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Mr Alan McLean  
Headteacher  
Hampstead Parochial Church of England Primary School  
Holly Bush Vale  
London  
NW3 6TX

Dear Mr McLean

### **Short inspection of Hampstead Parochial Church of England Primary School**

Following my visit to the school on 8 December 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in June 2012.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection. You and your colleagues have a clear understanding of the strengths and weaknesses of the school and are quick to take action to bring about improvements.

Leaders and governors ensure that the culture of the school is welcoming and positive. Pupils are polite, well-mannered and courteous to visitors. Parents rightly reflect that their children are happy at school, as evidenced by their responses to the online questionnaire, Parent View.

In the early years, the proportion of children that achieve a good level of development has risen since the previous inspection. These outcomes remain above national averages. Pupils continue to make good progress at Key Stage 1 and they attain well in all areas of learning. Pupils achieve above the expected standard in phonics at the end of Year 1.

In Key Stage 2, teachers are now ensuring that progress is improving following a dip in standards in reading and mathematics. Too few of the 2015 Year 6 cohort made rapid progress in reading and mathematics. Leaders have swiftly put plans in place to enable pupils to achieve the challenging and ambitious targets set for 2016. These plans, closely monitored and supported by experienced practitioners, are used well to improve the rates of progress of pupils currently in the school. For example, in the marking seen, pupils receive detailed feedback that helps them to

know how to improve their work. Pupils are shown how to respond to the marking and this is helping them to make better progress.

At the previous inspection, inspectors identified that teaching could be improved for more-able pupils and that teachers should engage pupils in driving their own learning forward. Teachers are doing this effectively by using a range of ways to give feedback to pupils. They are also using weekly assessments to target planning that is linked to the needs of individuals and groups. The use of 'challenge tasks' is used well to support the more-able pupils in making rapid progress.

At the previous inspection, inspectors commented on the good behaviour of pupils. This is continuing. Pupils are confident and take responsibility for their own learning and this results in the exemplary behaviour seen in lessons, and around the school.

### **Safeguarding is effective.**

Leaders and governors are continuing to keep pupils safe. Safeguarding is embedded in the school's caring culture. As a result of the rich and varied curriculum on offer, attendance continues to be a strength and remains above the national average. Pupils enjoy coming to school, are rightly proud of their school and enjoy the range of activities and trips that the staff organise. The site is secure and pupils move calmly and purposefully to play, and between activities.

Leaders have ensured that staff are trained in safeguarding procedures. Records and arrangements for checking the suitability of staff to work with children are fit for purpose. Most pupils feel that there is an adult at school they can talk to if something is worrying them and that their teacher listens to what they have to say in lessons.

### **Inspection findings**

- You have appointed senior staff who are leading improvements on the teaching of reading and mathematics. Leaders and teachers work closely with two other primary schools that demonstrate good and outstanding practices. This is providing effective opportunities for exchanging good practice, checking standards of pupils' work and their rates of progress as they study the new National Curriculum. As interim headteacher, you bring valuable experience and provide support within the London region, which benefits Hampstead Parochial School.
- Governors are committed to supporting and continuing to move the school forward. They have prioritised securing a skilled, interim consultant headteacher to lead the school for the next two years. Their actions are providing the school with increased leadership capacity. Governors continue to explore further options to ensure leadership succession for the school.
- You and the deputy headteacher have swiftly led further improvements. You have consistently high expectations. You ensure that teachers plan for increased challenge and provide opportunities for pupils to self-assess their work. This is ensuring that progress is improving rapidly for all pupils.
- Governors are provided with sufficient, good quality evidence to verify that

improvements are taking place. For example, records show that governors regularly scrutinise assessment systems and the quality of marking in pupils' books to find out how well these practices are working before ratifying the latest policies.

- The appointment of experienced teachers and consultants has been successful in improving and further developing the quality of teaching, particularly in mathematics and reading.
- Teachers use the new assessment and tracking system well to plan activities that address gaps in pupils' knowledge. Discussions with pupils, the work in their books and the lessons seen all indicate that the self-selected tasks are providing them with greater opportunities to engage with activities of increased challenge in lessons. They eagerly described their 'let's think' activities, and showed awareness of the importance of estimation and reasoning when solving problems of increasing complexity.
- Leaders analyse the progress of pupils in depth across the subjects and, where issues are identified, they respond quickly. However, you have rightly recognised that opportunities for pupils to develop enhanced comprehension skills and mathematical reasoning skills need further work.
- Teachers are using the school's marking policy effectively. Work in pupils' books shows that pupils are able to confidently assess where they are in their learning and how to improve. Teachers provide increasing challenge for the more able. Pupils' books also show effective marking and assessment, which has enabled them to make clear progress in lessons and since the start of term.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- the percentage of pupils who make more than expected progress in reading and mathematics from Key Stage 1 to Key Stage 2 is at least in line with that found nationally
- pupils make better progress in reading and mathematics by providing more opportunities for them to develop their comprehension and their reasoning skills in both subjects.

I am copying this letter to the Chair of the Governing Body, the Director of Education for the Diocese of London, the Regional Schools Commissioner and the Director of Children's Services for London Borough of Camden. This letter will be published on the Ofsted website.

Yours sincerely

Jean Thwaites  
**Her Majesty's Inspector**

## **Information about the inspection**

During the inspection, I met with you, your deputy headteacher, a representative of the local authority and a Diocesan representative linked to the school. I met with the Chair of the Governing Body and six governors. I spoke informally to parents who were helping at the school. I considered the views of 60 parents as recorded on Parent View and the 37 questionnaires completed by pupils. I also considered the 11 questionnaires completed by members of staff and met with a group of middle leaders. You, your deputy headteacher and I visited classrooms together to observe pupils in their lessons and look at their work. I spoke with a number of pupils in classrooms and met with a group of pupils who shared the work in their books with me. I evaluated school assessment information and other records, including those related to keeping children safe.