

# Twin Sails Infant School

Blandford Road, Hamworthy, Poole, BH15 4AX

**Inspection dates** 23–24 June 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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 headteacher provides strong leadership for the school and conveys ambition and high expectations to pupils and staff.
- Senior leaders, subject leaders and other members of staff work well together to ensure that teaching is good and that pupils achieve well.
- Leaders and members of staff take effective steps to bring about improvement where needed.
- Governors have a good understanding of the school's performance. They are supportive and hold leaders to close account.
- Pupils enjoy school and have positive attitudes to learning. They behave well in lessons and around the school.
- Procedures to ensure that pupils are safe are outstanding. As a result, pupils feel safe and very well looked after by adults.
- Pupils are caring, friendly and kind. They show consideration and respect for others, and relate positively to them. They are well prepared for life in modern Britain.
- Teachers' clear explanations and effective use of questioning promote good learning. Teaching assistants contribute well to pupils' learning.
- Children in the Nursery and Reception classes have a good start to school life. In Reception, they make good progress in all the areas of learning. Children in the Nursery make outstanding progress.
- Pupils make good progress in Years 1 and 2 in reading, writing and mathematics.
- Attainment by the end of Year 2 is above average in reading and average in writing and mathematics.

### It is not yet an outstanding school because

- In a few lessons, work is not set at the right level of difficulty for the different groups of pupils, particularly the most able.
- There are inconsistencies in pupils' handwriting, use of punctuation and presentation of written work.
- For some pupils, their ability to recall and apply their mathematical knowledge rapidly and accurately is not as well developed as it should be.

## Information about this inspection

- The inspectors observed learning in all classes.
- Inspectors scrutinised pupils' work, and the information about their attainment and progress was analysed.
- Discussions were held with the headteacher, other members of staff, representatives from the local authority, governors, parents and groups of pupils.
- The inspectors took account of the 69 responses to the Ofsted online survey, Parent View.
- Inspectors took account of the 44 questionnaire returns from staff.
- A range of documents was examined, including school policies, safeguarding procedures and the school's self-evaluation and improvement planning.

## Inspection team

Derek Watts, Lead inspector	Additional Inspector
David Westall	Additional Inspector
Bruce Waelend	Additional Inspector

## Full report

### Information about this school

- This is a much-larger-than-average-sized primary school.
- Most of the pupils are White British.
- There is a below average proportion of pupils who speak English as an additional language. A few of these are at an early stage of learning English.
- The proportion of disabled pupils and those who have special educational needs is below average.
- A broadly average proportion of pupils is eligible for the pupil premium. The pupil premium is additional funding for looked after children and those known to be eligible for free school meals.
- Children in the Nursery attend either for mornings or for afternoons. The children in the Reception classes attend full time.
- Some children start in Reception having been to other local pre-school settings.
- Twin Sales Infant was previously known as Hamworthy First School and Nursery. It was renamed in September 2013 when it changed from a first school to an infant school.

### What does the school need to do to improve further?

- Strengthen the good teaching in order to raise pupils' achievement further, particularly in writing and mathematics, by:
  - ensuring that work set is always at the right level of difficulty for the different groups of pupils, especially for the most able
  - taking steps to improve pupils' handwriting, their use of punctuation and the presentation of written work
  - improving pupils' ability to recall and apply their mathematical knowledge rapidly and accurately.

