

# Harleston CofE VA Primary School

School Lane, Harleston, IP20 9HG

**Inspection dates** 13–14 February 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Children in the Early Years Foundation Stage make good progress in all areas of learning. By the end of Reception, they are well prepared for Year 1.
- Pupils continue to make good progress throughout Key Stages 1 and 2. By the end of Year 6, they reach above-average standards in English and mathematics.
- The very few pupils who speak English as an additional language make outstanding progress.
- Teaching is good. Some outstanding teaching was seen in the Early Years Foundation Stage, in physical education and in mathematics.
- Teachers maintain excellent relationships with pupils and manage behaviour well. Teachers make sure pupils nearly always remain focused on learning and make good progress.
- Pupils' behaviour and safety are good. Pupils are keen to learn and most arrive punctually to lessons.
- The headteacher, senior leaders and managers have successfully sustained good-quality teaching and good achievement since the previous inspection, with a steady increase in the proportion of outstanding teaching.
- Governors provide good support for the school and, together with senior leaders, demonstrate good capacity for continued improvement.

### It is not yet an outstanding school because

- Pupils' progress in writing does not exceed expected progress as it does in reading and mathematics.
- Some adults do not always encourage pupils to write legibly and neatly, and improve their use of punctuation and grammar.
- Some pupils do not know how to improve their writing in different subjects. Teachers identify spelling errors but do not follow these up to ensure that pupils learn the correct spellings.

## Information about this inspection

- Inspectors observed 26 lessons, 12 of which were joint observations with senior leaders. All teachers were seen teaching.
- Inspectors heard pupils read. They looked at samples of pupils' work with senior leaders and subject leaders.
- Meetings were held with one group of pupils, the Early Years Foundation Stage leader and subject leaders, and 10 members of the governing body. A telephone discussion was also held with a local authority representative.
- Inspectors took account of the 60 responses to the online questionnaire (Parent View), parental response to the school's own recent survey and the 47 responses to the staff questionnaire. Informal discussions were also held with individual parents who accompanied their children to school.
- Inspectors observed the school's work and looked at a wide range of documents including policies and procedures for safeguarding, governors' schedule of visits, records of behaviour and attendance, the school's self-evaluation summary and information about pupils' progress over time.

## Inspection team

Declan McCarthy, Lead inspector	Additional Inspector
Janet Watson	Additional Inspector
Nicholas Rudman	Additional Inspector
Susan Heptinstall	Additional Inspector

## Full report

### Information about this school

- This is a larger-than-average primary school. The number of pupils has increased since the last inspection.
- Most pupils are from White British backgrounds. Very few pupils speak English as an additional language.
- The school receives pupil premium funding for an average proportion of pupils. This is additional funding for those known to be eligible for free school meals, in local authority care, or from a family with a parent in the armed forces.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is broadly average. A similar proportion of pupils are supported at school action plus or with a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectation for pupils' attainment and progress.
- Since September 2013, a significant number of pupils (12%) have joined or left partway through their primary school education.
- Two assistant headteachers were recently appointed.

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

- Raise achievement in writing and make more teaching outstanding by ensuring that:
  - pupils know how well they have done and how to improve their writing in all subjects
  - when teachers identify spelling errors, they check that pupils have learnt the correct spellings
  - adults consistently point out how pupils can improve the legibility of their work and their spelling, punctuation and grammar in different subjects.

