



Haselworth Primary School

Inspection Report

Unique Reference Number 116165
Local Authority Hampshire
Inspection number 290442
Inspection dates 12–13 December 2006
Reporting inspector Michael Pye

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

Type of school	Primary	School address	Stone Lane
School category	Community		Gosport
Age range of pupils	4–11		PO12 1SQ
Gender of pupils	Mixed	Telephone number	02392583657
Number on roll (school)	102	Fax number	02392520380
Appropriate authority	The governing body	Chair	Mrs Alison Rae
		Headteacher	Mr Colin Knight
Date of previous school inspection	17 June 2002		

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Overlooking a tidal creek in the heart of Gosport, this smaller than average primary school has almost a third of its pupils entitled to free school meals. Primarily White British, there are well below average numbers of pupils who have English as an additional language. The proportion of pupils with learning difficulties and disabilities is well above average, although the number with a statement of special educational need is below average. The number of pupils joining the school other than in Year 1 is above what is normally expected.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Whilst this school provides a satisfactory standard of education, it has many strengths and is improving. Strong leadership has been provided by the very experienced head teacher who has effectively shared his vision of a commitment to developing the whole child. Consequently very high quality care is provided and the personal development and well-being of pupils is good. As a result of effective management the behaviour of pupils has improved and is now good. Pupils spoke of very good relationships within the school, and one pupil said, 'bullying - not an issue!'

Standards are average, which is reflected in the 2006 tests at the end of Year 6. Overall achievement is satisfactory but this is not consistent throughout the school. Children make good progress in their Reception class. Elsewhere in the school achievement levels are satisfactory. This is because, whilst there is evidence of some pupils making good progress, this is not sufficiently clear in all year groups. This is particularly evident by the end of Year 2 and in subjects such as literacy.

Standards in the 2006 teacher assessments at the end of Year 2 were below average in literacy. The school is tackling this by being involved in a good partnership with local schools to share good practice in the teaching and learning of writing. Overall standards and achievement are improving, partly as a consequence of the thorough monitoring of teaching and learning. The school has successfully focused on improving teachers' planning. However inconsistencies exist in the quality of work planned for pupils of different abilities, and in the extent to which teachers promote targets for improvement and reinforce pupils' knowledge of how to improve their work.

Pupils enjoy school and say they feel safe. This reflects not only the positive relationships within the school but the success of management in extending their support to include the pupils' families as well. Again a good range of external agencies are appropriately involved. The pupils are well motivated by a good curriculum which is increasingly allowing them to transfer skills and knowledge between different subjects. Effective leadership of Reception is improving standards but has also made good curriculum links with Year 1 and 2 which are helping to ensure more consistency for pupils.

Leadership and management are good because of the positive and widespread effect of changes that have been introduced. Tracking of pupils' progress is now more effective and leads to the successful identification of pupils requiring more support. This was particularly effective for a target group of pupils who last year had been underachieving but as a consequence of small group teaching achieved their targets. There is a good and supportive governing body and the capacity to further improve is good.

What the school should do to improve further

- Improve standards and achievement in literacy in Key Stage 1
- Ensure that pupils are consistently aware of their targets and know how to use them to improve their work

- Improve the quality of teachers' planning for pupils of different abilities.

Achievement and standards

Grade: 3

Standards are average and achievement is satisfactory for the majority of pupils. The small number of pupils in each year group along with high numbers of pupils with learning difficulties and disabilities can result in marked swings in performance. The 2006 teacher assessments showed that pupils made satisfactory progress in Years 1 and 2. Standards at the end of Year 2 were well below average in literacy. By the end of Year 6 satisfactory progress continued for the majority of pupils and the national test results were broadly average, although, few reached the higher levels.

Children enter Reception with the social skills expected of their age, but with weak language skills which impact on their performance in writing and speaking. They make good progress but writing remains the weaker element when they enter Year 1. However progress is not consistent across all years and in all subjects. School data shows pupils currently making satisfactory progress across the school and that they are on course to meet broadly average standards. There is also some good progress, for example in mathematics, partly because, as one pupil said, 'I enjoy the challenge, it's fun'. Progress in writing, particularly by the end of Year 2 is not as secure.

Pupils with learning difficulties and disabilities benefit from some well targeted support and make good progress towards their personal targets.

