

Hamworthy First School and Nursery

Inspection report

Unique reference number	113689
Local authority	Poole
Inspection number	378743
Inspection dates	16–17 May 2012
Lead inspector	Michael Barron

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

Type of school	First
School category	Community
Age range of pupils	3–8
Gender of pupils	Mixed
Number of pupils on the school roll	411
Appropriate authority	The governing body
Chair	Diane Scovell
Headteacher	Damian Hewitt
Date of previous school inspection	28 January 2009
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Age group	3–8
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Introduction

Inspection team

Michael Barron Additional Inspector

Laura Dickson Additional Inspector

Robert Arnold Additional Inspector

This inspection was carried out with two days' notice. The inspectors spent a total of 700 minutes observing 26 lessons taught by 14 teachers. Three were joint observations with the headteacher or members of the senior leadership team. The inspectors heard pupils from Year 1, Year 2 and Year 3 read and made short observations of sessions on the teaching of phonics (pupils learning letter patterns and the sounds they represent). The inspectors held meetings with the headteacher, senior leadership team, staff, members of the governing body and pupils. The inspectors took account of 17 responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work, and looked at documentation including school policies, governing body minutes, school development planning, pupils' work and records of pupils' learning and progress. The inspectors observed and discussed pupils' behaviour and scrutinised the school's safeguarding procedures. The inspectors analysed 26 completed questionnaires from staff, 85 from pupils as well as 171 from parents and carers.

Information about the school

This is a large first school which serves the children of families of residents of Hamworthy. Almost all pupils are White British, although a few pupils are known to have a first language other than English. Provision for the Early Years Foundation Stage is in the Nursery and three Reception Year classes. The percentage of disabled pupils and those who have special educational needs supported at school action is well above the national average, although the percentage supported at school action plus or who have a statement of special educational needs is below the national average. The percentage of pupils known to be eligible for free school meals is above average. The school runs a breakfast club and an after-school club. These are managed by the governing body and therefore formed part of the inspection. The school has gained several recent accreditations including the Artsmark award and the Rights Respecting School award.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key findings

- This is a good school with outstanding Early Years Foundation Stage provision. The school is very successful in promoting pupils’ welfare and is a very nurturing community. An overwhelming majority of parents and carers hold positive views about the school, especially the good quality of education it provides for their children.
- The school is not yet outstanding because teachers’ marking does not always provide pupils with ideas of how to improve their work and this can affect their progress. In addition, a small minority of pupils do not make the expected progress in developing their reading skills because of their lower rates of attendance and lack of punctuality to the school’s morning sessions.
- Children usually enter the school with skill levels well below average for their age. They make outstanding progress in the Early Years Foundation Stage and good progress throughout the rest of the school. Attainment in reading, writing and mathematics is average in Year 2 and also average by the end of Year 3.
- Teaching is outstanding in the Early Years Foundation Stage and good throughout the rest of the school.
- Provision for spiritual, moral, social and cultural education is outstanding and this is reflected in pupils’ excellent behaviour, their politeness and high degree of consideration for others. Pupils really enjoy learning, feel very safe and enjoy school.
- Leadership and management are good, including the leadership of teaching and the management of the school’s performance. The headteacher is dedicated to ensuring that all pupils are given equal opportunities to succeed. He works closely with the senior leadership team and the effective governing body to ensure that the school consistently scrutinises its performance rigorously to make sure it continues to improve its effectiveness.

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What does the school need to do to improve further?

- By September 2012, improve the quality of teachers' marking in order to ensure pupils always understand what they have to do to improve their work.
- Improve the progress in reading of a small minority of pupils who do not make the expected progress in developing their reading skills because of their lower rates of attendance and lack of punctuality by:
 - developing and implementing effective systems to improve both their attendance rates and punctuality to school in the morning.

