



Hamworthy First School & Nursery

Inspection Report

Unique Reference Number 113689
LEA Poole
Inspection number 279222
Inspection dates 1 December 2005 to 2 December 2005
Reporting inspector Eira Gill RISP

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

Type of school	First	School address	Blandford Road
School category	Community		Hamworthy
Age range of pupils	3 to 8		Poole, Dorset BH15 4AX
Gender of pupils	Mixed	Telephone number	01202 672377
Number on roll	384	Fax number	01202 669491
Appropriate authority	The governing body	Chair of governors	Mrs Nicky Serle
Date of previous inspection	7 February 2000	Headteacher	Mrs Clare Taylor

Age group 3 to 8	Inspection dates 1 December 2005 - 2 December 2005	Inspection number 279222
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Hamworthy is a large first school with a nursery. The number of pupils from minority ethnic backgrounds is small and all pupils speak English well. The proportion of pupils with learning difficulties is well above average. When children join the Nursery class, their attainment is much lower than expected. The school is situated in an area of high social and economic disadvantage and a substantial number of pupils are vulnerable and need special care. In February last year the school moved into a magnificent new building.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a school in which children are valued and their views really matter. Its effectiveness is good and inspectors and the school agree on that judgement. The school gives good value for money. Leadership and management are good overall. The leadership of the headteacher is outstandingly effective and the key to the school's success. The partnerships and links she has set up with parents and others are exceptional. Parents are totally supportive. Provision and teaching for the children in the Nursery and Reception classes are outstanding and achievement is very good. The quality of education in Years 1 to 3, including teaching and learning, is good and pupils achieve well. Although pupils progress well overall, the higher attaining pupils do better in English than in mathematics in the national tests. Pupils' personal development and well-being are good and all pupils behave very well. The care of the pupils is exemplary. All adults provide a high level of support for pupils in all groups, and pupils' progress is tracked rigorously. The weaknesses noted in the last report have all been tackled with energy and enthusiasm. Based upon a clear understanding of how well the school is performing and what needs to be done next, the school is going from strength to strength. There are good indications that the school will improve further.

What the school should do to improve further

- ensure that the higher attaining pupils do as well in mathematics as they do in reading and writing

Achievement and standards

Grade: 2

On entry to the Nursery, the children's expected levels of attainment are well below average with significant weaknesses in their language development and personal and social skills. They make very good progress from this low base and, by the time they leave the Reception classes and enter Year 1, the children's attainment has improved to below average overall.

All pupils, including those with learning difficulties and those who are vulnerable, make good progress and standards in Years 2 and 3 are average. The school has worked hard to improve writing and set challenging targets; results are slightly better than the national average which is very good achievement considering pupils' starting points. There has been a steady improvement in the national tests in reading, writing and mathematics at the end of Year 2 over the last five years although, in mathematics, the higher attaining pupils did not perform as well in 2005. However, during the inspection, evidence from lesson observations and a scrutiny of work showed that higher attaining pupils appear to be working at appropriate levels in all three subjects. The steady improvement year-on-year the school has achieved has not happened by chance and is largely due to the much better planning that includes very effective strategies in teaching English, in particular. The school sets regular, ambitious, academic targets for the pupils with a sharp focus on improving their independent learning skills.

Other notable achievements are in art and design, which is taught well throughout the school. As a result, pupils have gained a lot of confidence in their own ability to succeed, which is one of the school's prime aims.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Very good behaviour and a real enthusiasm for learning are the result of high expectations from leadership and the teachers. Pupils enjoy school and achieve well. They feel safe and untroubled by bullying but know what to do if there is any inappropriate behaviour and say, for example, that if they want help they 'can go to the playground buddies or the friendship stop'. Pupils are very polite and relate well to each other and to members of staff and visitors. They take on responsibilities willingly. The school council knows it can change things when pupils have concerns, for example, when pupils complain that toilet doors do not lock properly. Attendance is in line with national average. Pupils' spiritual, moral, social and cultural development is good and contributes well to their increasing self-esteem. A strong moral code is implicit within the school's very good ethos and pupils have a good understanding of the rules for appropriate behaviour. Socially, pupils are encouraged to understand their rights and they take responsibility in several ways and, in particular, through the newly formed school council. Cultural development is effectively promoted through links locally and with a school in Africa. As a result of a visit to that school by a teacher and her assistant, pupils are given a better insight into the differences between their lifestyles and those of pupils living in a much different environment. Spiritual development is good, particularly through lessons in art and design. Pupils have a good understanding of the consequences of lack of exercise and an unhealthy diet. They drink plenty of water during the day because, 'it keeps you healthy', and enjoy attending lunchtime games clubs. Their views are valued through the school council. They are responsive to the needs of others and willingly raise funds for charities.

