

Haymoor Middle School

Inspection report

Unique Reference Number	113744
Local Authority	Poole
Inspection number	357405
Inspection dates	13–14 January 2011
Reporting inspector	Derek Watts

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

Type of school	Middle deemed primary
School category	Community
Age range of pupils	8–12
Gender of pupils	Mixed
Number of pupils on the school roll	342
Appropriate authority	The governing body
Chair	Andy Harvey
Headteacher	Peter Schouten
Date of previous school inspection	25 September 2007
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Introduction

This inspection was carried out by three additional inspectors, who observed 23 lessons or part lessons taught by 15 different teachers. The inspection team examined the school's policies, assessment information, pupils' work, teachers' plans and school improvement planning. They held discussions with the headteacher, staff, governors and pupils, and informal conversations with parents and carers. The inspectors analysed 134 questionnaires completed by parents and carers and others by pupils and staff.

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 in mathematics at Key Stage 2.
- How teachers use assessment information to match tasks to pupils' different abilities and needs so that most pupils make good progress. ♦
- The school's approaches in helping improve boys' performance in writing.
- How well leaders and managers at all levels evaluate performance and take effective action to raise pupils' achievement.

Information about the school

Most pupils in this larger-than-average-size school are from a White British heritage. Under 4% of pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is just above average. The nature of these difficulties includes specific learning difficulties and speech, language and communication needs. The school has received a number of awards including Activemark, Gold Artsmark, Healthy Schools Status, and Sportsmark. An on-site breakfast and after-school club is run by a private organisation and this is inspected separately.

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

Haymoor Middle provides a satisfactory education for its pupils. Care, guidance and support make a valuable contribution to pupils' personal development. However, inconsistencies in teaching and pupils' progress mean that their achievement is satisfactory rather than good. Pupils' good spiritual, moral, social and cultural development is reflected in their courteous, friendly and supportive attitudes to others. Not surprisingly, behaviour is good in lessons and around the school. Pupils feel safe and show a first-rate understanding of how to lead a healthy lifestyle. Community cohesion is promoted well and pupils make good contribution to the school and to the wider community. Attendance levels are above average. Whilst the school has many strengths, particularly in terms of pupils' personal outcomes, pupils could be making better progress.

Pupils make satisfactory progress from their broadly average starting points on entry to the school and achieve satisfactorily. Progress increases in Year 7 and attainment is above expected levels when pupils leave. Progress is uneven in other year groups. Positive steps are being taken to improve pupils' performance in mathematics and in writing. However, teaching is not consistent enough to promote good progress for most pupils across the school. Teachers establish good relationships with their classes. In the most successful lessons, teachers challenge pupils well so their learning maintains a good pace. In others, tasks are not sufficiently well tailored to pupils' needs, particularly the more able. Learning can slow down, with overlong teacher-led introductions. Teachers do not always use exciting and stimulating resources to support pupils' learning, and information and communication technology (ICT) is underused. The curriculum is enriched by a good range of additional activities. Provision for music and sport are clear strengths.

The headteacher and his staff effectively promote good quality care and positive personal outcomes for pupils, but pupils' progress has not been as strong. The school has a clear understanding of its strengths and has correctly identified the most pressing areas for improvement through effective self evaluation. Recent improvements to assessment and tracking information are providing a clearer picture of pupils' attainment and progress. While teaching is monitored by senior staff, action to remove inconsistencies in practice has not been effective enough. The sharing of good practice within and beyond the school to improve teaching is underused. Given the improvements to assessment procedures and pupils' quicker progress in Year 7, the school demonstrates a satisfactory capacity for further development.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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What does the school need to do to improve further?

- Improve teaching and pupils' progress in all year groups from satisfactory to good this coming academic year by
 - using assessment more effectively to match tasks to pupils' abilities, particularly those of the more able
 - ensuring that learning and lessons proceed at a quick pace ♦
 - using stimulating resources and ICT effectively to support learning
 - sharing more frequently good practice within and beyond the school.
- Monitor the quality of teaching more rigorously and provide effective coaching and support to eliminate weaknesses. Make regular checks in the next two terms to ensure that weaknesses have been effectively tackled.

Outcomes for individuals and groups of pupils

3

Most year groups enter Year 4 with broadly average attainment. Pupils enjoy their experiences at school and show positive attitudes to learning.

