

Haymoor Middle School

Ashdown Close, Canford Heath, Poole, BH17 8WG

Inspection dates 23–24 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- Leaders and managers, at all levels, have effectively led a period of rapid change and consequently the quality of teaching and pupils' progress have improved.
- Teaching and learning are good and at times outstanding. There are good opportunities for pupils to share ideas and work in teams.
- Achievement is good. Pupils make good progress and attainment is above expectation by the end of Year 7.
- The school caters well for pupils' emotional, social and personal needs.
- Pupils behave well. They have very positive attitudes to their work and have a good, secure understanding of how to stay safe.
- The headteacher and other senior leaders are driving improvement, especially regarding the quality of teaching. They are well supported by subject coordinators and other managers, who also make a good contribution to school development.
- The school has a variety of well-established ways that it uses to check how well it is doing. This helps ensure that the school has an accurate understanding of its strengths and areas for development.

It is not yet an outstanding school because

- There are inconsistencies in how well teachers use assessment information to plan work that meets the needs of different pupil groups. Not all staff show clearly in marking how pupils can improve their work. On occasions, opportunities are missed to encourage pupils to write at length.
- Not all leaders are adept at identifying specific areas for development and setting measurable targets against which success can be judged. When monitoring the extent to which they focus on the quality of learning is inconsistent. Governors' training arrangements do not always ensure their training is refreshed regularly.

Information about this inspection

- Inspectors observed 20 lessons and heard pupils read.
- Inspectors observed the school’s work and analysed school data relating to pupils’ progress and attainment levels. The school development plan, curriculum and lesson plans, governing body documentation, school policies and procedures, particularly those relating to the health, safety and safeguarding of pupils, were scrutinised.
- The team took account of the opinions of 17 parents and carers who posted their views on the Parent View website. The most recent school parent and pupil questionnaires were examined.
- Discussions were held with governors, leaders and other school support staff, pupils and a representative of the local authority.
- During the inspection a number of staff were out of school accompanying Year 4 on a residential trip.

Inspection team

Michael Pye, Lead inspector

Additional inspector

Marion Hobbs

Additional inspector

David Hogg

Additional inspector

Full report

Information about this school

- The school is larger than the average primary school.
- Pupils come from a predominantly White British background. The next largest minority ethnic group consists of pupils from an Any other White background.
- A below-average number of pupils, supported under the pupil premium, are known to be eligible for free school meals.
- The proportion of pupils at school action is well above average. The proportion of pupils at school action plus and with a statement of special educational needs is above average. The main needs of these pupils relate to specific learning and behavioural, social and emotional difficulties.
- The government's current floor standards, which set the minimum expectations for pupils' attainment and progress, were met in 2012 by the school.

What does the school need to do to improve further?

- Improve teaching through ensuring that all teachers:
 - use assessment information to plan suitably challenging work for all pupils
 - make clear in marking what the pupil has to do to improve their work
 - maximise the opportunities for pupils to practise their skills through writing at length.
- Increase the impact of leaders and managers on pupils' progress through ensuring that:
 - all are able to set precise indicators to measure how well the school is doing and then use these to check how successful targets have been in achieving them
 - all leaders have a clear focus on the quality of learning when judging the quality of teaching
 - governors establish annually a clear idea of their training needs, including training in how to interpret pupils' achievement to allow them to challenge the school more effectively.

Inspection judgements

The achievement of pupils is good

- Pupils leave at the end of Year 7 with attainment above expected levels. Attainment by the end of Year 6 has gradually improved over recent years and is now securely average with most improvement being seen in mathematics.
- Pupils enter Year 4 with broadly expected levels in English, but with particular weaknesses in mathematics. The whole-school focus to improve numeracy skills and knowledge has been successful in improving attainment and progress levels.
- School tracking data show the good rate of pupils' progress from entry to exit. Similarly, pupils taking the national tests at the end of Year 6 make good progress from their entry. This includes those pupils known to be eligible for free school meals.
- The achievement of boys in writing is improving and the gender gap with girls' achievement is reducing. A variety of methods, including the use of modern technology to encourage reading and support writing, have been successfully employed to achieve this.
- The progress of disabled pupils and those with special educational needs has improved overall, though some inconsistencies remain in the rate of progress year on year of school action and school action plus pupils. Currently, the school has a focus on supporting school action pupils in small groups in order to further raise achievement. Data indicate that they are progressing in line with their peers as a result of such support.
- The school has recently introduced regular guided reading lessons. These give good opportunities for pupils of all ages to read regularly. They discuss and show their understanding of varied texts, including moral issues.
- Attainment in reading is above the expected levels at the end of Year 7. Pupils are able to separate sounds and blend them together to pronounce the word correctly. On occasions, low attaining readers fail to identify the punctuation marks in the text that make clear there is a need to read with expression.

The quality of teaching is good

- Teachers ensure that pupils know the learning objective for the lesson and what they have to do to be successful; this contributes well to the rate of pupils' progress. Pupils in a Year 6 English lesson clearly understood that key to their success was their use of imaginative adjectives, verbs and adverbs as they edited and revised a text.
- Pupils show excitement and work hard when presented with activities and experiences that meet their different learning needs and allow them to work together. Year 5 pupils quickly focused on the learning when listening to Victorian music, handling articles from that age and using magnifying glasses and deerstalker hats which reinforced the history detective theme.
- While teachers have a range of information about how well pupils are doing to aid their planning, not all teachers plan appropriately challenging work. In one mathematics lesson about common shapes and polygons the challenge for high attainers was variable at different times and their progress dipped as a result.
- Good questioning by teachers and learning support assistants aids pupils' progress. This was noticeable during a guided reading session where the teacher's questioning encouraged thinking and opened up speculation about a moral issue. Pupils were then able, with adult support, to offer varied possible meanings for the text.
- Teachers have secure subject knowledge and use this well to 'model' the expected work for pupils and thereby allow them to work independently. Not all teachers carry this modelling into their mathematics marking, missing the opportunity to demonstrate a certain method or way for pupils to set out their work. On occasions, the next steps in pupils' learning are not made clear in teachers' marking.

