

Henbury View First School

Inspection report

Unique Reference Number	113745
Local Authority	Dorset
Inspection number	357406
Inspection dates	24–25 May 2011
Reporting inspector	Diane Wilkinson

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

Type of school	First
School category	Community
Age range of pupils	4–9
Gender of pupils	Mixed
Number of pupils on the school roll	153
Appropriate authority	The governing body
Chair	null null
Headteacher	Jane Clarke
Date of previous school inspection	22 January 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons and observed six teachers. They held meetings with members of the governing body, staff and pupils and a small number of parents and carers. Inspectors observed the school's work, and looked at analyses of pupils' progress, governors meeting records, development planning and monitoring, local authority reports, a range of policies and procedures including those associated with safeguarding, curriculum planning documents and a sample of pupils' work. They also scrutinised questionnaires returned by 73 parents and carers, 58 pupils and 15 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The extent to which the school is narrowing the attainment gap between English and mathematics.
- The achievement of boys and pupils with special educational needs and/or disabilities.
- The effectiveness of community cohesion in raising pupils' awareness of diversity in the wider community.

Information about the school

Henbury View is a small first school with one class in each year group. The school provides a breakfast club which was also inspected. The vast majority of pupils are of White British heritage, with very few speaking English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below average. These mainly relate to the autistic spectrum disorder and speech, language and communication needs. The proportion of pupils known to be eligible for free school meals is below average. The school holds the Eco-schools Silver Award, Level 1 Rights Respecting School Status and a British Council International Award. A private pre-school, Tadpoles, shares the school site. This setting was not part of the inspection.

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

Henbury View is an outstanding school, where pupils make excellent progress and attainment is much higher than that expected by the time pupils leave. Pupils greatly enjoy school, and their parents and carers are full of praise for the staff and the support their children receive. As a result of the excellent attention given to individual pupils' needs, all achieve very well, including both boys and girls, and those pupils with special educational needs and/or disabilities. The school has a very well deserved reputation for the way that it includes all pupils in activities and has recently received an award for this aspect from the local authority. Pupils make equally good progress in their personal development. They are exceptionally well behaved, polite, kind and thoughtful and very keen to take on responsibility, making an excellent contribution to school life. Through work towards becoming a 'Rights Respecting School', they have a strong awareness of how they should behave towards people from different backgrounds. Community cohesion within the school and local area is very good, although pupils' awareness of diversity in the wider community in this country is limited.

A key factor in the school's success is the inspirational leadership of the headteacher. She has gained the full commitment and support of the whole school community, so that staff, governors, parents and carers and pupils themselves are focused on achieving the very best quality of education and care. As a result, staff work exceptionally well with parents and carers in supporting their children's learning. The governing body is especially well informed and provides an excellent level of challenge and support for staff. Rigorous and extensive monitoring, accurate self-evaluation and exceptionally well focused development planning are used to speedily address weaker aspects of the school's work. Since its last inspection, the school has made outstanding improvement. Pupils in Years 3 and 4 now progress as well as those in other year groups and the swift rise in attainment in mathematics means standards in this subject now match the high levels already seen in English. These strengths ensure that the school is in an excellent position to build on and extend its high quality provision.

Reception children get off to an excellent start due to the outstanding knowledge staff have of how young children learn. Throughout the school, the curriculum provides rich opportunities for high quality learning that motivate and enthuse pupils to work hard. Teaching is exceptionally good at challenging and inspiring all pupils, and the quality of extra programmes and support for pupils who find learning difficult are excellent. Outstanding attention is given to pupils' safety and well-being, including for potentially vulnerable pupils, so that they are safe and free from harm at all times.

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What does the school need to do to improve further?

- Enhance community cohesion by providing a greater range of opportunities for pupils to gain an understanding of social, religious and cultural diversity in the United Kingdom.

Outcomes for individuals and groups of pupils

1

Reception children settle quickly and making outstanding gains in learning important skills and knowledge. Almost all reach average attainment levels, with a majority exceeding them by the end of the Reception Year. Inspectors' lesson observations confirm that outstanding progress is being made in all year groups, including by pupils with special educational needs and/or disabilities. By Year 2, pupils have an excellent awareness of how to build up new words and their reading levels are high. Handwriting, punctuation and spelling are also strong so that they write confidently, for example in giving instructions on how to grow cress. By Year 4, pupils write very effectively in a range of styles and for different purposes. For example, an account of school life in World War Two and their own story of a Greek myth draw in the reader and sustain interest. Throughout the school, calculation skills develop exceptionally well so that by Year 4, pupils work quickly and accurately with a range of measures, fractions, decimals and negative numbers to solve different problems. They become very effective science investigators, using a range of resources such as digital thermometers especially well to support their work. Pupils' information and communication technology (ICT) skills, for example setting hyperlinks in text, are especially good. Strengths such as these help ensure that pupils are exceptionally well prepared for the future.

