

Inspection of Henbury View First School

Hillside Road, Corfe Mullen, Wimborne, Dorset BH21 3TR

Inspection dates: 29 and 30 November 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Sally Wall. This school is part of Hamwic Education Trust, which means other people in the trust 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 Alice Wrighton.

Ofsted has not previously inspected Henbury View First School as an academy under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection of the predecessor school.

What is it like to attend this school?

The child is at the heart of this inclusive school. The mantra that 'every child matters, every moment counts' shines through. Pupils flourish at this school and are proud to be part of it. The school creates an atmosphere built on mutual respect and trust. Staff have high expectations of all pupils and as a result, pupils achieve well.

Pupils' behaviour is exemplary. Children fully understand the school's values of 'belong, believe, behave' from the moment they start in the Reception Year. Pupils support and care for each other during their learning and social times. They are courteous to adults and each other. Pupils work and play together happily. They know that the school will not accept bullying or unkindness. On the rare occasions there are squabbles, these are resolved quickly.

Pupils delight in the opportunity to take on positions of leadership and responsibility, such as eco warriors and the school council. They undertake these roles with pride. Pupils know that their voice is heard, and their views and ideas listened to. This develops a strong sense of identity and community. From the very beginning, pupils learn what it means to be active and responsible citizens.

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

The school provides pupils with an ambitious curriculum. It is carefully planned and identifies the essential knowledge and skills pupils need to know and remember. Pupils are eager to learn and show positive attitudes to their work. As a result, published outcomes in reading, writing and mathematics are high. However, the school is aware that pupils' writing is not as well developed across the curriculum. As a result, pupils do not demonstrate through their written work the depth of subject knowledge they have learned.

Pupils with special educational needs and/or disabilities (SEND) are at the centre of teaching plans. Barriers to learning are identified with accuracy. Adaptations are made to ensure pupils are supported throughout the curriculum. This ensures that pupils with SEND follow the same curriculum as their friends and achieve well.

The school is ambitious that every pupil will become a fluent reader. Children begin their reading journey from the moment they start school. School staff are highly skilled in the teaching of reading. They are quick to identify any pupil who is falling behind and provide support to help them catch up quickly. Children benefit from highly effective phonics teaching starting in the early years. As a result, pupils go on to achieve well in their phonics screening check. Books are carefully chosen to ensure they precisely match pupils' phonic knowledge. Pupils hear stories daily. Adults bring the characters in stories alive. Pupils relish these times and are eager to take part. This promotes an early love of reading.

Pupils' personal development is outstanding and is fundamental to the school's work.

There are strong community links. The school works closely with the church, local library and a care home. These links give pupils a sense of belonging within their community. Pupils also support the local food bank and other charities. This helps increase their understanding of what it means to be responsible citizens who contribute positively to society.

The curriculum for personal, social and health education is planned with care. Pupils build knowledge and understand the importance of leading healthy, safe and active lives. They show a deep understanding and respect for different cultures, faiths, types of families and relationships.

Enrichment opportunities are extensive and are carefully woven into the curriculum. These are open to all pupils, well attended and include sports, art and music. Older pupils enjoy their residential trip to Corfe Castle. These experiences enhance pupils' understanding of the wider world.

The school works effectively with parents to promote good attendance. They provide support and guidance where needed. The school does not hesitate to take decisive action when attendance does not meet its high expectations. As a result, pupils attend well.

Parents are extremely positive about the work of the school. They comment on how the school helps them feel supported and included in their child's learning journey. They are confident that their children receive a high level of care and a good education.

Over time, governors had not held school leaders accountable. As a result, the improvements needed in the school slowed. The new local governing body, ably supported by the trust, is working to ensure systems are in place to provide an effective level of challenge to school leaders.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils' writing is not well developed across the curriculum. As a result, they do not demonstrate the depth of subject knowledge they have learned through their written work. The school must ensure that pupils develop their writing across all areas of the curriculum.
- Over time, governors had not held school leaders accountable. As a result, during this time the improvements needed in the school slowed. The new local governing body and trust must ensure that systems are in place to provide an effective level of challenge to school leaders.

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 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	147710
Local authority	Dorset
Inspection number	10288248
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 9
Gender of pupils	Mixed
Number of pupils on the school roll	146
Appropriate authority	Board of trustees
Chair of trust	Alice Wrighton
CEO of the trust	Robert Farmer
Headteacher	Sally Wall
Website	www.henburyview.dorset.sch.uk
Dates of previous inspection	Not previously inspected under section 5 of the Education Act 2005

Information about this school

- Henbury First School converted to become an academy in September 2019. When its predecessor school, Henbury First School, was last inspected by Ofsted, it was judged to be outstanding overall.
This 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.

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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, the assistant headteacher, other leaders and staff.
- The lead inspector met with the chief executive officer and the vice chair of trustees of Hamwic Education Trust.
- Inspectors carried out deep dives in these subjects: English, early reading, mathematics and history. For each deep dive, the 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. For reading, the lead inspector listened to pupils read.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered key documentation, including school development plans and governors' minutes.
- Inspectors observed pupils' behaviour in lessons and around the school site. The inspectors met with school leaders to discuss and scrutinise how they respond to behaviour incidents and pupils' attendance.
- Inspectors considered the responses to the staff survey, Ofsted's online survey, Parent View, including free-text replies. Inspectors spoke with parents during the day.

Inspection team

Jen Southall, lead inspector

His Majesty's Inspector

Carl Thornton

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023