- Good improvement since the last inspection is seen in the pace of lessons. A Year 7 English lesson saw pupils responding well to the opportunity to present and review short, sharp, pacy drama pieces about past writers such as Emily Bronte and Ted Hughes. This undoubtedly added to their cultural and social development.

The behaviour and safety of pupils are good

- Attendance is above average and reflects the pupils' high enjoyment levels.
- Pupils know what is meant by bullying. They explained about the repeated nature of bullying and that it can be physical and verbal. They also said that incidents are rare, usually involve name-calling, and when informed the school takes effective action.
- Around a sixth of the school pupils were spoken to and there was no real concern expressed about not feeling safe in school. The very large majority of parents and carers who completed the Parent View and school surveys back this view.
- Pupils have a very positive attitude to their learning. They are keen, willing to learn and show consistently high levels of respect for adults and their peers.
- Behaviour is good because the school monitors issues well, especially through the work and record keeping of the pastoral care worker.
- Pupils enjoy responsibility. Peer mediators are praised by pupils and school councillors make meaningful decisions. However, opportunities for them to be involved in determining what makes a good learner and an effective environment for learning are underdeveloped.
- The personal, emotional and social support for pupils, that is their pastoral care, is very strong.
- A wide range of extra-curricular activities, together with visits and school assemblies, makes a good contribution to pupils' spiritual, social and cultural development.

The leadership and management are good

- Senior leaders have established a very clear vision for improvement since the last inspection. Teachers share this sense of purpose and respond well to the rigorous and successful cycle of lesson observations. The headteacher has dealt effectively with any underperforming teachers, particularly through the use of performance management objectives. Consequently, teaching overall is now good and is linked clearly to how well teachers are paid.
- A rigorous cycle of checking teachers' performance exists and links well both to their continuing professional development and the progress that pupils make. Good arrangements are in place to ensure that teachers have the necessary skills and knowledge for the next step of their career.
- Improved teaching has also developed from teachers participating in the good 'Teaching Performance Partnerships' which allow for the effective sharing of good practice within the school.
- The collection and analysis of data about pupils' progress are well developed and now make a good contribution to ensuring all pupils have the same opportunity to achieve as well as each other. Progress meetings are effective in identifying underachievement and making sure appropriate support is provided. Teachers are increasingly responsible for how their pupils are progressing.
- A wide range of methods are used to monitor the school's work. Coordinators and senior leaders participate in observations, work scrutiny and planning reviews. While some mention is made of the quality of learning in their analysis, this is too infrequent. There is a tendency to place too great a focus on what the teacher is doing, rather than the impact of this on pupils' learning and progress. This means feedback sometimes lacks clarity about how the lesson could be improved to accelerate pupils' progress.
- Senior coordinators have supported school improvement well. In English, in-service training has aided teachers' subject knowledge, especially regarding guided reading. Mathematics has benefited from a focus on using and applying pupils' skills and knowledge, and increasing

teachers' knowledge and confidence. Such improvements reflect a secure capacity to improve the school.

- Development planning involves a wide range of people, and pupils' views are sought through the school council. Appropriate priorities are identified though not always as precisely as they might be. Consequently it is, on occasions, difficult to track the degree of success of any subsequent changes.
- The curriculum provides well for the development of literacy and numeracy skills. On occasions, opportunities are missed to allow pupils to practise writing skills learnt in English lessons by ensuring that in all subjects, pupils are able to write at length.
- Good partnerships benefit pupils. The local church link, for example, helps prepare pupils for their move to secondary school. The local authority has provided appropriate light touch support. Parents and carers benefit from regular newsletters and the newspaper produced by pupils carries valuable information about pupils' thoughts and priorities.
- The pupil premium budget has been identified. The assessment manager is carefully tracking the difference made by one-to-one and small-group interventions on the progress of pupils covered by this budget. Recent data show that the majority of these pupils make good progress.
- **The governance of the school:**
 - Governors contribute to checking the school's work and its strategic development in a variety of ways. Focused visits take place and subsequent written reports are made available to all governors while reports from subject coordinators also help inform governors. For example, there is a growing knowledge of how the pupil premium is spent and how it can benefit these pupils' progress. Such monitoring allows governors to challenge the school. However, not all governors raise issues regarding the impact of teaching on the progress of pupils partly because they have not undergone sufficient training about assessment data. While the governing body has recently changed its arrangements for accessing training there is no current planned programme for regularly updating the training of governors. They meet their statutory responsibilities, with named governors for child protection and special educational needs overseeing the provision in these areas. Safeguarding is secure with staff vetting arrangements being regularly checked.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	113744
Local authority	Poole
Inspection number	405481

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

Type of school	Middle deemed primary
School category	Community
Age range of pupils	8–12
Gender of pupils	Mixed
Number of pupils on the school roll	330
Appropriate authority	The governing body
Chair	Andrew Harvey
Headteacher	Peter Schouten
Date of previous school inspection	13–14 January 2011
Telephone number	01202 659290
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