

Haymoor Middle School

Inspection report

Unique Reference Number	113744
Local Authority	Poole
Inspection number	311354
Inspection dates	25–26 September 2007
Reporting inspector	Anthony Shield

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

Type of school	Middle deemed primary
School category	Community
Age range of pupils	8–12
Gender of pupils	Mixed
Number on roll	
School	363
Appropriate authority	The governing body
Chair	Andy Harvey
Headteacher	P Schouten
Date of previous school inspection	23 September 2002
School address	Ashdown Close Canford Heath Poole BH17 8WG
Telephone number	01202 659290
Fax number	01202 659184

Age group	8-12
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is an average-sized middle school. It draws its pupils from the immediate area, which is a mix of private and social housing. The proportion of pupils with learning difficulties and/or disabilities is slightly above average. Most of these are related to language development but some pupils have significant emotional and behavioural problems. Most pupils are White British, with relatively few pupils from other ethnic heritages. The school has a number of awards, including Healthy School status, Active Mark Gold, Arts Mark Gold and Investors in People.

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 good school with some considerable strengths, notably in the good personal development of pupils and the rich and varied curriculum. The school is popular and oversubscribed, and most parents are very supportive of its work. 'I am so very pleased with the school, I cannot fault it!' is typical of many comments received from parents by the inspection team.

The headteacher and his deputy lead with a quiet determination to make the school better. The welcoming atmosphere promotes a good learning ethic and a purposeful buzz characterises all classrooms. In addition, a strong team spirit amongst staff and pupils alike promotes mutual support and encouragement. The work of some subject leaders in driving forward curriculum initiatives is exceptional. Pupils are keen to please and respond well to the good range of opportunities provided. There is a very strong commitment to each individual child and the school's outstanding work with its most vulnerable children ensures they feel safe and valued.

While standards in English, mathematics and science in national tests taken at the end of Year 6 are broadly average, more rapid progress during Years 6 and 7 means that attainment by the time pupils leave the school is above average. Given their average attainment on entry, pupils' achievements by the time they leave school are good because well-informed teaching inspires them to do well. Classrooms are attractive and well-resourced environments. Pupils know their work is valued and the quality and depth of much marking are first rate. However, in Years 4 and 5 in particular, the oral assessment of pupils' progress and feedback in lessons is not always precise enough to ensure work is carefully matched to their needs.

Pupils' good personal development is the result of a passionate commitment to individual pupils' welfare. Behaviour is good and most pupils are polite and considerate of others around the school. However, a small number are less thoughtful. The good curriculum ensures pupils develop key literacy and numeracy skills confidently, but also promotes their personal development and their creativity. Music, art and design and technology are strong features of the curriculum. An extensive programme of extra-curricular clubs, visits and visitors enriches the curriculum further and is particularly valued by parents. Care, guidance and support are good. Pupils feel safe and trusted. Carefully managed procedures for their welfare are in place and their progress is tracked carefully.

The school thrives on shared values and teamwork. The headteacher has created a strong subject leadership team which has taken the initiative and responsibility for driving forward change. However, school procedures for monitoring are not systematic enough and as a result, while self-evaluation is satisfactory, it is not sharply focused on what works well and why. Much has been achieved to make the school better and there is good capacity to improve further.

What the school should do to improve further

- Make better use of assessment to ensure tasks in lessons are more closely matched to individual pupils' needs to promote more consistently good progress through the school.
- Sharpen the school's procedures for self-review by checking the quality of provision more rigorously.

Achievement and standards

Grade: 2

Standards in English, mathematics and science are above average by the time pupils leave school at the end of Year 7. Given their average starting points, pupils' progress is good. While progress through Years 4 and 5 is satisfactory, progress accelerates rapidly in Years 6 and 7. In national tests taken at the end of Year 6, pupils reach average standards and their achievements at this stage are satisfactory. However, by the end of the following year, the work of many pupils is above expected levels, particularly in mathematics but also in reading, writing and science. In 2007, around three out of four pupils in Year 7 reached levels in mathematics expected of them by Year 9 at secondary school. More able pupils and those with learning difficulties make progress in line with their peers. There are no significant differences between the achievements of boys and girls and strategies to improve boys' writing in particular have been effective.

Personal development and well-being

Grade: 2

Pupils enjoy school and take an enthusiastic part in all it has to offer. They are attentive in class and keen to do well. Most take pride in their work and take part enthusiastically in the wide range of enrichment activities and clubs. They particularly enjoy practical lessons such as art, design and technology, music and science, where they are given the opportunity to express their ideas and develop practical skills. They work safely and collaboratively in teams, and develop good social skills because of the vigilant attention the school pays to personal development. Opportunities to contribute, such as by acting as classroom monitors, peer mediators or as members of the school council, are seized on with relish. Pupils appreciate being rewarded for being good citizens and making a contribution. These activities, alongside activities such as applying to administer the school bank, mean that pupils are well prepared for their future life. They know the importance of adopting a healthy lifestyle, and comment about how much they enjoy producing healthy dishes in food technology. Attendance is broadly average. While most pupils behave very well and are courteous and polite to others, a very small number present behavioural problems. Pupils feel safe in school and adopt safe practices. Pupils' spiritual, moral, social and cultural development is good, particularly their understanding of moral and cultural issues.

