

Haselworth Primary School

Stone Lane, Gosport, PO12 1SQ

Inspection dates 4–5 February 2015

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|--------------------------------|----------------------|----------------------|----------|
| Overall effectiveness | Previous inspection: | Requires improvement | 3 |
| | This inspection: | Good | 2 |
| Leadership and management | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Early years provision | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- The school is improving quickly. Very strong leadership and management from the headteacher are the keys to the school's success, particularly in improving teaching.
- She is well supported by senior staff and governors. All share the quest to provide the very best for pupils.
- Attainment is rising and pupils make good progress from their starting points, which are often much lower than typically found. Their attainment by Year 6 is average in writing and mathematics and is now above average in reading.
- Pupils' progress in reading is excellent in Key Stage 2. Systems for teaching reading have improved rapidly in recent years. Pupils have access to stimulating texts, which they often read with enthusiasm and skill.
- The school tracks the progress of pupils meticulously and uses this information effectively to provide additional support.
- Teaching is good and encourages pupils to enjoy learning. Staff work closely together to continue the journey of improvement.
- High quality pastoral support helps pupils to want to do their best. The school is a caring and nurturing place where pupils feel safe.
- Behaviour and safety are good. Pupils have much respect for others and are polite and well behaved in lessons, around the school and at playtimes.
- Good provision in early years enables Reception children to make a good start to their education. They make good progress in developing their speaking, reading and personal skills.

It is not yet an outstanding school because

- Attainment at the end of Year 2 has not yet reached the national average. Not enough pupils reach higher levels.
- Some teachers do not promote good spelling and handwriting well enough.
- There are not enough good opportunities for children in early years to develop their writing during their independent learning time.
- A few pupils have too many absences, which affects their progress.

Information about this inspection

- The inspector jointly observed 10 lessons with the headteacher.
- She looked at work in pupils' books and listened to a sample of pupils read.
- She met with groups of pupils to gain their views of the school. She spoke informally to pupils at break and lunchtime.
- She looked at a range of documentation, including assessments and records of pupils' progress, the school's checks and records relating to safeguarding, child protection, behaviour and attendance, records of how teaching is managed and the school improvement plan.
- The inspector held meetings with the headteacher, other senior staff, the Chair of the Governing Body and a local authority representative.
- The inspector took account of the 11 responses to the online questionnaire (Parent View) and the 16 responses to the staff questionnaire. She also took account of the school's own parental questionnaire, recently given to parents, and spoke to several parents.

Inspection team

Eileen Chadwick, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than most primary schools. There are four classes and most contain pupils of mixed ages. However, pupils of the same year group are often taught together for English and mathematics.
- All children in the early years are in Reception and are in school full time. They are taught in a mixed Reception and Year 1 class.
- The majority of pupils are White British and few speak English as an additional language.
- The proportion of pupils supported through the pupil premium is well above the national average. This is additional government funding for pupils who are known to be eligible for free school meals and those who are looked after.
- The proportion of disabled pupils and those with special educational needs at 13% is well above the national average of 8%.
- The proportion of pupils joining or leaving the school during the school year other than at the usual times is above average.
- The headteacher and the deputy headteacher took up post in September 2012.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school provides a daily breakfast club for its pupils.
- There is a pre-school and a children's centre on the same site. These are not managed by the school and are subject to separate inspections. Their reports can be found on the Ofsted website.

What does the school need to do to improve further?

- Improve pupils' achievement by:
 - increasing the proportions reaching higher levels in reading, writing and mathematics in Year 2
 - improving pupils' spelling and ensuring teachers give pupils more opportunities to pronounce words accurately and to identify their component sounds
 - ensuring teachers show pupils clearly how to apply phonics (the links between letters and sounds) when writing
 - improving pupils' handwriting by ensuring pupils learn to join their letters and write neatly, making sure teachers set good examples by their own handwriting and by adhering to the handwriting policy.
- Improve children's writing in Reception by:
 - increasing opportunities for children to develop their writing during indoor and outdoor free choice learning time
 - ensuring adults give children more help in forming their letters and help them to apply phonics when writing.
- Improve attendance by working directly with those parents who keep their children off school without good reason.

