

# Hamworthy First School and Nursery

## Inspection report

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<b>Unique Reference Number</b>	113689
<b>Local Authority</b>	Poole
<b>Inspection number</b>	325864
<b>Inspection date</b>	28 January 2009
<b>Reporting inspector</b>	Margaret Dickinson HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	First
<b>School category</b>	Community
<b>Age range of pupils</b>	3–8
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	411
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Diane Scovell
<b>Headteacher</b>	Damian Hewitt
<b>Date of previous school inspection</b>	1 December 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Blandford Road Hamworthy Poole BH15 4AX

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<b>Age group</b>	3–8
<b>Inspection date</b>	28 January 2009
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**Telephone number**  
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector.

- Inspectors evaluated the overall effectiveness of the school and investigated the following issues.
- How well the school provides for particular groups of pupils, including pupils who speak English as an additional language, have learning difficulties and/or disabilities and those who are more able.
- The effectiveness of the curriculum in helping pupils to learn and enjoy school life.
- How well pupils learn and achieve in Year 3.
- The extent to which the governing body acts as a critical friend to the school.

Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation form, were not justified and these have been included where appropriate in this report.

## Description of the school

This is a large school which mainly serves pupils who live in the Hamworthy area. The proportion of pupils with learning difficulties and/or disabilities is about average and their needs cover quite a wide range. The school has a very small minority of pupils who speak English as an additional language. Early Years Foundation Stage (EYFS) provision is made through the school's Nursery and three Reception classes. Children's attainment on entry to Nursery is well below the expectation for their age, particularly in their personal, social and emotional development and their language and literacy development. The general profile of attainment on entry has fallen over recent years as a greater proportion of children have joined Nursery and Reception with multiple needs. The school runs a breakfast club and after-school club as well as programmes for family learning and support. It has gained several awards, including Healthy School, Activemark Sports, Artsmark Gold and the International School Award.

## 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 outstanding aspects to its work. The headteacher provides very good leadership and there is a strong spirit of teamwork and a shared commitment to improving the school further. Central to this is a clear and developing focus on pupils' learning and progress. The way the school supports pupils who need extra help with their learning has been improved and the programmes of support are closely tailored to what different pupils need. The high quality of the EYFS shines through, giving children an excellent start to their education. This has continued to be an outstanding feature since the last inspection. Throughout the school, the commitment to every pupil's care and welfare is very high. Pupils work and play in a safe and secure environment and staff go to great lengths to support pupils who are encountering difficult times, at home or in school, and need a careful eye or specialist support. Parents are overwhelmingly positive about the work of the school and over half of the parents who sent in a questionnaire added written comments, almost all of which praised the work of the school. Expressions such as 'amazing', 'brilliant' and 'wonderful' were typical of many.

Standards have shown clear improvement over the last three years, particularly in writing and reading, and are above average. Pupils achieve well, based on their starting points when they enter Year 1. This applies in Years 1 and 2 and continues into Year 3. The school examines pupils' results in national tests and puts these alongside their own assessments to check whether there are any aspects that could be improved. For example, after the 2007 Year 2 national tests, the school felt that the proportion of pupils reaching the higher level (Level 3) in mathematics needed to be a focus. This was successful and a greater proportion reached this level in 2008. Similarly, boys' achievement has been identified as a weaker element and this is being successfully targeted. During the visit, several groups of boys were showing great interest in the new reading materials and were enjoying their reading activities. The school has a well established system for tracking pupils' progress so that senior leaders and teachers can identify any pupils across the school who are starting to slip behind. Whilst the system is used consistently between Years 1 to 3, it is rather cumbersome and the amount of paperwork makes it difficult to check individual pupils' ongoing progress at a glance. The headteacher has already recognised this and training is under way to use a new software package to set up a more streamlined process in the near future.

Pupils' personal development is outstanding. Pupils are fully included and staff value their contributions. Developing pupils' personal and social skills and giving them opportunities to share, cooperate and work together are threads that run through the school's everyday work. Pupils' sheer enthusiasm and enjoyment of school are very noticeable. Their positive attitudes and excellent behaviour contribute strongly to the happy atmosphere in the school. Pupils immerse themselves happily into school life and develop wider skills through taking on responsibilities, such as making decisions about their playground games, helping to appoint the headteacher or being a member of the channel management board for the school's Hamworthy TV station. The school is working successfully to improve attendance, in conjunction with the locality education welfare officer. Attendance has been broadly average but is showing clear signs of improvement.