Pupils' great enthusiasm for learning is evident in their high attendance levels. An outstanding feature is the way pupils take responsibility for their own learning, continually evaluating how well they are doing, especially in relation to their individual targets. Moral and social development are very strong. Relationships throughout the school are excellent and pupils develop maturity, especially in their willingness to take on responsibility as school councillors, ambassadors or play leaders. They very enthusiastically contribute to the community, for example in working to become an eco-school or by designing and making a mural for the local supermarket. Pupils develop an excellent awareness of how to live a healthy lifestyle, for example ensuring their lunchboxes contain nourishing food. Their knowledge of potential hazards is outstanding, with pupils themselves devising the fire procedures on display in classrooms. Pupils develop a good understanding of different cultures and religions, for example through their links with a school in China. However, their awareness of diversity in this country is relatively limited.

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These are the grades for pupils' outcomes

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

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Underpinning the school's success is the shared commitment of staff to ensure that each pupil gains the greatest benefit from their time in the school. This has led to the development of a highly relevant curriculum closely linked to pupils' interests. It is enhanced by an excellent range of visits, visitors and special events so that pupils quickly develop a thirst for learning. Pupils' views are constantly sought as to how well activities help them to learn so that the curriculum is continually changing and evolving to obtain the greatest impact on learning. Pupils quickly recognise that their views are taken into account, developing the confidence to tell staff when activities are not really helping them and feeling able to suggest ideas for what might work better. This boosts the self-esteem of all pupils, and affords significant benefit to those who do not learn easily.

Lessons are exceptionally well planned, with challenging activities especially matched well to the stage at which different pupils are working. Throughout lessons, adults constantly check how well pupils are doing, effectively adjusting tasks to maximise progress. Excellent behaviour management and very well paced activities mean no time is wasted. The outstanding partnership between teaching and support staff helps classroom assistants play an excellent role in supporting learning. Outstanding assessment opportunities are fully integrated into lesson activities, with very thorough and regular tracking of pupils' progress shared amongst all staff, helping to ensure that learning is built on exceptionally well. The level of care and support the school offers its pupils and

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their parents and carers is exemplary. Induction and transfer arrangements are of very high quality. The diagnosis of the specific needs of potentially vulnerable pupils is excellent and leads to outstanding programmes being put in place to support them. The breakfast club provides a good level of care for pupils who attend.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The quality of leadership and management at all levels is outstanding. The headteacher is exceptionally good at getting the best out of staff because they know their contribution is valued and that they are encouraged to increase their skills in a range of ways. Outstanding monitoring and support of teaching have ensured its quality has improved rapidly over the past few years. Self-evaluation involving all stakeholders is continuous, ensuring development planning is especially focused and effective. The assistant headteacher provides excellent support, taking responsibility for leading forward some important priorities and routines. Teamwork is of the highest quality and, without exception, staff say they love working in the school. This not only creates a very positive ethos for pupils, but ensures that all are working towards a common goal. High quality financial management and the outstanding use of resources help ensure the school provides excellent value for money.

The promotion of equality of opportunity is at the heart of the school's work so that all pupils receive their full entitlement and do equally well. Staff and governors are rigorous in their determination that any discrimination will not be tolerated. The school is strongly committed to community cohesion and is promoting this successfully; especially through ensuring pupils have a strong awareness of their responsibility towards others. There is a clear recognition that more needs to be done to raise pupils' awareness of diversity in this country.

Outstanding relationships throughout the whole school community means that all are working purposefully towards a common goal. The governing body supports the school exceptionally well through its high quality monitoring procedures and excellent strategic awareness. Individual governors are particularly good at using their expertise to support the school, for example in health and safety aspects. Parents and carers are very much partners in their children's learning. They are regularly consulted and find staff very approachable and responsive to their concerns. Special events, such as the topic presentations pupils plan for them, are highly valued and parents and carers say they thoroughly enjoy helping children choose specific activities for their topic homework. The school is strongly committed to working with other schools and agencies, for example in

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providing extra sports or enrichment activities and the very best care and support for potentially vulnerable pupils. High quality practice and procedures ensure the safeguarding of pupils is outstanding, with excellent checks and risk assessments in place and the potentially most vulnerable pupils especially well looked after.