Inspection judgements

The leadership and management are good

- The headteacher provides very strong leadership and management. The deputy headteacher supports her well and together they have engaged the enthusiasm of the staff team to drive through improvements since they were appointed two years ago.
- They have quickly focused on improving teaching across the whole school in order to rapidly raise achievement and standards in all year groups. This has resulted in much improved teaching and in pupils' progress in literacy and numeracy.
- There are effective procedures for checking the school's work. For example, the school holds pupil progress meetings half termly and this involves teachers and senior leaders evaluating the impact of teaching on groups and individual pupils. This, combined with regular lesson observations and scrutiny of pupils' work, ensures leaders' judgements about the different aspects of the school's work are rigorous and accurate.
- Senior leaders, staff and governors have high expectations for every pupil and are fully committed to equality of opportunity. They are fully aware that there is more to be done in writing to ensure pupils' progress is as strong as it is in reading. There are very good systems to foster good relationships and tackle any possible discrimination.
- Good leadership ensures that across the school, pupils who are eligible for pupil premium funding and those who are disabled or have special educational needs, are well supported so they can achieve well.
- The leaders manage staff performance well. Senior leaders rigorously check teachers' performance and provide suitable further training so they can meet their individual targets for improvement. Pay awards are dependent on their successes in the classroom.
- Middle leaders are clear about their responsibilities and are active in leading their particular areas. They provide knowledgeable support for their colleagues and their roles are developing well. However, some are new to their roles and are still receiving training for observing their colleagues' lessons so they can have a full impact on improving teaching and learning.
- The curriculum is broad and encourages pupils to want to learn. It fully meets the new National Curriculum requirements and ensures pupils are able to develop their academic, practical and sporting skills. Pupils in every year group in Key Stage 2 learn to play a musical instrument.
- The use of additional sports funding is increasing pupils' skills and their enjoyment of sporting activities. It has been used to pay for a specialist sport teacher to provide sports lessons, develop teachers' skills, enhance the curriculum with a range of enrichment activities and visits to other schools, including for sports festivals and competitive sport.
- The school promotes pupils' spiritual, moral, social and cultural development strongly and this underpins pupils' good behaviour. Assemblies are well used to promote Christian values of respect and tolerance and the curriculum encourages pupils to learn about cultural differences. Pupils are well taught to understand the importance of democracy. Regular philosophy lessons enable the pupils to begin to consider moral issues and the importance of listening to other people's views. Older pupils have recently visited the House of Commons and the House of Lords to help them to understand the country's democratic systems.
- Senior leaders, governors and staff work very hard to put the school at the heart of the community and to ensure strong care and support. This has a positive impact on pupils' achievement and successfully encourages parents and family members to take a more active role in their children's learning. The school provides workshops for parents such as for understanding how literacy is taught.
- The local authority has provided good support, which includes providing teachers with subject training. The school has valued and made good use of this support. The local authority has confidence in the leaders' ability to continue to make improvements and has recently reduced the level of support.
- Safeguarding procedures, including child protection, meet all current requirements.
- **The governance of the school:**
 - The governing body is very well led. The Chair of the Governing Body is knowledgeable and sharply focused on improvement and the eradication of any gaps in achievement. Governors share the ambitions of senior leaders for the school to further improve, although recent changes to the governing body mean that some new governors are still receiving training to help them to fulfil their roles. Governors visit the school regularly and know the school's strengths and areas for improvement well, which they help to identify. Governors have a clear understanding of pupils' achievement by undertaking regular training for the analysis of pupils' assessments. They understand the importance of high quality teaching and check how the school tackles underperformance, as well as the effectiveness with which the leadership ensures the accountability of staff through its arrangements for appraisal.

They set demanding targets for the headteacher and rigorously monitor her impact on improving pupils' progress and the quality of teaching. Their overview of the use of resources, including pupil premium and sports funding, ensures the best outcomes for pupils.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Relationships are excellent at all levels and pupils show respect to each other and adults.
- Staff manage pupils' behaviour very well. There is a consistent approach and high expectations throughout the school. There are visual displays to encourage good behaviour and appropriate rewards and sanctions, which pupils fully understand.
- During the inspection the behaviour observed in class, around the school and in the playground was often exemplary. Pupils did tell the inspector, however, that there are a very small number of pupils who occasionally do not behave as well as they should and distract others. This is why behaviour is not outstanding.
- The behaviour records kept by the school show that when incidents occur they are recorded carefully and the action taken is timely and effective.
- Pupils' attitudes towards their learning are very positive. They enjoy the new curriculum and are keen to improve their work. They listen carefully to the teacher, share their thoughts and ideas with others and work sensibly on their own for sustained periods.
- Pupils readily take on responsible roles, for example as members of the school council. Pupils new to the school are made very welcome and quickly settle and make friends.
- The staff have stringent procedures to encourage good attendance. The outcome of this is that attendance is improving but is still a little below the national average. The school is working very closely with the few families who do not ensure their children attend as regularly as they should. However, in a few cases, the school has yet to have an impact as these families still keep their children away from school without good reason.
- Pupils who join the school at other than the usual times, some of whom have previously attended a number of other schools, are quickly helped to understand the school's firm stance on the need for good attendance. The well-run breakfast club provides a calm and happy start to the school day. This provision has helped to improve some pupils' attendance.
- Most parents who responded to Parent View, the school's own survey of parents' views, and those spoken to, agree that behaviour is good.