Quality of provision

Teaching and learning

Grade: 2

Pupils are full of praise for their teachers and say that readily in discussion. In the Nursery and Reception classes teaching is outstanding and the children's learning and personal development are first rate. This is because the carefully planned learning tasks capture the children's interest and are very closely matched to their needs.

In Years 1 to 3, teaching and learning are good overall with several strengths. Teachers build carefully on the pupils' previous learning and give them every opportunity to make very good progress in their speaking and listening skills. Strategies, such as 'talking partners', are used very effectively by the teachers when pupils chat to each

other and discuss possible answers to difficult questions. This is one of the reasons why pupils succeed so well in their writing skills.

The results in the national tests show that teaching is successful in challenging higher attainers particularly in reading and writing and, during the inspection, there was evidence to show higher attainers are also challenged well in mathematics. Planning includes slots for pupils to develop their independence when they are given responsibility to decide which task they will tackle within a lesson. In addition, very good opportunities are given to pupils with learning difficulties to have extra help. As a result, the pupils develop good learning habits, concentrate well and co-operate effectively. The staff ensure that the pupils' work is displayed very well around the school for all to see. Ongoing assessment through questioning is good and, often, very good throughout the school. In addition, every half term, the pupils' progress is monitored closely to find out if the teaching has been successful and to decide what the pupils need to learn next.

Curriculum and other activities

Grade: 2

Curricular provision is good and caters well for all groups of pupils. The curriculum for nursery and reception children is outstanding and all of the required areas of learning are covered very effectively, which is very important considering pupils' low standards on entry. The school has introduced elements of the Reception class curriculum into the Year 1 timetable, and this continuity of experience is having a very beneficial effect on the pupils' learning, which is effective. In Years 1 to 3, the curriculum is good and fully meets statutory requirements. A strong emphasis is placed on the development of pupils' literacy, numeracy, ICT and art and design skills, and this is reflected in pupils' good progress. Pupils' personal development is fostered well, and they are taught to be healthy and safe. Pupils benefit from a wide range of educational visits, visitors, themed weeks and clubs, which enrich their learning. A few of the highlights are the funding of a sports coach to enhance physical education lessons and the strong links with the management of the local Co-operative store who has been very supportive with the school's Fair Trade project.

Care, guidance and support

Grade: 1

This is a school where every child really does matter. The care, guidance and support offered to pupils are outstanding. Staff try hard and succeed in ensuring that pupils enjoy their learning and the new school buildings provide a very safe, secure, spacious and attractive environment. Child protection procedures are very good and possible risks to health and safety are assessed very effectively by staff so that action can be taken quickly if needed. Pupils know they can go to a member of staff if they have any worries. Parents are unanimous in their praise for the school's welcoming ethos. Regular weekly meetings with external agencies are used well to ensure children's continuing welfare and good progress. Pupils with learning difficulties, and those who are vulnerable, are given very good support. Parents voice their appreciation for their

children's needs being fully met. Very good assessment procedures and robust target setting systems ensure all pupils make good progress. The oldest pupils are very well prepared for the next stage in their education.

Leadership and management

Grade: 2

Leadership and management are good, and the leadership of the headteacher is outstanding. She maintains a robust and sustained lead. The links she has set up with parents over recent years are highly effective. She has high expectations for pupils' personal and academic achievement and communicates these very effectively. All staff are strongly motivated and the school has a clear sense of direction including a strong commitment to improve provision even further. The headteacher delegates responsibility wisely, and the senior leadership team fulfils its role well. The work of the leader of the Foundation Stage is exemplary, and has a significant effect on the quality of children's early learning experiences. The work of subject leaders is good, including in English, mathematics and ICT, and provision for pupils with learning difficulties is managed well.

Teamwork is promoted strongly, and is reflected in the well focused school improvement plan, which was created with full involvement of staff and governors. The plan is having a beneficial impact on pupils' learning, especially in ICT. The school's self-evaluation procedures are accurate and, for example, the need to raise standards further in mathematics for the higher attaining pupils is already identified in the school improvement plan. The headteacher and other key staff monitor teaching and learning rigorously, and provide teachers with pertinent feedback, which benefits pupils' learning. Efficient use is made of resources. The governors fulfil their roles well, and have a good overview of the school's work and future priorities.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Hamworthy First School and Nursery Blandford Road Hamworthy Poole Dorset BH15 4AX

7 December 2005

Dear Children

Thank you for having us with you at your school. We really enjoyed being with you and found you all very friendly, polite and welcoming. This letter is to tell you what we found out about your school while we were with you.

What we like about your school:

- you work very hard, behave very well and enjoy your lessons
- you enjoy art and design lessons and your work is very good
- you are learning new things quicker than in many schools, especially in writing
- the teachers work very hard to help you if you do not understand
- you help the school and other pupils very well
- you make healthy choices
- your headteacher leads the school very well.

We have asked your school to work on these things now:

- to give those of you who are already good at mathematics even higher targets to aim for.

With best wishes

Eira Gill Lead Inspector