

# Inspection of a good school: Haymoor Junior School

Ashdown Close, Canford Heath, Poole, Dorset BH17 8WG

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Inspection dates:

12 and 13 October 2023

## **Outcome**

Haymoor Junior School continues to be a good school.

The headteacher of this school is Lucy Waterhouse. This school is part of TEACH Poole, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Kate Carter, and overseen by a board of trustees, chaired by Emma Hall.

## **What is it like to attend this school?**

Pupils are happy to come to school and enjoy learning. The school has high expectations for pupils' behaviour. Pupils behave well and feel safe. They value the strong pastoral support and trust adults to listen to them if they have a problem.

Pupils benefit from an exceptionally well-planned range of experiences that develop their interests and talents within and beyond the academic. These are carefully chosen to build pupils' cultural capital and readiness for life in modern Britain. The school removes any barriers to participation so that all pupils can enjoy these experiences.

Pupils have a strong moral code. They understand that people are different. They know that all people, irrespective of their characteristics, should be treated equally. As a result, they are respectful to one another.

Parents are overwhelmingly positive about the school. They value the education and experiences pupils have. They highly recommend the school.

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

The school has designed an ambitious, well-sequenced curriculum. It has identified the essential knowledge pupils need to know and broken this into small steps. The sequences of learning build coherently so that pupils know more and remember more over time. For example, in geography, younger pupils use what they know about natural resources found in different parts of the world to understand the challenging concepts of trade, import and export.

Teachers feel well supported to deliver the curriculum as intended. The systems in place for designing meaningful sequences of learning are strong. These support teachers to develop their subject knowledge. However, there are occasions when subject knowledge is not secure, which prevents some pupils from learning as well as they could. Staff appreciate the collaboration with colleagues in other trust schools, which helps with their workload.

The school is passionate about reading. Pupils enjoy the well-stocked library. They find plenty of interesting books to read. Like the curriculum, these texts reflect diversity and the protected characteristics. This deepens pupils' understanding of equality and difference. The school has prioritised training for staff. As a result, most pupils learn to read accurately and fluently. However, support for those pupils who need help with their reading does not always meet their needs, which means some pupils do not catch up rapidly enough.

The school has designed a range of ways to support learning, including for pupils with special educational needs and/or disabilities (SEND). Staff have an accurate understanding of pupils' barriers to learning. They design learning so that pupils with SEND can learn alongside their peers. For example, all pupils, including those with SEND, can apply their mathematical fluency to reasoning and problem-solving. This is because work is designed to help all pupils to have a go. Consequently, all pupils are developing the language and techniques for these mathematical elements. However, there are times when the implementation of the curriculum is not as effective. When this happens, pupils miss important information needed to learn well.

The school regularly evaluates the impact of the curriculum on pupils' learning. As a result, it makes well-informed decisions about changes needed to teaching. In some areas of the curriculum, while these changes are beginning to have an impact, it is too soon to see the impact on pupils' learning over time.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- The teaching of reading and mathematics is not consistently based on secure subject knowledge. This means that, sometimes, pupils do not get the precise teaching they need to read or calculate fluently. The school must ensure that teaching is based on secure subject knowledge so that pupils learn as well as they should.
- The curriculum is not always implemented as leaders intend. This means that pupils do not always achieve the ambitious aims of the curriculum. The school should ensure that the implementation of the curriculum enables pupils to know more, remember more and do more over time.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in April 2018.

## 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

<b>Unique reference number</b>	141787
<b>Local authority</b>	Bournemouth, Christchurch & Poole
<b>Inspection number</b>	10298033
<b>Type of school</b>	Junior
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	360
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Emma Hall
<b>CEO of the trust</b>	Kate Carter
<b>Headteacher</b>	Lucy Waterhouse
<b>Website</b>	<a href="http://www.haymoor.poole.sch.uk">www.haymoor.poole.sch.uk</a>
<b>Date of previous inspection</b>	24 April 2018

## Information about this school

- The school does not use any alternative providers.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.
- The inspector carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, the inspector 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.

- The inspector held meetings with the headteacher, deputy headteacher, inclusion leaders, curriculum leaders, teaching and support staff, trustees, including the chair of the trust board, and the chief executive officer.
- To evaluate the effectiveness of safeguarding, the inspector: 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 inspector listened to pupils read to an adult.
- The inspector observed pupils' behaviour in lessons and around the school site. In addition, she met with pupils, formally and informally, to hear their views.
- The inspector considered responses to Ofsted's online questionnaire, Ofsted Parent View, including free-text responses. She also took into consideration responses to the staff and pupil surveys.
- The inspector examined a range of documentation provided by the school.

### **Inspection team**

Angela Folland, lead inspector

His Majesty's Inspector

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