

Hillbourne School and Nursery

Inspection report

Unique Reference Number	134892
Local Authority	Poole
Inspection number	360653
Inspection dates	11–12 January 2011
Reporting inspector	Paul Sadler

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–12
Gender of pupils	Mixed
Number of pupils on the school roll	411
Appropriate authority	The governing body
Chair	Mike Burriss
Headteacher	Ken Taylor
Date of previous school inspection	7 May 2008
School address	Kitchener Crescent Poole Dorset BH17 7HX
Telephone number	01202692604
Fax number	01202 600911
Email address	office@hillbourne.poole.sch.uk

Age group	3–12
Inspection dates	11–12 January 2011
Inspection number	360653

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by four additional inspectors. They observed 19 lessons taught by 17 teachers and held meetings with staff, members of the governing body and a group of pupils. They observed the school's work, and looked at documentation, including that relating to pupils' attainment and progress, self-evaluation and development planning. The responses to questionnaires completed by staff, pupils and 144 parents and carers were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Pupils' attainment and progress, especially in English and mathematics and in Years 1, 2 and 7.
- The quality of assessment and the effectiveness of its use in planning work that meets individual pupils' needs.
- The quality of planning between part-time staff to ensure consistency of learning for pupils.
- The effectiveness of self-evaluation by leaders and managers and its impact in improving areas of identified weakness.
- The impact of provision in the Early Years Foundation Stage on the progress made by children, especially in the development of their social, emotional and communication skills.

Information about the school

The school serves a suburban area of a large coastal town, comprising mixed social and private housing. The very large majority of pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is about average. The majority of their needs concern moderate learning and/or behavioural difficulties.

The school occupies a large site and comprises two buildings about 200 metres apart. It currently educates pupils from nursery age to Year 7, but there are plans to change the age at which pupils transfer to secondary school from 12 to 11 in 2013. The governing body provides childcare in the form of breakfast and after-school clubs. Since the last inspection in 2008, there have been major staff changes, including at senior leadership level.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. It has a number of strengths, and important aspects have improved significantly since the last inspection in 2008. The Early Years Foundation Stage gives children a good start to their education, during which they make good progress from starting points that are below those expected, especially in their social, emotional and communication skills. Pupils receive good care, guidance and support. Those with special educational needs and/or disabilities are identified at an early stage and given wide-ranging, effective support, including through the school's good partnerships with external agencies and the secondary schools to which they transfer. Arrangements to keep pupils safe are good, a fact recognised by parents and carers. The behaviour of some pupils is challenging, and this is of concern to some parents and carers, but direct observation shows that it is managed well and does not have a significant impact on the learning of other pupils.

The attainment of pupils in English and mathematics at the end of Year 7 has been historically low, but is now improving. This is most notably the case in mathematics, where pupils are given plenty of opportunities to apply their skills in a range of subjects. Pupils are given less opportunity to use their reading and writing skills widely, so these develop more slowly. Creative skills are developing well, for example through a 'Global Week' during which pupils made artefacts associated with the culture of various countries. This helped to develop pupils' understanding of a range of cultures. Pupils have a good understanding of the importance of a healthy lifestyle and show enthusiasm for exercise and healthy eating.

About half the teaching is good, and none is inadequate. There are good relationships between teachers and pupils, and pupils are generally clear about what they are learning in the lesson. The match of the work to individual pupils' needs is variable, partly because of the quality of information available to teachers to support their planning. While information on pupils' progress and attainment exists and is recorded, the system in use is cumbersome and the data are not easily analysed. In some lessons, the work is matched better to the needs of the highest-attaining pupils and those with special educational needs and/or disabilities than it is to those of average attainment. Some aspects of assessment are effective, such as the checks made on pupils' understanding of the lesson and helpful comments in the marking of work, but, in some cases, there is a limited understanding of how well pupils' work matches the nationally expected levels.

Senior leaders and the governing body are rightly re-evaluating the priorities and future direction of the school following a number of events outside their control. These included the withdrawal of funding, at a very late stage, for a project to rebuild the school. Given the disappointment this caused, the morale of staff is surprisingly high and reflects the satisfactory ambition and drive that exists. Self-evaluation is satisfactory. In some respects

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

it is good, for example the way additional support for pupils with special educational needs and/or disabilities is evaluated for both its impact on pupils' progress and for its cost-effectiveness, and adjustments to the support are made accordingly. The improvements in the Early Years Foundation Stage, in the quality of care, guidance and support, and pupils' improving progress, especially in mathematics, demonstrate the school's satisfactory capacity for further improvement.

