

# Hayeswood First School

## Inspection report

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<b>Unique Reference Number</b>	113686
<b>Local Authority</b>	Dorset
<b>Inspection number</b>	338219
<b>Inspection dates</b>	13–14 July 2010
<b>Reporting inspector</b>	David Curtis

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

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<b>Type of school</b>	First
<b>School category</b>	Community
<b>Age range of pupils</b>	4–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	151
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ian Bryant
<b>Headteacher</b>	John Bagwell
<b>Date of previous school inspection</b>	17 May 2007
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## Introduction

This inspection was carried out by three additional inspectors. Eighteen lessons or parts of lessons were observed involving four class teachers. Meetings were held with parents and carers, a group of pupils from Year 3, members of the governing body and all teaching staff. Inspectors observed the school's work, and looked at documentation regarding the safeguarding of pupils, the school improvement plan, assessment data and notes of visit made by the School Improvement Partner. Eighty-nine questionnaires from parents and carers were analysed, together with those from staff and pupils in Years 3 and 4.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- attainment in subjects other than English and mathematics
- how well pupils use their literacy and numeracy skills across the curriculum
- how well the school promotes the national dimension of community cohesion.

## Information about the school

This is a one-form-entry first school, with pupils transferring to middle school at the end of Year 4. All pupils are White British. The proportion of pupils with special educational needs and/or disabilities is below the national average, most having speech, language and communication difficulties. At the time of the inspection, the teacher for children in the Reception class was absent owing to long-term sickness, with the class taught on a job-share basis by two regular supply teachers. During the two days of the inspection, pupils from Year 4 were on a residential visit in Swanage. There is a privately run Nursery School on the school site.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

### Main findings

Judged outstanding at the previous inspection, the school has maintained and built successfully on its previous successes. Most noticeable is the rising trend of high attainment. In the current Year 4, 50% of pupils have reached Level 4 and above in English and in mathematics the figure is 55%. (Level 4 and above is the expectation for pupils at the end of Year 6). Inspection findings show that pupils' attainment in science, information and communication technology (ICT), art and design, geography and history is significantly higher than that expected for nine-year-olds. Progress for all groups of pupils is excellent, which contributes significantly to their outstanding achievement. Pupils' use of literacy and numeracy skills across the curriculum is excellent.

In the Early Years Foundation Stage, children's progress is good, with outstanding progress made in their communication, language and literacy skills. Children's early writing skills are exceptionally good. Whilst the provision for children is good, they do not have sufficient opportunities to choose their own activities, especially with the use of ICT and large wheeled toys in the outdoor learning area.

Pupils' behaviour is exemplary and is reflected in their outstanding attendance and enjoyment of school. Pupils thrive on all that the school offers them, from lessons to after-school clubs to taking on many responsibilities within their classes and around the school. Their spiritual, moral and social development is outstanding. Whilst their cultural development is good, pupils' understanding of the diversity of life in the United Kingdom is less well developed.

Teachers have very high expectations of pupils. Planning to meet the differing learning needs of pupils is of a very high quality, which results in the excellent progress made by all pupils, including those with special educational needs and/or disabilities. There are significant strengths in the teaching of key skills across a range of subjects.

Leaders and managers, together with the highly effective governing body, have a rigorous focus on school improvement and setting challenging targets for pupils. The relentless focus on school improvement, together with maintaining and building so successfully on its previous outstanding inspection, demonstrates the school's excellent capacity for further improvement. Parents and carers are fulsome in their praise for the school and all that it offers their children.

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

- Provide more opportunities for children in Reception to choose activities for themselves, especially in information and communication technology and the use of

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outdoor toys.

- Improve pupils' awareness of the diversity of life within the United Kingdom.

