

Contextual Information

Hampton College is a thriving all-through school of just under 1700 pupils aged 4-19. The all-through school was formed in 2012 when the then secondary Hampton College added a primary phase to meet the exceptional demographic demand in our locality. The primary phase opened in 2012 on the site of another primary school with two classes and then moved to purpose-built accommodation in 2013. The primary buildings form part of a larger campus for Hampton College across the Eagle Way and Clayburn Road neighbouring sites.

The school is led by a Head of School for each phase. Each phase has a separate senior leadership team, but key members of each team work closely on an all-through and cross-trust basis. There is one local governing body for the whole school, but separate standards committees at each phase, to ensure appropriate rigour in the scrutiny of school improvement data.

Each phase has a detailed SEF and SEF summary document. This document summarises what we see as our strengths in our all-through working. We are proud of our all-throughness and have showcased cross-phase working at conferences and through the Executive headteacher's published research. The pandemic had a very negative impact on our all-through work, as staff and pupils worked in bubbles and largely stayed in their own classrooms for two years. This document details the aspects of all-through working which have been re-established.

We were last inspected in May 2017 when we were again deemed a **GOOD** school. We believe we are an **even better school** in 2023 and are GOOD Early Years, through to Sixth Form.

Quality of Education

Strengths

- Embedded teaching and learning links and cross-phase working within subject areas - e.g. music, MFL, PE and maths
- Strengths in the teaching of mathematics across phases, resulting in strongly positive progress at both KS2 and KS4 in 2022. Use of White Rose and a fully mapped Y1 to Y11 Maths curriculum, showcased as effective practice to city Maths leads and senior leaders
- Specialist teaching in music (Y1 - Y6) and MFL (Y3 - Y6) taught by secondary subject specialists
- KS2 languages taught on a cyclical basis to ensure HCP pupils study a language they will be learning in Y7 at HCSP
- Curriculum planning alignment developing across the through-school, demonstrating clear progression from Early Years through to Sixth Form e.g. White Rose mathematics, Rec - Y13 music education roadmap
- Shared use of PiXL resources: e.g. phase RSLs, benchmarking with national PiXL assessment data and use of the PiXL diagnostics and therapies
- 'The Cloud' Y7 nurture provision founded on primary pedagogy, including links between Cloud Team and both SENDCos
- Y5 Deep Learning Day - a day linked to the Y5 curriculum with taught enrichment sessions provided by secondary phase teachers at HCSP
- Successful through-school initiatives and projects e.g. Airport Day (MFL), HAT/HCP Christmas Concert, Theatre in Education, KS1/2 and secondary phase productions, Y4 DT project, PE Festivals, Sports Week
- The trust/school Education Team includes individuals able to develop cross-phase curriculum alignment and engaging pedagogical approaches.

Behaviour & Attitudes

Strengths

- High expectations of pupils and students applied consistently and fairly by staff at both phases
- Shared Vision and Values (8 value statements) reinforced by PROUD aspirations at HCP and ‘Progress, Partnership, Pride’ motto at HCSP
- Aligned ethos with high expectations of our school community, placing student and staff wellbeing at the heart of our approach.
- High levels of student commitment to learning and resilience demonstrated by good (above national average) attendance throughout the Covid-19 pandemic and since the pandemic restrictions were lifted in schools
- Positive and consistent behaviour management approach used at both phases, including beyond the school gate, which is focused on promoting positive behaviour and using a restorative approach for consequences, based upon shared principles across the all-through school
- Pupils’ / students’ achievements recognised and celebrated with Head of School awards and Head’s Commendations
- Lesson observations at both phases found that behaviour and attitudes to learning was a consistent strength across the school
- Strong parent questionnaire results re. student behaviour, students feeling safe at Hampton College and the school responding to bullying concerns quickly and effectively
- Staff perceptions of pupil/student behaviour across the school are good, demonstrated by most recent staff survey and a positive and respectful culture amongst staff
- Strong attendance and punctuality data across the all-through school with excellence celebrated and lateness or non-attendance followed up in a robust, but supportive way
- Partnership Code at secondary phase is built upon the foundations of the PROUD approach at primary phase
- Equality and diversity is fully embraced and valued across the College for both staff and pupils / students; this is shown through LGBTQ+ inclusive approaches, ensuring access for all irrespective of gender, disability or ethnicity, raising awareness of important aspects of Equality and Diversity, e.g. Black History Month, Black Lives Matter
- Fixed-term and permanent exclusions are used appropriately across the all-through school with planned reintegration meetings following any exclusion. Chair of Governors informed of any exclusions ensuring aligned processes across the school
- Clear mechanisms in place for pupils/students to report their own concerns or worries, e.g. worry boxes, ‘Report a concern’ button