Safety

- The school's work to keep pupils safe and secure is good. There is a nurturing and caring atmosphere and pupils say they feel safe and well cared for. Clear systems are in place to ensure pupils, including those whose circumstances might make them vulnerable, are kept safe.
- Pupils learn how to keep themselves safe, for example when using the internet or other technology.
- Pupils have a secure understanding of different types of bullying. They say that incidents do not happen often but, if they do, they trust adults to deal with issues quickly. Pupils understand school rules well and think adults apply these fairly.
- The very large majority of parents who responded to Parent View and those spoken to feel that their children are kept safe in school.

The quality of teaching is good

- The quality of teaching is much improved since the previous inspection. It is now good with some examples of outstanding practice in Key Stage 2. This has enabled pupils to make rapid progress and achieve well.
- Classrooms are stimulating and lessons are varied and interesting. Displays in public areas celebrate the achievements of pupils and show good quality work. Classrooms displays help pupils with their learning and encourage them to be more self-reliant when seeking information.
- Teachers challenge pupils of all abilities well, including the most able. Teachers provide interesting activities which encourage pupils to think. This was evident in a mathematics lesson in Key Stage 2 when

pupils used their knowledge of fractions and percentages to calculate which cut-price offers enabled them to obtain good sales bargains.

- There has been a very large focus on the promotion of reading skills within the school and with families. This has improved reading standards and pupils' progress. Pupils read more frequently and widely. This is encouraged in many activities, including daily guided reading throughout the school.
- Guided reading lessons are well taught. Pupils' reading texts build very securely on their previous reading skills. Teachers' careful planning also ensures all groups, including those working independently, make good progress in developing their reading skills and broadening their reading range. For example, in an excellent guided reading session in Year 4, different groups' activities included well-selected texts based on Greek literature as well as computerised reading activities which pupils were able to continue at home or at an after-school reading club.
- Committed learning support staff skilfully assist pupils with their learning, especially disabled pupils and those with special educational needs. They effectively promote pupils' understanding of phonics during discrete phonics lessons and help them to apply their understanding of sounds and letters when reading.
- Staff teach writing less successfully. Teachers and support staff do not always spend enough time enabling pupils to say specific words clearly and to break them into sounds before writing, which limits their spelling skills. On other occasions, teachers do not remind pupils of the need to apply their knowledge of sounds and letters when writing.
- Teachers mark work well and give pupils good opportunities to learn from their mistakes. The teaching of handwriting is more variable. Not all teachers present good role models by their own handwriting or adhere to the school's handwriting policy. Consequently, not all pupils join their letters in Key Stage 2 and some pupils do not learn to write neatly enough in both Key Stages 1 and 2.