These are the grades for leadership and management

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

Early Years Foundation Stage

Outstanding leadership and management, together with excellent teamwork amongst all who work with the school's youngest children, are the keys to the outstanding provision and excellent progress children make. As a result of excellent links with pre-school providers, especially 'Tadpoles', and with children's families, induction and support are of very high quality.

Provision is adjusted exceptionally well to take account of the changes in children's needs and abilities because thorough and regular observations of learning provide excellent information on their progress. As in the rest of the school, a highly stimulating curriculum promotes a thirst for learning and outstanding behaviour. There is an excellent balance between activities led by an adult and those that children choose and plan for themselves. In the former, skilled teaching, for example on the sounds in words or how to record simple addition, supports the acquisition of important skills exceptionally well. By the time children move on to Year 1, their reading skills are very well developed, most write accurately in sentences and virtually all have a good understanding of number, using this in basic addition or subtraction. Children make equally good progress across all areas of learning because the accommodation, both indoor and out, is exceptionally well organised. Children's imagination is fostered especially well through topics such as 'Pirates', where children can 'sail on a pirate ship' or 'explore an underwater cave' in the role play areas. Outdoors, natural resources and spaces for growing things stimulate children's interest in

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the world around them so they are very keen to find out how things work. On these occasions, adults are exceptionally skilled at asking questions to help children discover things for themselves. A wealth of opportunities for developing fine and gross motor skills support children's physical development exceptionally well. Their personal development is a significant strength. Children quickly develop the skills to persevere on independent tasks and to cooperate in group activities. They learn how they can help in the classroom and ways in which they can contribute to the wider life of the school as their suggestions and contributions are highly valued.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Around 48% of parents and carers returned the questionnaire, with a large majority adding positive comments to these. The vast majority, including those who met with the inspection team, have very positive views of the school, many expressing the view that they would not want it to change in any way. Parents and carers are totally confident that the school is led and managed well, that their children are kept safe and that staff take account of their concerns. A large majority also commented on how much children enjoy school, how friendly the school community is and the attention given to individual children's needs, including for those who need extra support. Inspection evidence supports these views. A very few parents raised concerns, but there was no common pattern to these.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Henbury View 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 73 completed questionnaires by the end of the on-site inspection. In total, there are 153 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	61	84	10	15	2	3	0	0
The school keeps my child safe	67	92	6	8	0	0	0	0
My school informs me about my child's progress	56	77	13	18	4	5	0	0
My child is making enough progress at this school	56	77	14	19	3	4	0	0
The teaching is good at this school	59	81	13	18	1	1	0	0
The school helps me to support my child's learning	59	81	13	18	1	1	0	0
The school helps my child to have a healthy lifestyle	56	77	16	22	1	1	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)	54	74	17	23	1	1	1	1
The school meets my child's particular needs	60	82	12	16	1	1	0	0
The school deals effectively with unacceptable behaviour	57	78	14	19	2	3	0	0
The school takes account of my suggestions and concerns	56	77	15	21	0	0	0	0
The school is led and managed effectively	65	89	8	11	0	0	0	0
Overall, I am happy with my child's experience at this school	65	89	7	10	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 all 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



26 May 2011

Dear Pupils

Inspection of Henbury View First School, Wimborne, BH21 3TR

Thank you for welcoming us to your school. We very much enjoyed our time talking to you and seeing all the things you do. I particularly want to thank the pupils who gave up their time to talk to us. We think your school is outstanding, and we are pleased that you and your parents and carers think so too.

Here are some of the things we found out were especially good about the school.

- All of you make excellent progress and by the time you leave, attainment is high.
- You are very friendly, polite and well-behaved young people and you do lots of things to help your school and local community.
- You have an excellent idea of how well you are doing and a great determination to do your very best.
- Staff plan lots of really interesting things to help you and their teaching is outstanding.
- Adults take excellent care of you and the help for those of you who find learning difficult is especially good.
- You have an outstanding headteacher and, together with staff and governors and also you and your parents and carers, she is working really well to help your school be the very best it can.

Here is what we have asked the school to improve.

- You are already very clear about your responsibility towards others and we think it will help if you learn more about people from different backgrounds who also live in this country.

You can help make this happen by trying hard to find out what life is like in different areas, especially in the big cities.

Yours sincerely

D Wilkinson

Lead inspector

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