Quality of provision

Teaching and learning

Grade: 2

Pupils make good progress because, within exciting and attractive classrooms, the teaching makes the learning interesting. Teachers have good subject expertise and use it to good effect, particularly with the older classes, where well-informed teaching is responsive to pupils' more mature understanding. High expectations and a good learning ethic characterise the learning. Good planning makes clear to pupils what they will learn and what they have to do to succeed. Satisfactory use is made of assessment to plan suitable tasks, but this is not consistent. While pupils in the older classes are better able to understand peer and self-assessment and take responsibility for their own learning, day-to-day feedback on progress is not always sharp enough, especially with younger pupils. On the other hand, marking is thoroughly done and

pupils respond well to the use of 'tickled pink' and 'going for green' marks, which give them clear indications of how well they are doing and what they need to do next. Resources are well used to support pupils' learning, and information and communication technology (ICT), criticised in the last inspection, is now effectively used to inform teaching. Well-managed support from teaching assistants ensures all pupils feel included and are encouraged to succeed.

Curriculum and other activities

Grade: 2

The curriculum offers a rich palette of activities and opportunities. While there is good provision for the acquisition of basic skills in numeracy, literacy and ICT, the school's commitment to a broad curriculum is unambiguous. Creative subjects are given a particular emphasis and the school is proud of its role as a 'Cultural Hub' developing strong musical and other artistic links with schools and artists. All pupils in Year 4 are learning the violin, particularly appreciating the different coloured instruments! Visiting poets, sculptors and artists also make a vital contribution. Opportunities for enrichment in clubs are wide ranging, and are enjoyed by pupils and appreciated by parents. A large number of visits enrich pupils' experience. Pupils also develop good personal skills through residential visits. Many enhancements to the curriculum are relatively new and have yet to impact on standards. However, recent internal audits show that pupils, including those with learning difficulties, are far more engaged and making better progress as a result of these new initiatives.

Care, guidance and support

Grade: 2

The care and welfare of every child is the school's priority. Very good pastoral care is evident in the emphasis the school places on making every child feel safe. All staff, for example, take care to encourage all children to fit into friendship groups, and some older pupils are trained to resolve disagreements in the playground. The appointment of two pupil performance coordinators and the work of the pastoral support worker are beginning to make an important difference to the attitudes and behaviour of some of the most vulnerable children. Child protection and risk assessment procedures are securely in place. However, while the school takes bullying seriously, some pupils and their parents feel that it is not always sorted out quickly enough. Procedures for pupils' academic guidance and support are good. Progress in English, mathematics and science is carefully tracked and additional support and guidance provided for pupils who might potentially underachieve.

Leadership and management

Grade: 2

The strong learning culture and commitment to working together are inspired by the dedicated leadership of the headteacher. Together with his deputy, he has created a climate in which teachers are confident and trusted to take the initiative to promote school improvement. Key subject coordinators have led some pivotal developments in relation to assessment and the curriculum. This drive for improvement from the middle is proving particularly effective, because it is seen to be owned by all teachers.

However, procedures for checking teaching and the quality of provision are not regular and robust enough. As a result, although self-evaluation is reasonably accurate, it is not focused

sharply enough on what works well and why. Assessment data are being used with increasing effectiveness to set challenging targets, but not with precision to identify where performance in individual years and classes might be improved. There is a strong commitment to the inclusion of all pupils, and the school is very responsive to the needs of individuals. Governors are well led by an experienced chair of governors. Their knowledgeable insights are an invaluable asset to the work of the school.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
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.

Annex A

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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
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

27 September 2007

Dear Pupils

Inspection of Haymoor Middle School, Poole, Dorset BH17 8WG

Thank you for welcoming us to your school. We particularly enjoyed talking to you, and the sensible and friendly way in which you answered our questions and spoke about your school. Yours is a good school and you are rightly proud to attend it.

What works well in your school:

- The care and support given to all of you ensure you feel safe and happy in school.
- You are growing up into sensible and polite young people.
- You work hard in lessons and get on well with the teachers.
- You have a good range of subjects and clubs to get involved in.
- Most of you are well behaved.
- You are doing well, particularly in Years 6 and 7, because the teaching is good.

What we have asked your school to do now:

- Keep you better informed about how well you are doing and set work which builds on this so that you make good progress in all classes.
- Ensure that managers check how well things are going more closely, so that they can make the school even better.

You can help, too, by asking your teachers questions when you are not sure.

Thank you once again for your help during the inspection. Best wishes for the future!

Yours sincerely

Mr Tony Shield Lead inspector

Annex B

27 September 2007

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