Personal development and well-being

Grade: 2

Pupils' spiritual, social, moral and cultural development is good and contributes well to their personal development. Pupils benefit from regular physical education lessons and sports activities, are active during break times, and talk about healthy living. They make good use of the various play activities that the school provides. On occasions their learning about healthy diets is not reflected by the content of their lunch boxes. Pupils are aware of how to stay safe as a consequence of police and fire brigade visits. Year 6 pupils help control numbers on the adventure playground. This mature behaviour is reflected around the school where the majority of pupils show that they can work independently. They tell of enjoying school, particularly when making their good contributions to the community. They learn about teamwork when raising monies for charity. Pupils are increasingly learning skills for later life when they participate in elections for the school council, and through the improved opportunities they have to progress in information and communication technology. Attendance is broadly satisfactory.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory with many good features. Teachers benefit from valuable feedback resulting from effective monitoring by managers. Positive learning environments are established by teachers, who have good pupil management skills. Consequently positive relationships exist and pupils are prepared to get involved in lessons. Lessons are well planned partly as a consequence of it being a school focus for improvement. However whilst the quality of work set for pupils of different abilities is improving, it is still inconsistent. Pupils settle quickly to their work because teachers make clear to them what work they are expected to do. They are very well motivated by the good use of interactive white boards. In Reception on-going assessments are well used to plan interesting activities that move children on in their learning. Teachers mark regularly and are very supportive of pupils' efforts but they inconsistently give instruction about how to further improve their work.

Curriculum and other activities

Grade: 2

The curriculum has been well developed to meet the needs of all pupils more effectively. The needs of higher attainers are increasingly met by the emphasis on investigative work in mathematics, for example. Pupils' motivation and enjoyment have been increased, partly because units of work have been developed that increase the links between subjects. This encourages pupils to apply their skills in different areas, and teachers to be more creative in their planning. In Reception there is a good balance between guided activities and free-choice for the children. Whilst the external area has been satisfactorily developed, its use is limited by the absence of a sheltered area.

The personal, social and health needs of pupils are well met. Police visits promote personal safety, whilst 'circle-time' gives good opportunities for pupils to discuss matters affecting them, such as events in school life. The school has recently introduced an effective programme that allows pupils to reflect upon emotional needs and relationships. Pupils talk eagerly about the visits and visitors they receive. The visits are particularly well linked to their units of work and to the locality. When studying different seashores good use is made of visits to the local creek, and the nearby port. A residential visit helps ensure that pupils develop their social skills and their understanding about community living. There is good enrichment through clubs, music and drama productions.

Care, guidance and support

Grade: 2

The care that pupils receive is of a very high quality. Staff know and understand the pupils extremely well and take appropriate actions to promote their well being. There are effective links with the pre-school group which helps ensure a smooth transfer.

The pupils say that they are respected and listened to, and that the adults are there to help them. What is particularly strong is the school's commitment to the personal development of the pupils through supporting their families. In doing this it makes full and effective use of a wide range of external agencies. Parents overwhelmingly agree that this is a caring school. Child protection procedures are rigorous and all staff undergo annual training designed to raise their awareness. Very appropriate attention is paid to health and safety issues and risk assessments.

Pupils have targets in literacy and numeracy. Some but not all refer to them or know how to use them as a tool to improve their work.

Leadership and management

Grade: 2

Under the skilful and very experienced leadership of the headteacher the school has a clear commitment to high quality care linked to the aim of each child being fully developed academically and socially. He is ably supported by the deputy and other managers, some of whom are relatively new to their roles. The impact of this good, extended management team can be seen in the improving standards, achievement and behaviour, the more effective use of assessment and pupils' good personal development. The effective governing body are well placed to hold the school to account and ensure there is a good capacity to further improve.

The senior leaders have a good understanding of the school's strengths and weaknesses. They and other managers monitor lessons carefully but do not always identify where learning is most effective. Whilst staff and governors evaluate the school's effectiveness, they are not always sufficiently precise about the impact of the strategies they are evaluating. Improvements to performance management procedures have contributed well to widening the management experience in the school. This reflects the school's commitment to the professional development of staff, whilst maintaining the good links with the school's priorities for improvement.

Issues arising from the last inspection have been successfully tackled with good improvement in the standards and resources in information and communication technology. The development of pupils' speaking and listening skills is, rightly, an on-going school focus.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

You will probably remember my visit to your school. I enjoyed talking to you and listened carefully to what you told me. Your school provides you with a satisfactory standard of education. There are some things which I particularly liked:

- You told me, and I agree, that the adults in your school care so well for you. A good range of people from outside the school help with your care.
- The school is well led and is improving.
- You play and work well together, and your behaviour has improved in recent years. You are polite and well behaved.
- Children in Reception are learning more quickly than I often find in Reception classes.
- You told me that you enjoy school partly because you have some exciting subjects to learn about.

You can help the school get even better. You learn about how to stay healthy but some of you are not eating as healthily as you might at lunchtimes.

I have asked your school to make sure that you all know your targets and use them to improve your work. This will help improve the standard of your work, especially in writing and reading. I have also asked that all of you have work that challenges you. You can help your teachers by telling them when you find the work too easy or too hard.

I enjoyed your Christmas production - well done! I wish you all the best for the future.

Yours sincerely,

Michael PyeLead inspector