## Inspection judgements

### The achievement of pupils is good

- Pupils' good achievement has been sustained since the previous inspection. They continue to show good attitudes to learning and this is having a good impact on their progress.
- Children start in the Nursery with skills that are below those typically found in communication and language and personal, social and emotional development, but broadly in line in other areas of learning. They make good and improving progress, and in 2013 reached average attainment by the end of the Early Years Foundation Stage. In lessons seen during the inspection, children made outstanding progress, showing a thirst for knowledge in exploring different habitats and experiencing a great sense of awe and wonder during their visit to a local wooded area.
- In 2013, Year 1 pupils performed in line with schools nationally in the Year 1 check on phonics (the sounds that letters make) but those who retook the test in Year 2 reached above the expected standard. At the end of Year 2, attainment was broadly average in reading and writing but below average in mathematics because too few pupils reached the higher levels in the tests. The school's accurate data show that pupils are on course to reach broadly average standards this year in reading, writing and mathematics by the end of Year 2.
- Attainment in Key Stage 2 rose in 2012 and has remained above average overall since then. In 2013, Year 6 attainment was above average in reading and mathematics, and in English grammar, punctuation and spelling. More pupils reached and exceeded nationally expected levels, reflecting good or better progress. In writing, all pupils made expected progress but the proportion exceeding it was below average.
- The school's accurate information shows that all groups of pupils make good progress, including those who arrive in different year groups. Pupils who are eligible for the pupil premium are doing as well as others in English and mathematics. The additional support in literacy and numeracy enables them to catch up quickly with their classmates.
- Disabled pupils and those who have special educational needs make good progress in English and mathematics because they receive good support for their learning. The very few pupils at early stage of learning English make outstanding progress.
- Pupils' progress in reading is good because close attention is given to linking letter sounds and their names. They read widely and use their phonic skills well in reading unfamiliar words. Pupils make outstanding progress in mathematics in Key Stage 2 because teachers set the highest expectations for learning in this subject.
- Pupils make good progress in physical education and in keeping fit and healthy as a result of good use of primary sport funding. During the inspection, a group of pupils were making outstanding progress in bouncing, catching and balancing tennis balls on a racket as a result of excellent subject knowledge of the coach which enabled them to develop these skills quickly.
- Pupils' current progress in writing is not yet as rapid as in other subject areas because teachers' expectations for presentation, legibility and the use of English grammar, spelling and punctuation are not consistently high enough. Pupils are not given sufficient opportunities to practise their spellings, and are occasionally not informed how well they are doing in writing or what they need to do to improve their writing in different subjects.

**The quality of teaching****is good**

- Good teaching identified at the previous inspection has been sustained, including in English and mathematics, and the proportion of outstanding teaching has increased. In nearly all of the lessons observed, interesting activities were set out to engage pupils in learning. Outstanding teaching was seen in the Early Years Foundation Stage, in mathematics and in physical education, where carefully planned activities and skilful questioning by staff ensured that pupils made rapid progress in their learning.
- Staff maintain excellent relationships with pupils and create a very positive atmosphere for learning where pupils want to try hard and succeed.
- The school's data show that the very few pupils who speak English as an additional language make outstanding progress. They are well supported and have excellent attitudes to learning.
- Disabled pupils and those who have special educational needs do so well because learning activities are broken down into smaller achievable steps and resources such as number lines, flashcards and teacher-made worksheets are matched closely to their different needs. For example, pupils made outstanding progress in identifying the properties of flat shapes as they worked together in small groups with the teacher and a teaching assistant holding out a piece of string to create various irregular two-dimensional shapes. They knew that the shapes were irregular because the sides had different lengths and the internal angles were different.
- Pupils eligible for pupil premium funding and those who join the school late receive equally good help and guidance, and benefit from additional support that helps them to catch up with their classmates.
- Pupils apply their reading and mathematical skills well across a range of subjects such as history, art, physical education and science. However, they are not given the same wide opportunities to develop their writing skills, for example by practising correct spellings. In a few lessons seen, pupils did not develop their work as planned because adults did not remind them to insert adverbs into their sentences to make them more interesting.
- Pupils usually know how well they have done and what they need to do to improve their work. However, this is not always the case in writing, where, for example, an occasional piece of untidy writing goes unchecked.