The achievement of pupils

is good

- Pupils' progress is much better than at the time of the last inspection. Good progress in Reception and Key Stages 1 and 2 is ensuring standards of attainment are improving. Better teaching, assessment and extra help have improved pupils' progress.
- Children start Reception with low levels of skills compared with those that are typical for this age. Their good progress begins to lift their attainment. Although this is still below expectations on entry to Year 1, this is an improvement compared with previous years when children's attainment was low at the end of Reception. Then, very few children attained the standards expected of their age, especially in writing.
- Attainment for the current Year 2 pupils is below average in reading, writing and mathematics although this represents good progress. Fewer attain higher levels than in most schools by Year 2.
- Attainment for Year 2 in 2014 was low despite pupils' good progress. One third of this cohort joined the school directly in Year 2, often with large gaps in their skills and knowledge, and this adversely affected pupils' overall attainment in 2014.
- Attainment in Year 6 is improving and has been broadly average in reading, writing and mathematics for the last two years. In 2014 fewer attained higher levels in reading and writing than other pupils nationally despite the good progress being made.
- The school pays close attention to developing pupils' speaking skills, including broadening pupils' vocabulary and enabling them to speak in clear sentences. This enhances their communication skills and prepares them well for reading, writing and mathematics.
- Pupils' assessments, examination of their work and lesson observations show standards are continuing to improve, including at higher levels. The current Year 6 pupils are now above average in reading and average in writing and mathematics.
- The most-able pupils make good progress. The number of pupils achieving higher levels increases as pupils go through the school. In the current Year 6, two thirds of pupils are on track to attain higher levels in reading as a result of their rapid progress in Key Stage 2. Mathematics standards at Level 5 are also continuing to rise but, at present, there is no attainment at Level 6. Writing is improving for higher attainers but a few pupils' weaker spelling prevents more pupils reaching higher levels.
- The school has a detailed programme for disadvantaged pupils who are helped by additional funding. It identifies these pupils as soon as they enter school and provides them with the exact support they need so they make good progress. Consequently, the attainment gaps are closing.
- Disadvantaged pupils' attainment in 2014 was considerably better than in previously years but lower than other pupils nationally by about one term in reading and writing and two terms in mathematics. However, their progress was good in reading and mathematics, while pupils did slightly less well in writing. In the

current Year 6, pupils' attainment is continuing to improve and is in line with other pupils in the school and at least in line with other pupils nationally.

- Disabled pupils and those with special educational needs make good progress from their individual starting points as a result of the good support and guidance they receive from teachers and learning support assistants.
- Pupils' reading skills are developing well and progress is rapid in Key Stage 2. Pupils across the school develop a strong interest in reading and talk enthusiastically about what they like to read.
- All, including the youngest lower attainers, use phonics to confidently read new words. Good systems for teaching phonics and regular opportunities to read to an adult are quickening pupils' progress. Pupils' attainment in the Year 1 phonics checks was just below national expectations in 2014.
- Pupils learn to write well for different purposes in many curriculum areas. However, across the school, pupils' skills in handwriting and spelling are not as well developed as other aspects of writing.
- When spelling, pupils do not always pronounce individual words clearly enough or break words into all their sounds when spelling. Staff do not consistently encourage pupils to do this well enough which limits the accuracy of pupils' spelling. The school has identified the need to improve spelling and has introduced a new spelling programme, but it is too early to see the full impact.

The early years provision

is good

- Most children enter Reception with skills and knowledge which are much lower than the levels typical for their age. Many have low-level communication and language skills and/or personal development.
- Children make good progress as a result of good teaching although the proportion of children making good levels of development by the end of Reception is still below average. This is an improvement compared with past years. Writing has been particularly weak and, although improving, this remains a weaker area.
- Staff manage children well and they behave well, which helps them to feel secure. Both the indoor and outdoor areas are safe and all safety requirements are met. Disabled children and those with special educational needs are nurtured well and make progress in line with others. Carefully targeted activities make sure the most vulnerable make a good start.
- Both the indoor and outdoor areas contain many interesting activities which capture the children's enthusiasm and imagination. Adults are particularly effective in helping children to develop their speaking and personal skills. Activities such as observing and feeling 'snow' are used very well to develop children's vocabulary and ability to speak in sentences.
- There are good systems for ensuring children have full access to the early years curriculum in the context of the mixed-age Reception and Year 1 class. Children make good progress in reading, including during phonics sessions. Most are beginning to apply their knowledge to read simple words.
- Children develop their physical and creative skills well, for example by using construction kits, making simple models, drawing and colouring. Physical skills also grow through good opportunities for climbing and balancing and riding their wheeled vehicles. Children develop their counting and number recognition well when learning outdoors. For example, during the inspection, under the guidance of staff, they counted how many 'seconds' it took individuals to travel around a circuit.
- Although recently improved, there are still not enough opportunities for children to develop their writing during indoor and outdoor free choice learning time. Adults do not always show children how to form letters clearly enough or help them to apply their understanding of sounds and letters when they attempt to write simple words.
- Leadership and management are good. The school has managed the staff training provided by the local authority well. Detailed information is kept about individual children's progress and the school is currently streamlining electronic tracking systems.

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

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| Unique reference number | 116165 |
| Local authority | Hampshire |
| Inspection number | 453662 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Appropriate authority | The governing body |
| Chair | Aimie Williams |
| Headteacher | Claire Wilson |
| Date of previous school inspection | 29 January 2013 |
| Telephone number | 02392 583657 |
| Fax number | There is no fax number |
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