Teaching and learning are good. Lessons are planned carefully because teachers spend considerable time working together to make sure pupils across the year group have similar experiences. Teachers' planning caters well for pupils of different capabilities, including the higher attaining pupils. Teachers and teaching assistants have very good relationships with

pupils and offer good encouragement and support. In lessons, teaching assistants are very clear about what their main focus is in supporting pupils' learning. A weaker aspect is the provision for the few pupils who speak little English. They are not always given the support they need to be able to understand tasks and, when this happens, they are left out and make slower progress. The school's curriculum is outstanding. The richness of work on display in classrooms and around the school shows its variety. Considerable efforts are made to link various areas of the curriculum, and information and communication technology is very successfully used to forge many of these links. There is a particularly good emphasis on helping pupils to keep healthy and safe and extremely good attention to working with other professionals and agencies to support their social and emotional needs. The school's Artsmark Gold award is also evident in the quality of artwork, including the many examples of three-dimensional work around the school. The school is successful in helping pupils to learn about their local and wider community and has well established links with schools and organisations in other countries. Through these opportunities, pupils are developing their awareness of life beyond their immediate area.

Governors are very supportive and have developed their roles well over the last year. They receive helpful information from the headteacher. They are gaining greater insights into the work of the school to help them fulfil their role as critical friends and offer a degree of challenge but this aspect is at a relatively early stage.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

Children thrive in the calm and supportive learning environment of the EYFS. They grow in confidence and make excellent progress. By the end of Reception, standards have improved to below average. The provision in both Nursery and Reception is outstanding and caters exceptionally well for children's learning and development needs. The EYFS runs in a smooth and seamless way, which belies the work that goes on behind the scenes. The many interesting activities that teachers plan and the atmosphere the team creates foster a real sense of delight in learning for children. There is a skilful blend of activities that encourage independence and initiative as well as more directed work to develop specific skills. Home visits for every child in the Nursery help staff, children and their parents to get to know one another from the start and form good relationships. Many parents wrote to say how pleased they were with these early arrangements and the good ongoing communication with EYFS staff. Teachers and teaching assistants have an in-depth knowledge of the children and know exactly what they need to learn and develop. Children's records are comprehensive and based on a wide range of observations. The leadership of EYFS is outstanding. It ensures a very inclusive approach and excellent continuity across both settings.

### **What the school should do to improve further**

- Use tracking more effectively to check how well pupils are making progress as they move through the school.
- Improve the provision for pupils who speak English as an additional language to help them develop their understanding of English and access learning successfully in lessons.
- Strengthen the role of governors as critical friends of the school.

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## 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	1

**Effectiveness of the Early Years Foundation Stage**

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

**Achievement and standards**

How well do learners achieve?	2
The standards <sup>1</sup> 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/or disabilities make progress	2

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<sup>1</sup>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.



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
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	1
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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	3
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

29 January 2009

Dear Children

Inspection of Hamworthy First School and Nursery, Poole, BH15 4AX

It was lovely to meet you when we came to visit your school. Thank you very much to all of you who spoke to us in lessons, around the school and in the playground. You really helped us to get to know your school and we were very pleased to see how much you were all enjoying your lessons and getting the most out of school.

A lot of your parents wrote to us to tell us how good your school is, and we agree with them. It is a good school and you are doing really well, because you are taught well. The youngest children get off to a flying start in the Nursery and Reception classes. It is a really wonderful place for them to learn and the teachers work very hard indeed to think up lots of interesting things for them to do. Those of you in Years 1, 2 and 3 also do many interesting things in lessons. We could see that from all your work on the walls around the school. We particularly enjoyed watching Hamworthy TV and it is good to see that many of you in Year 3 put so much into this exciting idea. We think you are very good at cooperating and getting on with one another and being so willing to take on responsibilities. We hope that you will continue to do this and help your school become even better.

Your school keeps a careful check on how each one of you is learning and your headteacher already has some ideas for how this can be done more easily. We agree with him that this will be a helpful thing for the school to do to help your learning get even better. We have also asked your teachers to keep an eye on the children who are starting to learn how to speak English. You can perhaps help with this too and make sure that they know what they have to do in lessons. The adults who act as governors for your school give a lot of support to your headteacher and teachers. We have asked them to keep a really careful eye on how well the school is doing and ask more questions from time to time so they can find out for themselves that everything is going well.

Mr Williams and I send you our best wishes and hope that you continue to do well in school.

Margaret Dickinson

Her Majesty's Inspector