## Inspection judgements

### The leadership and management are good

- The well-established and experienced headteacher provides strong leadership. He conveys ambition and high expectations to pupils and the staff. The headteacher, other key leaders and members of staff work effectively together to ensure that teaching is good and pupils achieve well.
- The headteacher and the staff have created a positive and welcoming ethos where pupils can learn and thrive. All adults establish strong relationships with pupils and ensure that they are well behaved.
- Parents hold very positive views about the school and are rightly pleased with the care and education provided for their children. They are especially pleased with their children's happiness at school, their safety, pupils' behaviour, the quality of teaching and the leadership of the school. These views reflect the findings of the inspection.
- Considerable attention is given to the care and safety of pupils. Safeguarding and child protection arrangements in the school are highly effective and robust, and meet all statutory requirements. Pupils are very safe at school and extremely well looked after.
- The school promotes pupils' spiritual, moral, social and cultural development well. The headteacher and the staff successfully foster the values of democracy, fairness, kindness, resilience, respect and responsibility. The pupils demonstrate these qualities in their work and play. As a result, they are well prepared for their next school and for life in modern Britain.
- The headteacher and key leaders have a clear view of the school's strengths and areas in need of improvement. They have taken decisive action to bring about improvements. For example, action to improve pupils' understanding of phonics (letters and the sounds they make) and boys' writing has been successful.
- Subject leadership is well developed at Twin Sails. The leadership of English, mathematics, special educational needs and the early years is effective. Leaders check pupils' progress regularly and take effective measures to bring about improvements.
- The headteacher and other leaders check the quality of teaching effectively. There are good arrangements for teachers' performance management. These contribute to the improvement of teaching because targets to improve teachers' practice and skills are closely linked to pupils' progress. Senior leaders have accurately identified which aspects of teaching need to be strengthened.
- The school provides a broad and interesting range of subjects which promotes good achievement for pupils and contributes well to their personal development. The teaching of reading has been strengthened and interesting topics to help boys' writing have been introduced. A range of additional clubs and educational visits enriches pupils' learning. The spacious and attractive grounds have equipment and facilities which enhance pupils' outdoor learning. Leaders and the staff have made a good start in implementing new assessment arrangements.
- The school makes good use of the pupil premium funding. Pupils at risk of underachieving are quickly identified and well-targeted support is provided to improve their progress, particularly in literacy and numeracy. This group of pupils makes good progress.
- Leaders also make good use of the primary sport grant to develop pupils' physical and sporting skills. The school employs specialist coaches to improve sporting opportunities for the pupils and to provide training to improve teachers' physical education skills. Pupils participate well in the sports opportunities provided.
- The school promotes equality of opportunity well by ensuring that all pupils have full access to the learning on offer. The school effectively tackles all forms of discrimination.
- The local authority provides good advice, challenge and support to the school which has contributed to the improved progress of the different groups of pupils. Through annual reviews, the primary adviser has a clear overview of pupils' attainment and progress, particularly the achievement of different groups. The early years adviser has a very good knowledge of the early years setting. The authority provides effective training and support to early years staff and checks children's assessments. There has also been good advice provided to improve the provision for and progress of disabled pupils and those with special educational needs.
- **The governance of the school:**
  - Governance is effective.
  - Members of the governing body have high aspirations for the school and want all pupils to achieve as well as they can.
  - The governors have a good understanding of pupils' attainment and progress, including how well different groups of pupils are achieving.

- Governors have a clear overview of the quality of teaching and its impact on pupils' progress. They understand the requirements relating to the management of teachers' performance, and ensure that promotion and salary increases are linked to the progress that pupils make.
- Governors ensure that the pupil premium funding is used effectively and check the impact of spending on pupils' achievement.
- The governors are very supportive of the school, and their good understanding of its performance enables them to challenge leaders and hold the school to close account.

## **The behaviour and safety of pupils** are good

### **Behaviour**

- The behaviour of pupils is good.
- Pupils enjoy their time at school and participate well in the wide range of interesting activities provided.
- In lessons, pupils display positive attitudes to learning and respond well to their teachers. In their learning, they demonstrate the 'five Rs' promoted by the school. Pupils are resourceful, resilient, reflective, reciprocal and responsible.
- Pupils behave well in the classroom, the dining hall, in assembly and around the school. The school's clear records of incidents show that behaviour is typically good. Pupils are extremely well behaved in the playground. The exciting range of outdoor activities provided and the high quality of the equipment and resources that are available to pupils contribute to their good behaviour at breaktimes.
- Occasionally in lessons, a few pupils can be less positive in their attitudes to learning when the work is not set at the right level of challenge. Some pupils do not take sufficient care with and pride in their written work.
- Throughout the school, pupils are courteous, friendly and helpful, and show consideration and respect for others. They understand the importance of treating people fairly, sharing, taking turns and listening to others.
- The school works hard to promote good attendance. Attendance levels are close to the national average.