## Outcomes for individuals and groups of pupils

**1**

In all lessons, pupils show exceptional levels of enjoyment, interest and concentration. In lesson introductions, they often 'burst' to contribute ideas, for example in Year 2 when giving their strategies for solving questions, such as, 'What is half of 150?' In Year 3, in the main part of the lesson, pupils worked most successfully in groups in an experiment looking at the permeability of different soils. In Year 1, pupils spent 15 minutes totally absorbed in moving from writing words to writing sentences during a letters and sounds session. Across the school, attainment in writing is high, with boys showing a real love of writing that is stimulated by drama and role-play activities that help them see the purpose of writing. In mathematics, pupils use speaking and listening skills exceptionally well when explaining their mathematical thinking. In science, pupils' skills in devising and planning their own experiments and using writing skills to record their results are exceptionally good. In an information and communication technology lesson in Year 2, pupils showed impressive skills in importing pictures and writing captions to go with them. Across the school, pupils with special educational needs and/or disabilities make outstanding progress because of the very effective support they receive from teachers and skilled teaching assistants.

The school council takes its role very seriously, for example in promoting recycling. Other pupils perform their duties conscientiously, including playground buddies and in preparing the hall for assembly. Pupils know how to keep safe, including why it is important to use a hand gel after experimenting with soils. Pupils have an excellent understanding of healthy lifestyles, with many participating regularly in a range of physical activities at playtime, lunchtime and in after-school clubs. The outstanding strengths in their key skills mean that they are exceptionally well prepared for transfer to middle school.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>1</b>
	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Teachers make excellent use of the vibrant and stimulating curriculum to motivate and engage all pupils in learning. They are very adaptable in the way in which groups are organised to ensure that pupils receive maximum benefit from learning. For example, in a mathematics lesson in Year 2, the teaching assistant worked on a different mental/oral starter activity which enabled a smaller group to be really challenged at their own level of mathematical understanding. Teachers are skilled at assessing pupils' learning in lessons and providing additional support and help when needed. Marking is a strength, including the use of 'Green for Growth' to show pupils their next steps in learning. In discussion with pupils, they talked confidently about how this really helps them to improve their work. Teachers and teaching assistants are very successful in asking challenging questions which require pupils to think and give detailed answers. When working, for example in writing, pupils receive reminders, such as 'Have you remembered to use sub-headings?' Pupils' learning and enjoyment benefits from an impressive range of educational visits and visitors to the school that helps bring topics 'alive', for example to QE School (the High School in Wimborne) for a 'Mini-Olympics' or the residential visit to Leeson House in Year 4.

All parents and carers who completed the questionnaire say that the school keeps their children safe. In written comments, there was particular praise for the support given to pupils with special educational needs and/or disabilities. Transition arrangements into the Reception class are excellent, as are those for pupils transferring to middle school. A successful current initiative run by the school is a course for 12 families on the social and emotional aspects of learning (SEAL). The very high levels of support for all pupils are an important factor in their outstanding achievement.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>1</b>
	1

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<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

In this small school, the headteacher, staff and governing body work as a highly effective team. There are significant strengths in the monitoring of teaching and learning and in maintaining high levels of attainment across the curriculum. The governing body is challenging and supportive and regularly seeks the views of all stakeholders, including pupils, through regular 'Learning Walks'. Very challenging targets are set that contribute significantly to the outstanding outcomes for pupils. Partnerships with parents and carers are highly effective and the school makes excellent use of partnerships with others to benefit pupils, especially through the East Dorset Education Partnership. There is no discrimination within the school and the promotion of equality of opportunity is excellent and results in all pupils making outstanding progress in their learning.

The school complies fully with all current requirements for child protection and safeguarding pupils. All pupils who completed their questionnaire said that the school keeps them safe. However, the school does not check frequently enough that all paperwork is fully up to date. The school has evaluated its provision for community cohesion and, from that, there is, within the school improvement plan, a clear aim to improve further the national dimension in order to raise pupils' awareness of diversity of life in the United Kingdom.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

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## Early Years Foundation Stage

Children start in Reception with attainment that meets expectations for four-year-olds. They make good progress in their learning and the majority achieve above-average levels of attainment by the time they start Year 1. In communication, language and literacy, progress is outstanding, with children's writing a significant strength. Many write sentences correctly and unaided, and apply these skills successfully to writing their own 'pop-up' books, such as 'Where's Mum?' in the style of 'Where's Spot?' Children show very good levels of concentration, such as when making detailed maps of the outdoor play area or exploring the properties of three-dimensional shapes. Whilst they are happy, secure and very confident, too many activities are directed by teachers, including the use of computers. Children do not spend enough time making their own choices about the resources they would like to use.

