

Haselworth Primary School

Inspection report

Unique Reference Number	116165
Local Authority	Hampshire
Inspection number	338743
Inspection dates	23–24 September 2009
Reporting inspector	Janet Sinclair HMI

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	110
Appropriate authority	The governing body
Chair	K Barker
Headteacher	C Knight
Date of previous school inspection	2 December 2006
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Introduction

This inspection was carried out by two additional inspectors.

The inspectors visited six lessons and some part-lessons, and undertook a scrutiny of pupils' books. They held meetings with governors, senior staff and pupils. They observed the school's work and looked at a wide range of documentation, and considered the 34 responses to parental questionnaires.

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

- the quality of learning and progress for all groups of pupils, particularly in Key Stage 1 and in writing across the school
- the extent to which teaching, planning and assessment consistently meets the needs of all pupils within the mixed-age classes
- the extent to which pupils are involved in assessing their own learning
- the contribution of the curriculum and extra-curricular activities to outcomes for pupils and the development of community cohesion
- the impact of leaders and managers at all levels, including the governing body, in securing improvement through rigorous self-evaluation and the use of challenging targets.

Information about the school

Haselworth is a smaller than average primary school. Children enter school in the year in which they are five. Attainment on entry is generally well below the expectations for this age group, although it does vary due to the small numbers in each year group and the proportion with learning difficulties and/or disabilities within this. This also affects standards year on year across the school. A large proportion of pupils are eligible for free school meals. There are a few pupils from minority ethnic groups, some of whom are at an early stage of learning English. An above average proportion of pupils have special educational needs and/or disabilities. These are mainly specific learning difficulties related to literacy. The proportion of pupils who join or leave the school other than the usual times is above the national average. Children in the Early Years Foundation Stage (Reception) are taught with Year 1 pupils. There are mixed-age classes across the school.

There is a privately managed Nursery on site. This is part of the Children's Centre, which is supported by the school. The school provides a breakfast club.

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?

3

The school's capacity for sustained improvement

3

Main findings

Haselworth Primary School is a satisfactory school. It has a supportive, caring ethos, which ensures pupils enjoy coming to school and work hard. This is clearly seen in pupils' happy, smiling faces and their friendliness. Good relationships across the school create a positive and secure learning environment for pupils, enabling personal development to thrive. Parents are very supportive of the school and are pleased that their children enjoy school and behave well. As one parent commented, 'The school is very good at encouraging the children and recognising their good behaviour and achievements.'

Children get off to a good start in the Early Years Foundation Stage due to good provision which meets their needs well. In Key Stages 1 and 2, pupils make satisfactory progress in their academic work so that by the time they leave the school they reach broadly average standards in English, mathematics and science. This is due to satisfactory teaching over time. Some good teaching, as seen in the Year 5/6 classes during the inspection, is helping to accelerate pupils' current rates of progress. Lessons are well organised and managed and pupils show positive attitudes and an enthusiasm for learning. However, learning intentions for lessons are not always made clear to pupils and work is not always well enough matched to their needs and this slows progress. The school tracks pupils' progress carefully and intervenes quickly to support those in danger of falling behind. Pupils themselves, however, are not sufficiently involved in reviewing their targets or responding to marking in order to improve their work. The curriculum meets the needs of pupils of all backgrounds and abilities satisfactorily. It is effectively enhanced by visits, visitors and after-school clubs, which pupils enjoy.

Pupils behave well in lessons and around the school. They are polite and friendly to adults and thoughtful and considerate of each other. School councillors are very proud of the contribution they make to improving the school and talk excitedly about their plans for competitions and awards to encourage more healthy eating across the school. Attendance is average and the school works hard to ensure pupils attend school regularly. The effective care, guidance and support that pupils get, including good links with external agencies, ensure that the pastoral care of vulnerable pupils enables them to participate fully in school life.

Leadership and management are satisfactory overall, but the strong emphasis on pastoral care serves the pupils well. Leaders have shown that the school has a satisfactory capacity for sustained improvement. They have accurately identified areas for improvement and have taken many positive actions to address them since the last inspection. Regular monitoring of teaching and learning and robust systems for tracking

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pupils' progress are fully in place. However, leaders are not always rigorous enough in ensuring that new initiatives become established practice and this has led to some inconsistencies in provision which continue to hamper progress. Governance is satisfactory. All statutory requirements are met and governors have a clear understanding of the school's strengths and weaknesses.