### **Safety**

- The school's work to keep pupils safe and secure is outstanding. Rigorous attention is paid to safeguarding matters.
- Pupils are very safe at school and are extremely well looked after. They know how to keep themselves safe at school, at home, on the road and when near waterways. They show a very good understanding of internet and e-safety when using computers.
- The headteacher and staff take every possible measure to ensure that all pupils, especially the most vulnerable, are well cared for, safe and protected.
- Case studies of the care and support for individual pupils provide compelling evidence of the school's effectiveness in ensuring pupils' safety.
- All staff have had recent training in safeguarding and child protection. The staff hold appropriate first aid qualifications. They carry out regular risk assessments to ensure that pupils are safe at school and when on educational visits.
- The school takes its responsibilities for the safer recruitment of staff seriously. There are robust security checks before appointments.
- The school's buildings and grounds are safe and secure. The attractive and spacious grounds are well maintained.
- Records of incidents, discussions with pupils and parents' responses to Parent View indicate that bullying in the school is very rare. Pupils demonstrate a very good understanding of bullying and the different forms it can take, including name calling. They told the inspection team that there was no bullying at the school. They were confident that, should any bullying occur, adults would quickly sort it out.

## **The quality of teaching** is good

- Good teaching enables pupils to make good progress in reading, writing and mathematics.
- Teachers establish good relationships with their pupils and create a classroom atmosphere conducive to good learning.
- Clear explanations and instructions by teachers help pupils to learn well. Teachers use questioning

effectively to explore pupils' ideas and opinions and to check pupils have understood what is being taught.

- Teachers plan their lessons well and strive to ensure that learning activities are suitably challenging for the different groups of pupils. As a result, in most lessons, pupils are engaged in their learning and their interest is sustained. In a few lessons, work is not set at the right level of difficulty for all groups of pupils. In particular, there are times when work is not demanding enough to fully extend the learning of the most able.
- Disabled pupils and those who have special educational needs are well taught and are provided with additional support when required. Learning activities are well suited to the specific needs of these pupils so they can make good progress.
- The needs of pupils at an early stage of learning English are effectively assessed. Well-focused teaching and support enable these pupils to have full access to the learning activities provided.
- The teaching of phonics has improved and this is having a positive impact on pupils' progress in reading. Teachers are good role models when reading to pupils. They also give pupils good opportunities to express their views about the characters and events in stories.
- Pupils receive clear guidance from teachers to help them with their writing. They are encouraged to be imaginative and to use interesting vocabulary. Teachers choose topics which appeal to boys, and these help to inspire them to write. This approach has had a positive impact on boys' writing. However, the teaching of handwriting and punctuation is not consistent across the school. Consequently, these are weaker aspects of pupils' writing.
- In mathematics, teachers provide interesting opportunities for pupils to apply their numeracy skills to solve problems. Teachers give clear demonstrations and explanations which deepen pupils' understanding of mathematics. However, in a few classes, teachers do not give sufficient emphasis to developing pupils' mental mathematics and their ability to recall and apply their mathematical knowledge quickly and accurately.

