

Henbury View First School

Inspection report

Unique Reference Number	113745
Local Authority	Dorset
Inspection number	311355
Inspection date	22 January 2008
Reporting inspector	Margaret Dickinson HMI

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 on roll	
School	153
Appropriate authority	The governing body
Chair	Paul Warman
Headteacher	Rita Powner
Date of previous school inspection	19 January 2004
School address	Hillside Road Corfe Mullen Wimborne BH21 3TR
Telephone number	01202 659179
Fax number	01202 659179

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors, who evaluated the overall effectiveness of the school and investigated the following issues:

pupils' achievements and standards, particularly in writing and science

the effectiveness of the school's tracking systems, particularly in terms of lesson planning and target setting, and

the impact of self-evaluation on school improvement.

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

Description of the school

The school attracts pupils from Corfe Mullen and the surrounding area, including Poole. Children start school with skills that are broadly as expected for their age. The proportion of pupils with learning difficulties and/or disabilities is below average. The school has achieved the Investors in People Award and a Sports Award. It is in the later stages of qualifying for a Healthy 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

Henbury First School is a good school, which has the welfare and success of its pupils at its very heart. There are high levels of care and support and the school has a welcoming, 'family' atmosphere. Everyone is respected and valued and all staff work very hard to make the school a happy place in which to work and learn. An overwhelming majority of parents wrote to praise the school and confirm how much their children enjoyed school. The school's provision for the youngest children came through as a strong feature, and this is right. Children get a good start to their schooling in the Reception class, where they make good progress.

Pupils achieve well to reach consistently above-average standards Year 2, which continue to the end of Year 4. The headteacher and inclusion manager provide good leadership and the school has clear direction. There is a good emphasis on pupils' wider learning and development. Teaching is good, with some outstanding aspects. In some classes, learning is very lively and interesting. Pupils are fully involved and motivated and work is extremely well matched to their needs. In these cases, teaching assistants often have a strong impact on the pupils' learning. Some lessons move at a slower pace, which leads to satisfactory learning. There are some very helpful displays in classrooms to prompt ideas and remind pupils of key learning points. In Years 1 and 2, work is carefully planned to help pupils who are capable of writing more varied and extended sentences, for example, to become better writers. This is not as effective in Years 3 and 4, where writing activities do not always take sufficient account of pupils' prior standards. In science, pupils use a good range of recording methods lower down the school. They cover interesting and varied work. The variety and breadth of work in Key Stage 2 is not quite as broad.

The curriculum is varied and interesting and good links are made between subjects to make learning fun. The school has improved the way it uses information and communication technology (ICT) to help pupils develop ICT skills and broaden their learning in many subjects. Another strong feature of the curriculum is the school's provision for sports. The pupils enjoy the sports coaching very much. All those on the school council said they felt fit and healthy. They also feel very safe in school. Pupils enjoy special events such as the recycling project last year, for which the school won a county award. Pupils' social and emotional development is promoted well. As a result, pupils are learning to reflect and look at things from different viewpoints. This was evident from work on display and during a meeting with the school council, when pupils gave thoughtful and considered responses. Pupils are considerate and kind to one another and respect each other's differences. Behaviour is good. The school places clear emphasis on being inclusive. It has improved the way it identifies pupils who need additional help. Through putting extra support in place at an early stage, the school helps its more vulnerable pupils, including those with learning difficulties and/or disabilities, to achieve well. Pupils who speak little English settle quickly and feel part of the school family.

The school has a coherent tracking system in place, which is being increasingly used to promote achievement. It shows the standards that pupils have reached in reading, writing and mathematics each term, and is used to set targets for pupils. The information is being used well by the headteacher, inclusion manager and teachers to analyse pupils' ongoing standards. A good feature is the way it has been used recently to adjust targets for some pupils in Year 2 to make them more aspirational. However, the school is not monitoring longer-term progress effectively to check whether a pupil working at average levels, for example, is doing well, based on where they were at the end of Reception, or is underachieving.

The school has an accurate understanding of its key strengths and weaknesses. It has adopted a good range of methods for checking its work through, for example, sampling lessons, looking at pupils' work and holding discussions with pupils to find out what they know. This provides useful information to put alongside the picture coming through from the school's data. These reviews are not always evaluative enough to pinpoint the main strengths and weaknesses in pupils' standards and achievement, in order to help the school move from being a good school to an outstanding one. The school has had some staff absence and staff changes over recent years, which has affected the continuity and impact of subject leadership in some areas. These are starting to build again and those subject leaders who are in the early stages of their new roles are working hard to have an impact upon their subjects. The headteacher and inclusion manager work together well and there is a strong sense of teamwork throughout the school. The headteacher is due to retire at the end of the summer term. Taking all these factors into account, the school's current capacity to improve is satisfactory.

Effectiveness of the Foundation Stage

Grade: 2

Children enter Reception with standards broadly in line with what is expected for children of this age but aspects of language are weaker. They settle in well and learn in a caring and nurturing environment. They have a rich and varied range of activities. Some are clearly focused on developing specific skills and others are designed to give children choice over what they do. This encourages them to develop independence and take responsibility. The day is very well organised and children have good opportunities to develop and learn across all six main areas of learning. Most are working securely within the early learning goals by the end of Reception. They make especially good progress in their personal and social development and in their early reading and writing skills. Children respond very positively to the good teaching. They are well motivated and familiar with the well-established daily routines. They relate very well to other children and to the adults and helpers who work with them. The children's progress is recorded regularly in a variety of ways. The system is being appropriately refined so that it is more manageable and useful for informing each child's end-of-year profile.

What the school should do to improve further

- Improve the consistency and rate of progress in writing to raise standards further by Year 4.
- Use the tracking, assessments and monitoring to focus more on pupils' progress, so that timely support can be provided where it is most needed.

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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 effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

23 January 2008

Dear Children

Inspection of Henbury View First School, Corfe Mullen, Dorset BH21 3TR

Thank you for being so welcoming and helpful when I visited your school recently. I enjoyed seeing you in lessons and in the playground. I particularly want to thank the school council for agreeing to meet me to tell me about your school. I enjoyed talking to them very much.

You go to a good school. You learn lots of things and do well. The teachers work hard to plan interesting activities for you to do. They make sure you are well cared for and I can see that you enjoy coming to school very much. The school council told me how much everyone enjoys the sports coaching, and every single one of them said they thought they were very fit! Many of your parents also wrote to me to say how pleased they were with your school, and they listed lots of things that they liked.

Your school is led and managed well by Mrs Powner, Mrs Clarke and the governors. Some of you are doing really well with your writing but I think some of you could do even better and I have asked the school to work on this next. I have also asked them to keep a careful eye on how well each of you makes progress from year to year to see if they can spot things which could be improved to help make your school even better.

I know you will continue to work hard and I wish you all the best for the future.

Margaret Dickinson Her Majesty's Inspector



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Her Majesty's Inspector