About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Accelerate pupils' rates of progress by
- ensuring a better match of work to pupils' learning abilities and the use of more precise, clearly stated learning objectives to guide lessons and inform pupils of the expectations for their learning.
- Involve pupils more in evaluating their work by giving them greater responsibility for reviewing their targets and responding to teachers' marking in order to improve their work.
- Improve leadership and management by ensuring greater rigour in implementing and embedding new initiatives, so that they become established practice and fully involve subject leaders in this process.

Outcomes for individuals and groups of pupils

3

Pupils enjoy their lessons and this is due to good relationships and a positive atmosphere within classrooms. This enables pupils to make satisfactory and sometimes good progress during their time in school. Pupils start school with literacy skills that are mainly low and by the end of Year 2 standards remain below average in reading and writing. They are broadly average in mathematics. At the end of Year 6, attainment has been broadly average over time, although writing has been the weaker area. Attainment for pupils currently in Year 6, including writing, is average. Evidence from pupils' books indicates satisfactory achievement and progress over time. However, in some lessons seen, pupils were making good progress. Pupils with learning difficulties and/or disabilities also make satisfactory progress due to the small group and individual support that they get. They benefit from short-term programmes for their specific needs. The small number of pupils at an early stage of learning English have had accurate assessments made of their needs, and their culture and language celebrated within the classroom, enabling them to settle well. Occasionally, where their attendance is very low, pupils do not make the expected progress. However, the school does all it can to ensure good attendance and promote pupils' progress through additional support.

Pupils say that they feel very safe in school because all staff take good care of them and there is very little bullying. They make a good contribution both to the school and wider community. They were particularly pleased that their letters to the local council, and subsequent plans, helped to improve a local park. Their spiritual, moral, social and cultural development is good. Pupils are caring and thoughtful towards each other and

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enjoy opportunities to cooperate on activities, for example, through the school council.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

How effective is the provision?

Teachers organise lessons carefully and make good use of resources to support the lesson content. This means that, in almost all lessons, pupils of all abilities are attentive and concentrate well. This was noticeable in a Year 1/2 lesson where pupils were well focused when using the computers. However, teachers on the whole are not so effective in giving pupils responsibility for their own learning through encouraging them to check their progress towards their targets or responding to marking through improving their work. There are some good examples, as in Year 5/6 lessons, of pupils discussing different methods of solving number problems, which enables them to make good progress in developing their mathematical understanding but this is not consistent practice across the school.

The satisfactory curriculum ensures pupils have a broad and balanced learning experience but planning for subjects other than English and mathematics is not always

¹ 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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detailed enough and this hampers progress. The school uses teachers' subject expertise in specific areas such as physical education to make best use of resources for teaching in this small school, and this is effective. Although there are some good examples of cross-curricular links and exciting projects to engage pupils' interest, these are not yet well established across the curriculum.

There is a high level of sensitive concern and commitment on the part of the school for the care of all pupils. The impact of this is that pupils and their families feel well supported and pupils enjoy school. It has well established systems and effective links with external agencies to ensure good quality care and support for all families, but particularly for vulnerable pupils and their families. The school carries a heavy workload in providing pastoral care for its more vulnerable members, but does so effectively and with compassion.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	3
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

How effective are leadership and management?

The headteacher and deputy headteacher work well together as a team. They are ambitious for the school and provide clear direction as well as constantly seeking to improve provision. This is seen in the way in which they have set up literacy and numeracy groups in Years 3 to 6 as a means of catering more fully for pupils' learning needs. They have also improved the provision for writing through a series of initiatives, most recently the introduction of a published scheme to promote reading and writing development in Years 1 and 2. The main weaknesses in leadership are a lack of attention to formalising what leaders do and a lack of rigour in ensuring that agreed initiatives are embedded which leads to inconsistencies in practice.

Subject leaders are developing their roles and have initiated improvements in literacy and numeracy, but do not yet take on full responsibility for ensuring their consistent implementation across the school.

Governors fulfil their statutory duties and hold the school to account satisfactorily through their committees and involvement in the work of the school. However, governors' systematic methods for evaluating the school's effectiveness are underdeveloped.

The school promotes equality among different groups and tackles any possible discrimination. Vulnerable pupils are supported well through the school's effective

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tracking systems, the work of the special needs coordinator and support from teaching assistants. Systems for safeguarding pupils are robust, as are those to protect vulnerable pupils.