There are strengths in the teaching of key skills. Assessment of children's learning is good and their 'Learning Journeys' show them and their parents and carers evidence of the good progress they make in Reception. Currently, parents and carers do not always have the chance to contribute significant 'WOW' moments from home to these 'Learning Journeys'. Partnerships with parents and carers are excellent, as are links with pre-school providers. In the absence of the class teacher, the headteacher has taken responsibility for leading and managing the Early Years Foundation Stage and in minimising most successfully any disruption to children's learning.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The vast majority of parents and carers are supportive of all aspects of the school's work and its positive impact on their children. Many parents and carers wrote very supportive comments about the school. Comments such as, 'Our son has had such a positive start to his education. Teachers all seem to work as a team and our son certainly feels part of a 'team' too', and 'Mr Bagwell is a dynamic and caring headteacher. His enthusiasm is contagious and his staff and pupils reflect this', capture the views of many parents and carers.

Inspectors could not find any evidence to endorse the concerns raised by a very few parents and carers. Inspectors were sympathetic to the concerns raised by a few



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parents and carers about the timing of the inspection coinciding with the residential visit made by pupils in Year 4. However, lead inspectors have no say in the actual scheduling of inspections.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hayeswood First School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 89 completed questionnaires by the end of the on-site inspection. In total, there are 151 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	73	82	16	18	0	0	0	0
The school keeps my child safe	78	88	11	12	0	0	0	0
The school informs me about my child's progress	56	63	32	36	0	0	0	0
My child is making enough progress at this school	69	78	20	22	0	0	0	0
The teaching is good at this school	76	85	13	15	0	0	0	0
The school helps me to support my child's learning	63	71	24	27	1	1	0	0
The school helps my child to have a healthy lifestyle	68	76	20	22	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	66	74	22	25	0	0	0	0
The school meets my child's particular needs	72	81	15	17	2	2	0	0
The school deals effectively with unacceptable behaviour	64	72	23	26	1	1	0	0
The school takes account of my suggestions and concerns	57	64	29	33	2	2	0	0
The school is led and managed effectively	74	83	15	17	0	0	0	0
Overall, I am happy with my child's experience at this school	76	85	12	13	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



15 July 2010

Dear Pupils

Inspection of Hayeswood First School, Wimborne BH21 2HN

Thank you so much for the very warm welcome you gave my colleagues and me when we inspected your school. I must say a special thank you to those of you in Year 4, whom we were sadly not able to meet, for completing the questionnaires and writing to me about your school. Of course, I must thank the school council and those of you in Year 3 who met with us. I am delighted to tell you that you go to an outstanding school. There are too many exciting and wonderful things to mention here but these are a few that really stand out:

- you make outstanding progress in your learning, and your attainment in many subjects, especially the important ones of English and mathematics, is much higher than for most children of your age
- behaviour is exemplary and you really do enjoy every minute of the school day
- teachers really challenge you in lessons to think and work hard
- you all feel safe in school and know, for example, why you should use hand gel after handling soil
- those who lead and manage your school are determined that you will get the very best education at your school.

Even though you go to an outstanding school, I have asked your headteacher, teachers and governing body to do two things to make it even better. These are to:

- make sure that those of you in Reception spend more time choosing your own activities, including using computers and outdoor toys
- improve your understanding of how other families and communities live and work in the United Kingdom.

I hope that Year 4 enjoyed their visit to Leeson House and I wish you every success at middle school. I know that the rest of you will continue to work hard.

Yours sincerely

David Curtis

Lead Inspector

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