Main report

Achievement of pupils

Pupils' achievement is good. Parents and carers correctly believe that their children make good progress and pupils agree. Children entering the Early Years Foundation Stage often display well below levels for their age, especially in their language and social development. They quickly develop a range of personal and social skills during their first year at school in the Nursery classes and make outstanding progress in all areas of learning because teaching caters exceedingly well for their individual needs. This rapid rate of progress is then continued during their Reception Year. This was evident during an outstanding phonics lesson. The teacher made the lesson exciting for children through her excellent use of visual aids, such as a puppet called Jolly the Clown, and interesting activities such as singing a song about the sound of 'air'. Throughout the session children's behaviour was excellent and those children needing extra help with their learning were very well supported by extremely competent teaching assistants. As a result, they all made outstanding progress in developing their reading skills.

Pupils learn well when there is good or better teaching and when lessons mix different subjects together in order to make learning more interesting. This was very evident during a well taught lesson to Year 3 pupils which combined science with literacy. The teacher's brisk approach, skilful questioning and imaginative use of resources, including short films of mini-beasts, noticeably stimulated the pupils' imaginations. As a result, pupils joined in class discussions with enthusiasm and made good progress in developing not only their language skills but also their understanding of the similarities and differences between different insects.

Pupils make good progress throughout Years 1 to 3. Their attainment in reading is average by the end of Year 2 and broadly average in reading, writing and mathematics in Year 3. This represents good progress from their starting points. Pupils with disabilities, those who have special educational needs and also the small number of pupils whose first language is not English make similar progress to all other pupils because they are well supported both within lessons and also in support

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sessions. However, a small minority of pupils come from families who find keeping to normal routines difficult. As a result, they do not attend school as often as they should and their parents and carers also often find it difficult to consistently ensure their children arrive at school on time in the mornings. As class reading sessions and some phonics lessons are usually timetabled for the start of the school day their absences and lack of punctuality often have a detrimental effect on developing their reading skills. As a result, they do not make the progress they are capable of in developing their ability to read. The school's strategies to address this, for example phone calls to pupils' parents on the first day of any absence, providing certificates to pupils for good attendance and working closely with the Education Welfare Officer to improve the attendance of individual pupils, have yet to have the desired impact.

Quality of teaching

An overwhelming majority of parents and carers correctly believe that their children benefit from the good teaching the school provides. Teachers have high expectations of what pupils are capable of achieving and plan lessons which not only stimulate pupils' interests but also provide them with the correct level of challenge. Typically, lessons are well paced and pupils gain a real sense of achievement when they complete their work correctly. Pupils requiring extra help with their learning, including those with disabilities or who have special educational needs, are well supported by enthusiastic and effective teaching assistants and make good progress as a result.

Teaching is typically outstanding in the Early Years Foundation Stage, especially in the Nursery. Staff make effective use of the excellent indoor and outdoor facilities to develop children's natural curiosity. Children were observed happily engaged in a variety of adult led and child initiated activities such as counting the number of cream pies, developing their imaginations when acting out different roles, singing alphabet songs or developing their social skills when playing and working together.

Teachers throughout the school provide structured opportunities for pupils to develop their spiritual, social, moral and cultural awareness. This was evident in the way in which even the youngest pupils were encouraged to share and respect each other as individuals. Inspectors observed some good teaching of phonics, for example in a lesson for Year 1 pupils who were keen to talk in groups about the letter combinations they were learning.

However, there are occasions when pupils do not make the progress they are capable of because the quality of teachers' marking of their work varies throughout the school. Some marking is of good quality but not all teachers appear to ensure pupils always understand what they have to do next to improve their work.

Behaviour and safety of pupils

Working on evidence from behaviour records and discussions with staff and pupils, as well as observations during the inspection, inspectors judge pupils' behaviour and

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safety to be outstanding. The vast majority of parents and carers also believe that pupils' behaviour is good and that the school ensures their safety.

