

Haselworth Primary School

Stone Lane, Gosport, Hampshire PO12 1SQ

Inspection dates 29–30 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils have not achieved well over time in reading, writing and mathematics because their progress has not been good enough. As a result, some important skills are underdeveloped and attainment is below average.
- Lesson activities have not been consistently demanding enough and pupils have not received sufficient advice on how to improve.
- In some lessons, the pace of learning is slow and teachers do not regularly check on and adjust tasks when it is clear some pupils are learning quickly or need extra help.
- Systems for checking pupils' progress have not been comprehensive or rigorous enough. As a result, strategies for monitoring and development have not been fully effective.
- Subject leaders and the special educational needs coordinator do not play an effective role in monitoring and improvement work.
- Curriculum advice has not provided staff with clear guidelines on how to develop pupils' skills and knowledge, which has resulted in an inconsistent approach.

The school has the following strengths

- The new headteacher has put in place a strong programme for monitoring teaching and enhancing staff expertise, which is improving teaching well.
- Pupils' progress is accelerating rapidly. Attainment is rising, with the school well on course to reach floor standards this year.
- Children in Reception achieve well and younger pupils make good progress in learning letters and the sounds in words (phonics), and mathematics.
- Pupils are well cared for and feel safe. They get on well together, enjoy school and their behaviour is good.
- Effective procedures for checking the quality of teaching and pupils' achievement ensure improvement planning is well targeted at remaining weaknesses. The school is securely placed to improve further.
- Ably led by the new Chair, the governing body acted effectively to halt the decline in achievement. Astute staff changes and promotions have been made, resulting in the current improvements now seen.

Information about this inspection

- The inspector observed eight lessons of which three were joint observations with senior leaders. In addition, the inspector made a number of other short visits to small-group teaching, heard a sample of pupils read and scrutinised a sample of pupils' written work.
- Meetings were held with groups of pupils, members of the governing body and staff, including senior and middle managers. A representative of the local authority was also spoken to.
- The inspector took account of the 12 responses to the on-line Parent View survey and spoke to a small number of parents bringing their children to school.
- The inspector observed the school's work and scrutinised a number of documents including the school's records on current pupils' progress, behaviour and attendance. Documents relating to planning and monitoring and safeguarding were also looked at.

Inspection team

Diane Wilkinson, Lead inspector

Additional Inspector

Full report

Information about this school

- Haselworth is smaller than the average-sized primary school serving an area of social and economic disadvantage. Some pupils are taught in mixed-age classes.
- The portion of disabled pupils and those with special educational needs supported by school action is above average. The proportion supported by school action plus or with a statement of special educational needs is well above average.
- The proportions of pupils from minority ethnic groups or who speak English as an additional language are well below average.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for looked after children, pupils known to be eligible for free school meals and children of service families, is high.
- A higher proportion of pupils than is seen nationally join the school after the Reception Year.
- Governors manage a breakfast club for pupils, which was also inspected. The school shares its site with a children's centre and nursery. These are run by private providers and were not inspected.
- The school does not use any alternative provision for its pupils.
- The school does not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The current headteacher joined the school in September 2012 and the acting deputy headteacher began her role at the same time.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better, especially through:
 - ensuring that all staff follow curriculum guidance with regard to how literacy and numeracy skills should be developed and plan demanding activities that help pupils to do well
 - regularly checking pupils' progress throughout lessons and adjusting activities so further progress can be made
 - increasing the pace of learning, particularly when pupils are working independently
 - ensuring all teachers develop skills in using monitoring data to keep a careful check on pupils' progress.
- Increase pupils' progress and raise attainment by:
 - ensuring that pupils gain a greater understanding of what they read and increase their ability to explain this well, both orally and in writing
 - providing more opportunities for pupils to use their calculation skills in working with measures or data
 - improving pupils' ability to spell accurately and use a wide range of vocabulary to enliven their work
 - giving pupils greater opportunities to undertake mathematical investigations and extended writing tasks, including in a range of subjects.
- Improve the impact of the leadership and management of subject leaders and the special educational needs coordinator on school improvement by:
 - ensuring they keep a careful check on pupils' education and its impact on achievement in their areas of responsibility so they can help identify and address weaknesses
 - holding them to account for the effectiveness of their work.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement is not yet good because pupils have not made good progress, especially between Years 2 and 6. They are not doing as well as they should and there are gaps in their reading, writing and numeracy skills.
- Weaknesses in checking the progress of different groups mean slow progress has not been identified or addressed swiftly enough. The school's targets have been insufficiently ambitious in the past and aspirations of what pupils were capable of achieving have been too low.
- Children in Reception get off to a good start, especially in their personal, social and emotional development and early literacy skills.
- Younger pupils' good phonic skills (the linking of letters and sounds) are evident in their above average performance in the Year 1 phonics screening check. Virtually all pupils in Year 2 read simple texts, including new words.
- Few pupils in Year 2 confidently describe the story or characters so their attainment in reading is below average. It remains so by Year 6 as pupils do not easily explain how a plot might be resolved or identify a character's traits from a range of text clues.
- Insufficient attention has been paid to developing pupils' speaking and listening skills, which are low on entry to Reception, so limiting their vocabulary development. Consequently, attainment in reading and writing is below average, despite the good progress being made currently.
- Younger pupils' handwriting and punctuation skills develop well, but their spelling is weak and only the more able use adjectives and connectives effectively to enhance their work.
- Pupils in Year 6 are aware of the features of different formats like writing instructions, but their vocabulary is restricted and spelling often inaccurate. Few opportunities are provided for extended writing, including in other subjects, which limits pupils' achievement.
- Good promotion of place value ensures pupils in Year 2 do simple calculations accurately, including when working with data or measures. Their attainment in mathematics is improving well and is broadly average.
- By Year 6, a strong focus on calculation has eradicated previous weaknesses, but limited pupils' opportunities for working with measures, data and mathematical investigations. As a result, their attainment in mathematics is below average.
- The school's determination to promote equality of opportunity and prevent discrimination helps ensure disabled pupils, those with special educational needs and pupils receiving pupil premium funding achieve similarly to their classmates.
- Pupil premium funding is allocated effectively to employ specially trained support staff and an improved system for checking pupils' progress. As a result, the gap in attainment between these pupils, as measured by the average point scores in Year 6 assessments, is closing securely with other pupils nationally.
- Parents feel their children are doing well and appreciate the improvements made this year.