### **The achievement of pupils is good**

- Pupils make good progress from their starting points and achieve well. In 2014, attainment by the end of Year 2 was broadly average in reading, writing and mathematics.
- The school has taken effective action to improve pupils' understanding of phonics and to raise the achievement of boys in writing. Pupils in the current Year 2 are on target to attain above average standards in reading and average standards in writing and mathematics.
- In 2014, disadvantaged pupils in Year 2 who were supported by the additional funding attained lower standards than the others in the school in reading, writing and mathematics. When compared to other pupils nationally, disadvantaged pupils at Twin Sails attained lower standards than other pupils in all three subjects, and especially in writing. However, these outcomes were adversely affected by some lower-attaining pupils who joined the school at a late stage in that year.
- Assessments provided by the school show that current disadvantaged pupils are making good progress and the school is closing gaps in attainment.
- Disabled pupils and those who have special educational needs make good progress. They benefit from good teaching and support, and from activities that are well suited to their needs.
- The few pupils at an early stage of learning English make good progress because of the well-focused support they receive.
- The most-able pupils are achieving well in reading, but some could achieve more in writing and mathematics. In 2014, the proportion of Year 2 pupils who attained the higher levels was above average in reading and broadly average in writing and mathematics. There are occasions in lessons when work in these two subjects is not sufficiently demanding to extend the most able.
- Pupils show enthusiasm for reading and make good progress. Pupils apply their reading skills well in looking for information. By the end of Year 2, they show a clear understanding of what they have read and confidently express their opinions about their reading.
- In 2013 and 2014, a below average proportion of Year 1 pupils attained the expected standard in the phonic screening check. Present Year 1 pupils are now making faster progress in this area and are on target to improve on previous results.
- Pupils are often creative and imaginative in their writing. For example, they use adjectives, connectives and interesting vocabulary when describing characters, settings and events. However, the quality of their handwriting and the presentation of their written work are often less than good. By the end of Year 2, few pupils can produce joined-up handwriting.
- Pupils make good progress in mathematics. They acquire a clear understanding of mathematical methods.

They apply their mathematical skills and knowledge well to solve problems. Nevertheless, some pupils have weaknesses in mental calculation and in their ability recall and apply their mathematical knowledge quickly and accurately. This hinders their progress.

### The early years provision

is good

- Effective leadership and strong teamwork are key factors in ensuring that children have a good start to school. The early years setting is an attractive and stimulating place for children to learn and develop. The staff plan and provide exciting learning activities for all groups of children. There are effective systems for checking and recording children's attainment.
- Children enter the Nursery with knowledge, understanding and skills that are below what is typical for their age, particularly in their communication and language, and in their personal and social skills. The children who enter the Reception classes from other pre-schools come with skills in communication and language below those typically found.
- The proportion of children achieving a good level of development by the end of the Reception year has been below average, but there is a trend of improvement.
- By the end of the Reception year, girls have attained higher standards than the boys in recent times, but positive steps are being taken to tackle this issue. Interesting learning activities are provided to inspire boys, and adults give targeted support where needed. For example, boys made good progress in acquiring new vocabulary and in speaking in 'the builders' yard' role play area. The school's action is closing the gaps between the attainment of girls and boys.
- Children make good progress in the early years because of good teaching and the challenging activities provided.
- Children in the Nursery make outstanding progress, particularly in language and communication because of the high quality of the teaching and support they receive. For example, while children were fully engaged in creating their own mini-beasts using biscuits and sweets, they acquired new words such as 'antennae'. Skilful prompting and questioning by the teacher promoted children's language development very well.
- In another activity, children examined samples of fresh fish and made drawings and paintings of them. During this activity, adults introduced new words as children described the fish. One child remarked, 'It's all slimy and its tail is floppy.'
- Children in the Reception classes enjoy books and make good progress in early reading skills, particularly because of adults' good use of phonics. They make good gains in working with number and solving basic problems. In one lesson, they made good progress in solving addition problems to 20 using bean seeds. They also make good progress in writing familiar words. They are beginning to write simple sentences about their learning.
- Children in Nursery and Reception make strong gains in their personal and social development. Adults establish very positive relationships with the children. The behaviour of the children is often impeccable. In both Nursery and Reception, children are safe and very well cared for. They are fully engaged and enjoy their learning. They are well prepared for Year 1.

## 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

<b>Unique reference number</b>	113689
<b>Local authority</b>	Poole
<b>Inspection number</b>	456250

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	416
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ann Harmsworth
<b>Headteacher</b>	Damian Hewitt
<b>Date of previous school inspection</b>	16–17 May 2012
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