School staff have created a safe and caring environment for all pupils and ensured that the school is a haven for those pupils whose circumstances could make them vulnerable. Teaching staff work hard from the moment children first enter the school to ensure that pupils are able to manage their own behaviour effectively and this is reinforced through the school's good work with families. The school's very detailed behaviour policy is applied consistently by all staff and pupils comment that they always feel very safe and well looked after.

Pupils believe that little bullying occurs in the school and this was evident in their questionnaire returns and during discussions with older pupils. They are also confident that should bullying of any sort occur adults would deal with this very quickly and firmly. As they get older pupils develop a good understanding of the different forms of bullying, including those related to physical bullying and to bullying pupils with disabilities, and are well aware of potential internet safety issues such as cyber bullying.

Pupils enjoy coming to school and this is reflected in the good rates of attendance of the large majority. However, the school's attendance figures are adversely affected by the persistent absences of a very small minority of pupils who do not attend school regularly. Both the breakfast clubs and after school clubs are well attended and give pupils an enjoyable and healthy start and end to the school day.

Leadership and management

Parents and carers are correct in their belief that the quality of leadership and management of the school is good. The headteacher and senior staff display high aspirations for pupils and have an accurate understanding of the school's strengths and weaknesses. This is reflected in the good quality of strategic planning and the effective way in which the school uses performance management and teachers' professional development to focus on appropriate priorities for improvement, including raising the quality of teaching and improving pupils' achievement.

Monitoring of teaching is systematic and rigorous. Systems for tracking pupils' progress are outstanding and have improved greatly since the last inspection, as has the quality of governance and this provides a clear indication that the school has the capacity to secure further improvement.

Staff work closely together as a team and morale is high. They know that their opinions are valued. The school promotes equality and does not tolerate any type of discrimination. Teachers use information from the school's tracking systems consistently when planning further work and providing appropriate support for pupils, especially those whose circumstances could make them potentially vulnerable. The governing body supports and challenges the school well and governors play a full role in school life. They have worked well in partnership with the school's senior

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leadership to introduce and monitor the 'Learning to Learn' curriculum which provides pupils with structured opportunities to develop new skills and use them successfully in different contexts. The curriculum has several outstanding features and has a very positive impact on pupils' well-being, behaviour and safety and also promotes their spiritual, moral, social and cultural development excellently. The curriculum also contributes very well to pupils' achievement, especially in the Early Years Foundation Stage where it provides children with memorable experiences and rich opportunities for high quality learning.

The school has developed good relationships with parents and carers, who fully appreciate the way the school keeps them well informed and involved in their children's learning. Links with outside agencies are used effectively to support pupils' academic progress and personal well-being. Safeguarding procedures fully meet all statutory requirements. The school has implemented a series of successful initiatives to ensure the safety of all pupils. These include regular well attended family workshops to discuss pupils' well-being and also the very effective deployment of school funded 'Wellbeing and Safeguarding' officers. Staff and governors are very aware of the importance of their role in protecting pupils and receive regular training about safeguarding issues.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



18 May 2012

Dear Pupils

Inspection of Hamworthy First School and Nursery, Poole BH15 4AX

Thank you for welcoming us into your school when we visited you recently. You were all very friendly and we really enjoyed talking to you about what you like the most about your school and watching you all working hard in lessons.

You go to a good school. These are some of the things we found.

- You attend a happy and friendly school which gives you an excellent start to your education in the Nursery and Reception Year classes.
- Your school looks after you very well and you comment that you all feel very safe.
- You make good progress in Year 1 to Year 3.
- You all enjoy school and get on very well with each other.
- Your behaviour is outstanding.
- Your teachers and governors are working hard to improve the school.

To make your school even better we have asked your teachers to make sure that all pupils come to school as often as possible and that no pupils are late into class, especially those pupils who need to improve their reading.

We have also asked your teachers to make sure that when they mark your work you all know what you have to do to improve.

All of you can make sure your school gets even better by attending as often as you can and by working hard.

Yours sincerely

Michael Barron
Lead inspector

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