What does the school need to do to improve further?

- Raise pupils' attainment and accelerate their progress, especially in reading and writing, by:
 - ensuring that tasks challenge and inspire pupils and that the support they receive enables them to make the best possible progress
 - giving pupils more opportunities to apply their reading and writing skills in a range of situations.
- Ensure that all tasks meet the needs of individual pupils by:
 - making more readily accessible data that enable staff to plan appropriate work
 - focusing the planning of lessons on what is to be learned by specific groups of pupils.
- Improve the accuracy of assessment by ensuring that all staff are able to judge the extent to which a piece of work meets the requirements of the nationally expected levels.

Outcomes for individuals and groups of pupils

3

After a period during which attainment was low, attainment in national tests at the end of Year 6 in 2010 showed improvement, especially in mathematics, where attainment was average. In English, attainment was low. Pupils start school with communication, language and literacy skills that are below those expected and make satisfactory progress throughout the school. In mathematics, pupils apply their skills well, as shown when pupils in Year 4 accurately calculated the change from a $\pounds 2$ coin when making various purchases, and when Year 7 were taught useful applications of mathematical equations. In most respects, the progress made by different groups of pupils, such as boys and girls, is similar, and those with special educational needs and/or disabilities make securely satisfactory progress with the effective support they receive.

Pupils rightly feel safe in school and generally behave well in lessons. Those with challenging behaviour, most notably in Year 2, are showing improvement as a result of the effective strategies used by staff. Pupils are enthusiastic about helping others both in and out of school and contribute well, for example through drama and music performance and by collecting for charity. They show a good concern for the environment and the site is free of litter or graffiti. Attendance is average and the development of the skills pupils will need in the future is satisfactory. They work effectively in teams and when using information and communication technology. Pupils' achievement overall is satisfactory and is improving steadily.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Where teaching is good, activities motivate pupils and they learn quickly. A good example was seen when Year 6 pupils were asked to use adverbs and conjunctions in constructing paragraphs. They worked well in lively groups and achieved success. Where this type of activity is less successful, pupils may struggle to read the text, or they receive insufficient help from adults to enable them to make progress. This is not, however, the case with pupils with special educational needs and/or disabilities, who make satisfactory and sometimes better progress because of the help they receive. Information and communication technology and other resources are used well in most teaching. The use of assessment is inconsistent, especially when teachers lack confidence in matching pupils' work to the expected levels.

The curriculum is appropriately varied and pupils have the opportunity to study subjects such as French. There is a good range of additional activities, including opportunities to take part in sport, visits and residential experiences. The range of staff expertise places some limitations on the curriculum for Year 7.

Staff know pupils and their individual needs well. There are good induction procedures when children start school and effective support when they transfer to a number of secondary schools. Good use is made of external resources, for instance the parent support worker who also offers pupils help and advice. Teaching assistants are deployed

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

with care in order to make best use of their expertise. The governing body provides breakfast and after-school clubs which provide good quality care and meet requirements.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders and managers work as a team to identify priorities and tackle weaknesses. This approach has been particularly effective in improving provision in the Early Years Foundation Stage and for pupils with special educational needs and/or disabilities. The impact on improving overall attainment has been slower, but is now beginning to bear fruit in spite of the difficulties in analysing data. Leaders have ensured that teachers who share a class have opportunities to plan together. However, while a potentially good programme of staff training exists, it has proved difficult to ensure that all teachers experience a wide range of what is on offer. The governing body both supports and challenges the school. Much of its work has the potential to support improvement, but so far the impact is patchy. A strength is the procedures put in place to ensure pupils are kept safe, which are rigorous and effective, for example in vetting adults and ensuring the security of the grounds. There is a strong commitment to equality of opportunity and any potential discrimination is quickly tackled, but the slower progress of pupils of average attainment prevents this aspect from being good. Pupils have a satisfactory understanding of the communities and beliefs of citizens of the United Kingdom, and a good knowledge of the global community, but there has been a lack of evaluation of the school's work to promote community cohesion.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the nursery at levels that are below those expected. Despite their good progress, they enter the Reception Year at levels that remain below expectations, particularly in their emotional development and writing. The school has rightly identified these areas of weakness as a priority for improvement and, with the support of the local authority, has implemented effective strategies to raise attainment. Lesson observations, current assessment information, which is now more accurate than in previous years, and the scrutiny of children's work indicate that these strategies are beginning to have a positive impact and that progress is good. There are good arrangements for the induction of children joining the school, with teachers making visits to local pre-schools and home visits to ease their transfer into the school. Children joining the Reception Year from other establishments start at significantly lower levels than their peers and achieve less well by the time they enter Year 1.