National test results, school assessments, pupils' work and the lessons seen indicate that attainment by the end of Year 6 is average. Pupils make quicker progress in Year 7, where the teaching is stronger. School assessments and nonstatutory test results indicate that attainment by the end of Year 7 is above expected levels in English and mathematics. However, most pupils in the school, including the more able and those with special educational needs and/or disabilities, make satisfactory progress, not the good progress they are capable of. Pupils' achievement is therefore satisfactory overall.

By Year 7, most pupils are articulate speakers. They respond well to teachers' questioning by expressing their ideas and opinions clearly. Opportunities in lessons are sometimes missed to extend their discussion skills in pairs or small groups. Performance in writing is improving and positive action to bridge the gap between boys' and girls' performance is starting to work. For example, in a good Year 7 lesson, pupils used exciting and persuasive words in reviewing a football-based computer game, the Toy Story 3 film and a Harry Potter book. The well-selected materials appealed to boys' interests. The study of pupils' work from across the school shows some inconsistencies in written presentation and spelling.

In mathematics, the development of pupils' mental skills is sometimes hampered by the lack of challenge and pace in teaching. In a good Year 4 lesson, pupils were challenged by short, sharp multiplication questions involving large numbers and they identified patterns. Pupils made good progress in solving multiplication problems and checking their work.

Pupils make good progress in their personal development. They relate well to others and work well collaboratively when required to do so. Pupils show a good understanding of different cultures and faiths. They feel well cared for at school and are confident that there are always trusted grown-ups they can turn to if they are worried or need help. They choose and prepare healthy foods wisely with skill and participate enthusiastically in a wide range of sporting activities. Pupils willingly take on additional responsibilities such as serving on the school council, or acting as peer mediators. The school council makes

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valuable contributions to improving the site and in promoting healthy lifestyles. Pupils support those less fortunate than themselves by raising funds for a range of appeals and charities. By the time they leave, pupils' personal and social skills are well developed. These are complemented by their good literacy and numeracy skills developed more fully in Year 7. Pupils are well prepared for the next stage of their education.

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	2
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	2
The extent to which pupils adopt healthy lifestyles	1
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	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

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?

There examples of good practice, but much of the teaching is satisfactory. The purpose of the lesson is effectively shared with the class so pupils know what they are to learn. Teachers establish positive relationships with the pupils and manage them well. Teachers' instructions and explanations are clear and informative. Questioning often is used well to check pupils' understanding of new learning. However, in too many lessons, activities and tasks are not sufficiently challenging, particularly for more-able pupils as assessment information is not used consistently well to plan teaching. In some lessons, pupils' work is over directed by the teacher and they are not given sufficient opportunities to plan and organise their own work. Teaching assistants are well deployed and provide clear guidance and support for pupils who need it. High quality displays to celebrate pupils' work in classrooms are limited. By contrast, there is good quality three-dimensional artwork displayed in most corridors. Teachers' marking of pupils' work is satisfactory. Praise is

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given for good work but constructive comments to guide improvement are not consistently evident in all classes.

The curriculum contributes well to pupils' personal development. Positive steps have been taken to improve provision for writing and mathematics. Music is a strength of the curriculum, with good opportunities for pupils to learn to play a musical instrument. The teaching of French contributes well to pupils' language and cultural development. Health education and the wide range of sports activities provided contribute extremely well to pupils' excellent understanding of healthy lifestyles. An interesting range of additional activities are provided and are thoroughly enjoyed by the pupils. A parent summed up the views of many: 'The wide range of extra clubs and activities is much appreciated.' Popular clubs include craft, dance, film, football, hockey and tennis. Exciting outdoor visits are provided, including a residential journey for Year 6 and a day trip to France for Year 7. These offer new experiences and help to build team and social skills.

Good care, guidance and support are appreciated and recognised by pupils, parents and carers. Staff know the pupils well and establish good relationships with them. There are effective partnerships with the first and secondary schools. The school is working more closely with the First School to establish agreed assessments of pupils' attainment on entry into Year 4. There are good partnerships with outside agencies to support pupils needing extra help. As a parent commented, 'My child receives and is given support when needed.' The school successfully promotes good attendance and punctuality.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher, other key leaders and staff successfully promote pupils' good care and personal development, but the focus upon teaching and pupils' progress has been less effective. Teaching is monitored by senior staff, but there is not sufficient emphasis on improving shortcomings in practice. As a result, teaching is satisfactory rather than consistently good. Matching tasks to pupils' abilities was an improvement point from the last inspection and this weakness in teaching remains. Key coordinators of English and mathematics lead by example in the classroom and are extending their roles in evaluating performance and improvement planning.

