years are currently reading sounds they should know for their age. The school has very recently introduced a new phonics programme. This is already improving how well these pupils can read. Most pupils have a secure grasp of reading by the end of Year 2. This is because they are practising their reading daily with books matched to their ability. Older pupils also rehearse reading skills regularly, so most are fluent and confident readers.

Pupils behave well at this school. Lessons are not disrupted. A small number of pupils with SEND have provision appropriately adapted so they are usually well regulated. Staff have benefited from training to support behaviour for pupils with specific needs. Leaders are aware that staff need the most up-to-date behaviour management knowledge.

There is a well-designed personal development curriculum in place. Pupils are taught how to stay safe online and around water in the locality. They know about the risks of drugs and unhealthy eating. They are provided with moral guidance through assembly topics on respect, empathy and telling the truth. Elections to the school council, 'Lake Leaders', gives pupils an awareness of democracy. They understand different religions. Older pupils are prepared for adolescence through relationships education. Strong links with the feeder secondary school also prepare them well for their next steps in education.

Trustees and governors know the school well. The trust ably supports the governing board members to hold leaders to account and to be effective in carrying out their statutory duties.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On some occasions, staff do not adapt lessons precisely enough. This means that for some pupils, there are missed opportunities to extend and develop their learning further or to fill gaps as quickly as possible. The school needs to ensure that staff know how to adapt learning to precisely meet the specific learning needs in their class so pupils fully meet the ambitious curriculum aims and achieve as highly as they can.

- A few pupils with SEND do not have precise enough learning targets set for them to achieve their short-term goals. This hinders how well these pupils can maximise the learning opportunities offered to them. Leaders need to ensure staff have additional training on how to best deliver the bespoke targets for these specific pupils so they make as much progress as possible.

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 special educational needs and/or disabilities (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	147074
Local authority	Peterborough
Inspection number	10295106
Type of school	Primary
School category	Academy free school
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	321
Appropriate authority	Board of trustees
Chair of trust	Alastair Kingsley
CEO of the trust	Dr Helen Price
Head of school	Zoe Trigg
Website	www.hamptonlakesprimary.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- This school opened as a new school in September 2019 as part of Hampton Academies Trust.
- The school has grown rapidly in pupil and staff numbers since opening, and it is still expanding to full capacity.
- This year is the first year it will have a Year 6 cohort.
- The school also has a Nursery for children aged 3 to 4 years. The Nursery offers part-time and full-time places.
- The school does not use any alternative education 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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors held meetings with the head of school, the chief executive officer, the deputy head of school and special educational needs coordinator, other senior leaders, subject leaders and teaching staff.
- The inspectors carried out deep dives in these subjects: reading, mathematics, art, history and physical education. For each deep dive, the inspectors spoke to leaders, visited lessons, spoke with pupils, looked at pupils' work and spoke with teachers and support staff.
- The inspectors also looked at a range of pupils' work from across the curriculum and talked to other subject leaders.
- The lead inspector spoke to three trustees of the school, including the chair of trustees. The lead inspector also met the chair and vice-chair of the local governing board.
- The inspectors scrutinised a range of documentation, including the school's own self-evaluation, the school improvement plan, governors' and trustees' minutes and governors' visit notes.
- 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 considered the responses gathered through Ofsted's online survey for parents, Ofsted Parent View, which included 68 free-text comments as well as two emails sent directly to the lead inspector. There were 39 responses to the staff survey. There were 114 responses to the pupil survey. The inspectors also spoke to several pupils from different year groups during the inspection, along with a range of staff.

Inspection team

Sara Boyce, lead inspector	His Majesty's Inspector
Linda Allison	Ofsted Inspector
Michael Scott	Ofsted Inspector

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