

Inspection of Hampden Gurney CofE Primary School

13 Nutford Place, London W1H 5HA

Inspection dates: 2 and 3 February 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Good

Early years provision

Outstanding

Previous inspection grade

Outstanding

This school was last inspected 14 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

Pupils are happy and safe. They are proud of their learning and achievements. Pupils speak enthusiastically about the extra-curricular clubs available such as coding, drama, chess and multi-sports. Pupils feel well cared for through the effective emotional support they receive from staff.

Leaders and staff have high expectations of pupils. This includes pupils with special educational needs and/or disabilities (SEND). This is particularly the case in the early years, where the ambitious curriculum enables children to be very well prepared for their future learning. Reading is a priority. Pupils learn the sounds that letters represent as soon as they start school. They read widely and are often read to by adults. They remember ideas and words from these stories, which helps them to develop a broad range of important knowledge.

Pupils' behaviour is superb. There are clear school rules and pupils are taught to recognise and respond appropriately to their emotions. Pupils are not worried about bullying because it is very rare and well dealt with. Pupils appreciate that teachers deal sensitively with any concerns they may have. Pupils learn about a range of cultures and religions. They know how to stay safe online. For example, older pupils know the risks of sharing personal information.

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

Pupils are taught to read by highly skilled adults who receive regular and ongoing training and support. In the early years, teachers skilfully promote reading. Early years teachers and staff precisely model the sounds that letters represent. Children read books that are closely matched to the sounds they have been taught and know. This helps children learn to read fluently. Children are taught to connect ideas they have encountered through hearing and exploring various stories. As a result, children in the early years develop a strong understanding of the world around them. Leaders provide targeted additional support for pupils who need further help to improve their reading. Older pupils are enthusiastic about the books they read and describe their favourite stories.

Pupils are determined to do well. Their positive attitudes enable them to learn and achieve well. Low-level disruptive behaviour is rare and, if it does happen, it is swiftly tackled so that learning is not disrupted. Pupils like the way that teachers respond to their concerns. Some concerns are discussed openly in groups, others are dealt with more privately. Staff positively support pupils to manage their emotions. This contributes to pupils' exemplary behaviour and attitudes.

Leaders have created an ambitious, well-designed and well-sequenced curriculum. Teachers skilfully deliver the curriculum and use a range of strategies to help pupils recall and revisit prior learning. Consequently, pupils remember what they have learned in a range of subjects. However, sometimes information about what pupils already know is not used effectively. When this is the case, lessons do not build on

what pupils already know and can do. As a result, pupils are not remembering what they have been taught over time. In the early years, this is not the case because the knowledge and skills that children need to learn and remember is very well sequenced and teachers extend children's learning step by step.

Leaders have created first-rate opportunities to support pupils' personal development. For example, pupils learn about a range of religions and the importance of treating people with kindness, regardless of their background. Leaders and staff ensure that pupils celebrate the rich cultural diversity of the local community. In the early years, social stories are used to help build children's understanding of right and wrong. Across the school, the curriculum is enriched by additional activities. For example, pupils visit the theatre to watch performances linked to the books they have read. Pupils are very proud of their school orchestra.

Leaders quickly identify and meet the needs of pupils with SEND. When necessary, learning is broken down into smaller steps. This helps pupils with SEND to learn and remember what they have been taught. Pupils with SEND are included in the wider life of the school.

Leaders are mindful of teacher workload, and teachers feel that leaders act to manage their workload. Teachers in the early stage of their careers are positive about the impact of the support they receive. These teachers are helped by leaders and their school-based mentors to strengthen their classroom practice.

The governing body's vision for the school is clear and ambitious. It seeks evidence from leaders that pupils are learning and remembering more of the intended curriculum. Governors carry out their role effectively.

Safeguarding

The arrangements for safeguarding are effective.

Leaders work closely with parents and carers to check the well-being of pupils. Staff receive regular training about the signs of abuse and how to keep pupils safe. Leaders link with external agencies when necessary to support pupils and their families. Leaders carry out the right background checks on staff and volunteers. Pupils are taught how to keep safe, including online. They have an age-appropriate understanding of right and wrong and know what to do if they have a concern.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes information about what pupils know and understand is not used sufficiently well to inform teaching. As a result, some pupils do not incrementally build new knowledge in all subjects. Leaders should help teachers to use

formative assessment routinely to address any misunderstandings and provide pupils with the right next steps in their learning.

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	101123
Local authority	Westminster
Inspection number	10255325
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	221
Appropriate authority	The governing body
Chair of governing body	Father Lincoln Harvey
Headteacher	Evelyn Chua
Website	www.hampdengurneyschool.co.uk
Date of previous inspection	8 May 2009, under section 5 of the Education Act 2005

Information about this school

- Hampden Gurney is a Church of England school in the Diocese of London.
- The school's most recent section 48 inspection took place in November 2019.
- Leaders do not make use of any alternative providers.

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 these subjects: reading, mathematics, art and design, and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also considered the curriculum in some other subjects, including science and personal, social and health education.
- Inspectors spoke with leaders, staff and pupils about safeguarding. Inspectors sampled records and documentation about pupils' welfare.
- Inspectors observed pupils' behaviour throughout the school day, including at lunchtime and breaktime.
- Inspectors met with members of the governing body.
- Inspectors considered the views of staff, parents and pupils, including through the responses that were received to Ofsted's online surveys.

Inspection team

Barney Geen, lead inspector

Ofsted Inspector

Milan Stevanovic

Ofsted Inspector

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