Inspection of Hamworthy Park Junior School

Ashmore Crescent, Hamworthy, Poole, Dorset BH15 4DG

Inspection dates:	4 and 5 March 2025
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Previous inspection grade	Good

The headteacher of this school is Susannah Hill. This school is part of Hamwic Education Trust which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Robert Farmer, and overseen by a board of trustees, chaired by Gary Plummer.

What is it like to attend this school?

Everyone at Hamworthy Park Junior School wants every child to flourish. Pupils greatly benefit from a 'one school' experience across the federation. They learn well because the curriculum in the junior school builds successfully on what pupils have learned in the infant school.

Pupils strive hard to meet the four 'being brilliants'. Pupils are respectful and kind to one another. Their attitudes to learning show that they know how to be ready to learn. Pupils are highly motivated by the rewards they receive for 'being brilliant'. Staff apply the school's rules fairly and consistently.

The pastoral support for pupils is highly effective. The pastoral team has a range of skills that it uses to support pupils' needs. Pupils value the care and support they receive. Those who attend the 'Troopers' and 'Shining Stars' clubs describe the difference this makes to them. The clubs help to reduce pupils' anxiety and have improved pupils' attendance.

Pupils enjoy breaktimes where playtime buddies and sports leaders organise and support games and activities. The range of leadership opportunities inspires pupils. They feel valued and trusted with responsibility. Many pupils take up these roles and enjoy contributing positively to one another's school experience.

What does the school do well and what does it need to do better?

'Every Child, Every Day, Every Possibility' is the school's motto. This ethos underpins the curriculum, which is coherently designed and well sequenced. The school has carefully considered what it wants for every pupil. It has identified a set of 'golden threads' such as aspiration and citizenship that are woven through the curriculum. These develop pupils' understanding of themselves, their local community and their place in our global society.

Most pupils learn well because work is matched to their individual starting points. The school has identified the strategies it wants teachers to use when delivering mathematics and reading curriculums. These are effective and used consistently across the school. The school has invested in developing staff subject knowledge in these subjects. This means teachers deliver the curriculum with accuracy and confidence. Pupils revisit knowledge to help them to build on previous learning. Staff make regular checks on learning. For example, checks are used to ensure pupils who have fallen behind in phonics are given the support they need. Consequently, in recent years, published outcomes in English and mathematics have improved.

Pupils enjoy their learning. They work hard and achieve what is expected of them. They like choosing from the '100 recommended reads', which the school has carefully chosen to enrich the curriculum. In a few subjects in the wider curriculum, pupils do not learn as well. This is because, sometimes, the learning activities and work given to pupils does not help them to deepen and secure their knowledge.

This is an inclusive school. Pupils with special educational needs and/or disabilities (SEND) learn alongside their peers. Adaptations to meet pupils' needs, such as adult support and resources, help them to do this. However, in some subjects, staff have not clearly identified what pupils with SEND already know. At times, the learning activities do not match what pupils can do. They do not enable pupils to build their knowledge and skills from their individual starting points. This hinders their progression because they are not able to build on what they already know.

The school has recently improved how it manages pupils' attendance. Leaders take a firm but supportive approach if absence becomes a concern. As a result of high expectations and robust measures, pupils' attendance has improved. The school's actions are having a positive impact on pupils' learning and well-being.

The personal, social and health education curriculum is progressive and adapted to meet the needs of pupils and the local context. It helps to prepare pupils for life in modern Britain. For example, they have a secure understanding of discrimination, equality and the rule of law.

Staff enjoy working at the school. They feel well supported by the trust and school leaders, who they find approachable and open.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The learning activities in some foundation subjects do not match the intended outcomes of the curriculum. This hinders pupils' ability to learn the key knowledge and skills they need to succeed in these subjects. The school should ensure that teaching helps pupils to learn the intended curriculum.
- At times, the curriculum is not adapted to match the individual starting points of pupils with SEND. Sometimes work is too hard for them, so they are unable to move on with their learning. This means some pupils with SEND are not able to build on what they know. The school needs to ensure the learning activities given to pupils with SEND match their individual starting points so they know more, remember more and can do more over time.

How can I feed back my views?

You can use Ofsted Parent View to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further guidance on how to complain about a school.

Further information

You can search for published performance information about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	143314
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10344772
Type of school	Junior
School category	Academy converter
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	455
Appropriate authority	Board of trustees
Chair of trust	Gary Plummer
CEO of the trust	Robert Farmer
Executive Headteacher	Susannah Hill
Website	www.hamworthyprimaryschools.co.uk
Date of previous inspection	4 June 2019, under section 8 of the Education Act 2005

Information about this school

- The school is federated with Twin Sails Infant and Nursery School, and they share a site.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: reading, mathematics, history and art and design. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors held meetings with the executive headteacher, head of school, deputy and assistant headteachers, special educational needs coordinator, curriculum leaders, teaching and support staff. The lead inspector met with the chairs of the trust and the local governing body. She also met with the chief executive officer and the director of education and quality assurance.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The lead inspector listened to some pupils read to an adult.
- Inspectors observed pupils' behaviour in lessons and around the school site. In addition, they met with pupils informally and formally to hear their views.
- Inspectors considered responses to Ofsted's online questionnaire, Ofsted Parent View, including free-text responses. Inspectors also took into consideration responses to the staff and pupil surveys.
- Inspectors examined a range of documentation provided by the school, including the school's improvement plan.

Inspection team

Angela Folland, lead inspector	His Majesty's Inspector
Carl Thornton	Ofsted Inspector
Jane Dhillon	Ofsted Inspector

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