The quality of teaching

requires improvement

- Teaching is not yet good because its quality has been inconsistent and pupils have not made sufficient progress over time. Low expectations of pupils and a lack of consistency in teaching new skills and concepts, partly due to weak curriculum planning, made it harder for teachers to extend these skills well.
- When pupils work independently, staff rarely set time limits to encourage good progress or remind pupils to concentrate on the task rather than chat to their friends, which limits learning. Not all teachers continually check how well pupils are doing and adjust activities to promote faster progress.
- Half-termly meetings to review pupils' progress and discuss assessment data help to ensure that

teaching supports the progress of all pupils more effectively, although some teachers' skills at monitoring the new progress data are underdeveloped.

- Since September, the more regular and rigorous monitoring and support is bringing about swift improvement in the quality of teaching. Parents acknowledge this improvement, praising teaching staff.
- The implementation of the school's agreed expectations for each lesson regarding the quality of planning, skills progression, the level of challenge in planned tasks and the use of marking and pupils' targets to encourage improvement have helped to increase pupils' progress well.
- Children in Reception are taught well. Direct teaching, for example of phonics, is especially effective and the wide range of independent activities help children develop their skills and knowledge well in all areas of learning.
- Special programmes for disabled pupils, those with special educational needs and pupils from minority ethnic groups are helping to improve their progress this year.

The behaviour and safety of pupils are good

- Pupils' good attitudes to school have been enhanced by the increased challenge in lessons and interesting and relevant activities now planned for them.
- Behaviour management systems ensure most pupils behave well and support for those pupils who find this difficult is effective. Attendance is broadly average and rising.
- Pupils report that the small amount of bullying, largely associated with name-calling or rough play, is always dealt with speedily and successfully.
- Pupils and their parents know this is a caring school and have total confidence in staff. Pupils feel very safe and appreciate advice, for example, on how to avoid cyber-bullying.
- Very harmonious relationships with adults and between pupils help to ensure pupils want to please their teachers. Pupils work well together in paired or group tasks although sometimes they chat when they should be working.
- Around the school and in the playground, pupils show consideration for others and take care of resources and the environment.
- There are still a few occasions when pupils are passive learners in lessons, but this is improving well, especially in the younger classes.

The leadership and management require improvement

- Leadership and management require improvement because, until recently, the school has been slow to analyse and address the weaknesses in its provision which led to the decline in pupils' progress and achievement. The lack of clear curriculum guidance hampered the development of important literacy and numeracy skills and the sharing of best practice between staff.
- The current headteacher has successfully introduced rigorous and regular checking systems for monitoring the quality of teaching and data on pupils' progress. The accurate picture provided ensures that remaining weaknesses are now tackled systematically. This, and the strong commitment of staff, ensures improvement this year is rapid. Pupils and their parents are very appreciative of these developments.
- Some success is evident, for example in improved skills development and the good phonics awareness and average mathematics attainment of younger pupils. However, it is too early to see their full impact on pupils' achievement.
- The good programmes for monitoring and developing teaching now in place have improved its quality. Staff with management responsibilities, such as subject leaders and the special educational needs coordinator, are increasingly held accountable for pupils' performance, but their lack of skills and opportunities for monitoring means their impact on improving learning is limited.
- The local authority has provided good support, especially for improving the quality of teaching

and learning, and recognises that the school needs less support in the future.

- The curriculum provides a range of relevant and interesting activities that motivate pupils, but advice on enhancing pupils' literacy and numeracy skills in other subjects is underdeveloped.
- Effective promotion of pupils' spiritual, moral, social and cultural development results in their good behaviour, positive relationships and awareness of cultural diversity, preparing them well for the future.
- Safeguarding is robust and effective, including the vetting of staff, the child protection procedures and the very well run and popular breakfast club.
- The school works hard to engage parents, including through the home–school link worker, but some remain reluctant to support their children's learning. Improved partnerships with a range of other schools and organisations now support school improvement well.
- **The governance of the school:**
 - The school has benefited considerably from the strong leadership and support of the Chair and Vice-Chair of the Governing Body. Highly committed to training, governors ensure that they effectively compare the school's data with the performance of other schools, holding staff to account well for this. More recently, perceptive questions about the decline in attainment and progress ensured governors made effective suggestions for how this could be addressed, helping the school to halt the decline. Good awareness of teaching quality and the impact of grants such as pupil premium funding have supported improvements in these areas. Strong accountability related to teachers' performance ensures good decisions are made regarding salary increases. Governors' strong links with parents and pupils are highly appreciated. Very harmonious relationships with staff ensure they work effectively together in addressing remaining weaknesses.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	116165
Local authority	Hampshire
Inspection number	401566

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	126
Appropriate authority	The governing body
Chair	Aimie Williams
Headteacher	Claire Wilson
Date of previous school inspection	23–24 September 2009
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