Teachers plan lessons that meet the needs of children of all levels of need and ability. They use assessment data effectively to plan lessons to meet their individual needs. Children with specific areas of need are well supported so that they make the same level of progress as others in their class. Children have good opportunities to develop their knowledge and understanding in all aspects of the curriculum. Careful planning provides good opportunities for learning with a good balance of activities initiated by children or adults. This results in children successfully developing their independence and in developing good habits for their future learning. However, in some of the less formal activities, opportunities for adults to develop children's skills are missed. For example, in one lesson a small group of children were observed in the role-play area for a lengthy period of time without any adult intervention to develop their learning and communication skills.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Teachers have a very good knowledge of their children and provide a safe and secure environment. There are effective partnerships with parents, carers and external agencies. Leaders and managers are focused on helping all children to make good progress. The leadership has been effective in identifying strengths and weaknesses and has successfully implemented strategies to make improvements in the weaker areas. While these improvements are still at the early stages, it is clearly evident that they are already successful in raising attainment and the rate of children's progress.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A very large majority of parents and carers say their children are happy at school and rightly believe that they are kept safe. A small minority believe that the school does not manage unacceptable behaviour well, and a few others express concern about a range of matters, including the quality of the school's communication with them. Inspectors carefully investigated these concerns and found no evidence to support them.

Responses from parents and carers to Ofsted's questionnaire

The inspection team received 144 completed questionnaires by the end of the on-site inspection. In total, there are 403 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	66	46	68	47	7	5	2	1
The school keeps my child safe	64	44	72	50	5	3	2	1
My school informs me about my child's progress	45	31	80	56	17	12	2	1
My child is making enough progress at this school	41	28	76	53	18	13	2	1
The teaching is good at this school	48	33	74	51	14	10	1	1
The school helps me to support my child's learning	47	33	77	53	11	8	4	3
The school helps my child to have a healthy lifestyle	47	33	85	59	9	6	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	43	30	69	48	15	10	1	1
The school meets my child's particular needs	41	28	72	50	23	16	2	1
The school deals effectively with unacceptable behaviour	32	22	71	49	23	16	8	6
The school takes account of my suggestions and concerns	42	29	68	47	18	13	4	3
The school is led and managed effectively	44	31	67	47	18	13	4	3
Overall, I am happy with my child's experience at this school	45	31	74	51	18	13	5	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



13 January 2011

Dear Pupils

Inspection of Hillbourne School and Nursery, Poole BH17 7HX

Thank you for making us so welcome when we visited your school, especially those who gave up part of your lunchtime to talk to us. This letter is to tell you what we found out about your school.

The school gives you a satisfactory education. There are a number of good things about it. The school is good at keeping you safe and both you and your parents or carers know this. Children in Nursery and Reception get a good start to their education. Your progress is improving, especially in mathematics, and you are beginning to achieve results in national tests that are close to the average. You make a good contribution to the community through music, drama and collecting for charities. You know how to stay healthy through exercise and a good diet. Those of you who need a bit of extra help get this and the school is good at putting your families and yourselves in touch with people with the special skills to help you further. Almost all of you behave well and the behaviour of those of you who find this difficult is improving.

To help you make even better progress we have asked the school to make sure your work is always interesting and to give you more opportunities to read and write in the different subjects. We have asked teachers to make sure your work is at the right level of difficulty for each of you and to find out more about how your work compares with what is expected in the national tests, especially in English. You can help by politely asking for help if you need it, or telling the teacher if the work is too easy or difficult for you.

With best wishes for the future,

Yours sincerely

Paul Sadler

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.