The way the school promotes community cohesion is sound and developing satisfactorily. The new Children's Centre, which is fully integrated into the school, enables good support and communication for both parents and children and demonstrates how the school is providing for its community. Work is successfully undertaken to develop pupils' understanding of other cultures through, for example, discussions of festivals and beliefs as well as celebrating the different languages and cultures represented within the school. However, evaluation of this work is patchy and this prevents the school from having a clear understanding of its effectiveness. There are good links with the local police, projects such as a maritime mural involving the Royal Navy, involvement in the local schools' sports partnership and the Gosport writing project, which are effective in promoting pupils' learning and well-being.

The school values parents' views, takes them seriously and responds swiftly and supportively. The impact of this good communication is reflected in parents' very positive responses in the questionnaire.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The good induction children receive helps them to settle quickly and become confident learners. They clearly know school routines and respond well to the teacher's expectations and rules. Teaching is good and ensures that children are provided with

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relevant learning activities to meet their differing needs and interests. Good use is made of the outdoor area to extend children's range of experiences and enable them to fully explore their environment. They thoroughly enjoy this and gain good independence. This was noticeable in the way the children developed their own uses for a variety of materials such as pieces of guttering and tyres. The welfare of children is promoted well in a safe and secure environment. As a result, all children thrive, including those who are vulnerable. However, sometimes adult interactions with the children do not promote their language skills well enough or help develop their ideas and this slows their progress. Detailed ongoing assessments ensure children's progress is monitored carefully and their needs are fully taken into account. There is a good balance between adult-led and child-chosen activity that fosters active learning, play and exploration.

The new leader has already taken steps to improve the management of the outdoor area so that there is more equipment and greater space.

By the end of the Reception Year, although children achieve well and make good progress from well below expected starting points, they are still below average when they enter Year 1.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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	3

Views of parents and carers

Views of parents and carers

The overwhelming majority of parents who returned questionnaires or spoke to the inspection team are very happy with the school and what it provides. They consider that the school is a happy, friendly place where their children are well cared for and encouraged to give of their best. Inspectors agree with the parents' positive comments. They found no evidence to substantiate the concerns voiced by a very small number of parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Haselworth Primary 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 12 statements about the school.

The inspection team received 34 completed questionnaires by the end of the on-site inspection. In total, there are 110 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	62	12	35	1	3	0	0
The school keeps my child safe	20	59	14	41	0	0	0	0
The school informs me about my child's progress	15	44	18	53	1	3	0	0
My child is making enough progress at this school	16	47	16	47	2	6	0	0
The teaching is good at this school	16	47	18	53	0	0	0	0
The school helps me to support my child's learning	16	47	17	50	1	3	0	0
The school helps my child to have a healthy lifestyle	19	56	15	44	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)	14	41	18	53	0	0	0	0
The school meets my child's particular needs	18	53	15	44	1	3	0	0
The school deals effectively with unacceptable behaviour	14	41	18	53	1	3	0	0
The school takes account of my suggestions and concerns	20	59	13	36	1	3	0	0
The school is led and managed effectively	19	56	15	44	0	0	0	0
Overall, I am happy with my child's experience at this school	22	65	11	32	1	3	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



25 September 2009

Dear Pupils

Inspection of Haselworth Primary School, Gosport PO12 1SQ

I am writing to tell you how much we enjoyed our visit to your school. Thank you for being so friendly and helping us with the inspection. I enjoyed meeting the school council members and chatting to many of you during the inspection. I was pleased to learn how much you enjoy school, especially your work as school councillors and your school trips.

We judged that your school is giving you a satisfactory education. We can see why your parents think that it is a happy, friendly school that you enjoy attending.

Here are some other things we particularly liked about your school:

- You get a good start in the Reception and make good progress.
- You enjoy school, behave well and are keen to learn.
- Your headteacher and all the staff take good care of you and you in turn are thoughtful, kind and caring to each other.

Every school has something it could do better, so this is what I have asked your school to do to help you learn even more:

- Improve the way you work, so that you are clear about what you need to do to improve, and teachers make sure you understand your targets and use them to help you reach higher standards in your work.
- Ensure that work is set at the right level and that you are clear about what you are expected to learn.
- Make sure that the most important things that the school needs to do to help you make progress are carried out by everyone.

With best wishes for your future success

Yours faithfully

Janet Sinclair

Lead inspector

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