Personal Development

Strengths

- Y6 - Y7 Transitions including links between primary class teachers and Heads of House, focused SEND Handover between SENDCos, joint working with vulnerable children and families shared between Pastoral Teams, thorough safeguarding handover for children with Early Helps, CIN or CP plans, additional parental information supplied for through-school parents
- Shared extra-curricular and enrichment activities across both phases e.g. chess club, Primary Sports Festivals with secondary sports leaders, HAT/HCP Christmas Concert, as well as phase-specific clubs at each phase
- Family support for vulnerable families e.g. joint working of Safeguarding, Pastoral and Wellbeing Lead (SPWL HCP), Wellbeing and Early Intervention Co-ordinator (WEIC HCSP) and Safeguarding Lead (HCSP) to provide family support, evidence-based parenting programmes, young carers’ support, intervention with ‘hard to reach’ families, links with Adult Education (City College)
- Trained Senior Mental Health Lead at both phases supporting positive mental health and wellbeing for staff, students and families
- Successful young carers support across the all-through school incl. Young Carers Award in Schools - Bronze at HCP (Silver application in progress) and Gold at HCSP, including supporting local primary schools
- Joint consultation for new RSE curriculum in summer 2021 and common approach to teaching RSE content at both phases
- Helping Hampton Project uniting staff and pupil/student leaders from both phases to have a positive impact on the local community of Hampton, along with Helping Hampton Leaders from Hampton Gardens School
- Engaging and educational programme of visits and trips across the through-school to develop pupils’ /students’ knowledge, skills and understanding and enrich their wider education offer
- Equality and diversity is fully embraced and valued across the College for both staff and pupils / students; this is shown through LGBTQ+ inclusive approaches, ensuring access for all irrespective of gender, disability or ethnicity, raising awareness of important aspects of Equality and Diversity, e.g. Black History Month, Black Lives Matter
- Cross-phase / Trust commitment to CPD linked to pupil/student and staff wellbeing, including a Trust focused day for all Trust schools, external CPD provided and disseminated at school/phase level

Leadership & Management

Strengths

- All-through thinking is hardwired into leadership and governance structures at a school and trust level
- Collaboration of Safeguarding Team across both phases - DSLs known to all staff and strong links to support children and families
- Safeguarding software (My Concern) used across the through-school to enable concerns to be shared for whole families
- Effective links and collaboration between SENDCos, including more focused transition for SEND & EHCP students Y6 - Y7
- Cross-phase CPD e.g. Senior Mental Health Lead training, joint INSET days, HAT Conference, safeguarding training
- Policies developed for the through-school ensuring consistency of approach across both phases of Hampton College
- Strong all-through governance, including regular meetings between HoSs and Chairs
- Staff wellbeing initiatives in place across both phases (HAT shortlisted for *Well-being Trust of the Year 2023*)
- Student Leadership initiatives working collaboratively across both phases including Helping Hampton Leaders
- Research-based practice, e.g. specialist/generalist teaching at KS2/3 used to inform all-through approaches
- School and trust leaders have presented nationally on all-through structures and practices