Members of the governing body are supportive and have a clear understanding of the school's strengths, particularly those relating to personal outcomes for pupils, the school's atmosphere and the good range of additional activities. Governors are well informed about the school's assessments but are less knowledgeable about the quality of teaching. The governing body fulfils its statutory duties. Good emphasis is placed on safeguarding.

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Policies and procedures to protect and safeguard pupils are clear and effective. The governors work well with senior leaders to evaluate the effectiveness of these procedures. All staff are well trained in this area and safe practices are promoted successfully through the school's curriculum.

Equality of opportunity is promoted satisfactorily and discrimination is tackled very well but weaknesses remain in other aspects because not all pupils have equal access to consistently good provision. The school has a good understanding of the community it serves and promotes community cohesion well. Different cultures and religions are promoted positively through the school's curriculum. The school has established a productive partnership with a primary school in Cherbourg, France. It has plans to form a partnership with a London school with a culturally diverse intake.

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	2
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	2
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

Over a third of parents and carers returned the questionnaire, which is a slightly lower rate than normally found. Most parents and carers who returned them are happy with their children's experience at the school. They are particularly pleased with children's safety in the school and the range of extra-curricular activities provided. These positive views reflect the findings of the inspection. A very small minority of parents and carers expressed concern about being kept informed about their children's progress, and how the school deals with unacceptable behaviour. Inspectors have noted that pupils make satisfactory, rather than good, progress because of inconsistencies in the quality of teaching. The school has the typical procedures for informing parents and carers about their children's progress. In addition to these, staff are available to address any concerns about this matter. Behaviour in the school is usually good and there are effective procedures and systems for dealing with unacceptable behaviour.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered of Haymoor Middle School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 133 completed questionnaires by the end of the on-site inspection. In total, there are 342 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	56	42	65	49	8	6	1	1
The school keeps my child safe	75	56	56	42	1	1	1	1
My school informs me about my child's progress	46	34	71	53	15	11	1	1
My child is making enough progress at this school	52	39	65	49	15	11	1	1
The teaching is good at this school	49	37	69	51	9	7	1	1
The school helps me to support my child's learning	45	34	73	54	10	7	4	3
The school helps my child to have a healthy lifestyle	52	39	67	50	11	8	2	1
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)	40	30	73	54	11	8	1	1
The school meets my child's particular needs	47	35	74	55	7	5	2	1
The school deals effectively with unacceptable behaviour	41	31	70	52	12	9	5	4
The school takes account of my suggestions and concerns	36	27	76	57	13	10	1	1
The school is led and managed effectively	61	46	59	44	8	6	0	0
Overall, I am happy with my child's experience at this school	66	49	50	37	12	9	1	1

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.



17 January 2011

Dear Pupils

Inspection of Haymoor Middle School, Poole BH17 8WG

Thank you so much for welcoming us into your school, giving us your views and showing us your work. We enjoyed our visit and would like to tell you what we have found. Your school is providing a satisfactory level of education. There are some particular aspects which are good.

These are the school's main strengths.

- You really enjoy school and your attendance is above average.
- Standards are above expected levels by the end of Year 7.
- A good range of learning activities is provided, including clubs and visits
- You get on well with each other and behaviour is good.
- You have an excellent understanding of how to keep healthy and fit.
- You feel safe at school because teachers and other adults take good care of you and provide good guidance and support. ♦
- You make good contributions to the school and to the wider community.

We have asked the headteacher and teachers to do a few things to improve areas of the school's work.

- Some of you could be making better progress in lessons. We have asked the teachers to match the work more carefully to your abilities, especially those of you who find learning easy, and ensure that learning and the lessons move along more quickly. At times, more exciting resources and ICT could be used to support your learning.
- Senior staff should check the quality of teaching and learning more carefully and provide help and support to make improvements.

All of you can help by continuing to work hard, particularly in writing and mathematics. We wish you all the very best for the future.

Yours sincerely

Derek Watts

Lead inspector

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