**The behaviour and safety of pupils****are good**

- The behaviour of pupils is good. It is good in lessons and around the school because they have the greatest respect for staff, who set high expectations for their behaviour. Pupils respond well to the effective use of rewards and sanctions in the management of their behaviour. Pupils are courteous and polite to visitors, and show genuine care and kindness towards others.
- Pupils know how to prevent bullying because they have developed a good awareness of the different types. Most parents and pupils said in discussion or through questionnaire returns that they believe bullying is dealt with effectively.
- Pupils throughout the school show good attitudes to learning across a range of subjects. Most are eager to start work and arrive punctually and well prepared for learning. There are few incidents of low-level disruption as pupils nearly always settle quickly into their routines.

- The school's work to keep pupils safe and secure is good. Pupils show a good understanding of how to keep themselves safe through, for example, careful use of tablet computers when accessing the internet in lessons. They move safely from one activity to another and play safely together in competitive sports and during breaktimes. Pupils say they feel safe and parents agree that their children are safe in school.
- Pupils' attendance is broadly average. The school sets rigorous criteria for determining whether or not a pupil is to be recorded as absent. Most pupils arrive punctually.

### **The leadership and management are good**

- The headteacher is well respected by other headteachers and the local authority as a local leader in education, and the school contributes to the development of new teachers' skills through the 'initial teacher training' programme. The headteacher receives strong support from senior leaders, who share his drive and commitment for continuing improvement.
- The role of all staff with leadership responsibilities has been enhanced through a rigorous approach to managing their performance. Regular and accurate evaluations of the impact of teaching on pupils' learning and progress are carried out termly. Criteria for making judgements are securely linked to the national *Teachers' Standards*. Weaknesses are addressed through support and training and, as a result, new and less experienced teachers typically develop good teaching skills during their first year of teaching.
- The school effectively promotes equality for all its pupils and tackles discrimination of any kind. This is reflected in the good or better progress made by all groups of pupils.
- The school has an accurate and realistic view of its own strengths and weaknesses. It uses this information well to develop clear priorities for improvement, such as raising achievement in writing and increasing the proportion of outstanding teaching.
- Leaders make good use of pupil premium funding to provide additional support in literacy and numeracy so pupils who are eligible for this funding make equally good progress as their classmates. The funding is also used well to pay for them to go on additional trips and outings to enrich their learning.
- Equally good use is made of primary sport funding to extend the range of after-school clubs to promote fitness, including dance and girls' football, as well as buying in qualified coaches to lead physical education lessons. These are supported by the class teachers, who also develop their own expertise in teaching physical education. As a result, pupils develop good skills in sports.
- The curriculum is matched well to the pupils' particular needs, ensuring that more-able pupils are challenged and disadvantaged pupils are helped to catch up. There is a good emphasis on developing basic skills and enriching them through a wide range of clubs, trips and visitors.
- Pupils' spiritual, moral, social and cultural development is promoted well through many opportunities to reflect and experience a sense of awe and wonder, and the development of care and consideration for others. Pupils develop a keen appreciation of cultural diversity, making links across five continents in learning about the commonwealth.
- The local authority provides appropriate support through, for example, providing phonics training and checking that the school's self-evaluation is accurate.

■ **The governance of the school:**

- Governors have a good understanding of the quality of teaching, based on their regular visits to the school. They have carried out an evaluation of their work, setting clear priorities for improving governance, such as more focused monitoring of the impact of the school's work on pupils' enjoyment of learning and their achievement. Through their good oversight of performance management arrangements, governors ensure that only good teaching is rewarded and any weaknesses are tackled. Governors have a good understanding of data and have used this to ensure that the right priorities are chosen in setting objectives for the headteacher's performance and in shaping the school development plan. They are rigorous in ensuring that legal requirements are met, particularly for safeguarding. All the required checks are made before staff can work with children, and all policies are regularly reviewed and updated.

## 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

<b>Unique reference number</b>	134049
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	431260

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	415
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Bert Herrington
<b>Headteacher</b>	Roger Walsh
<b>Date of previous school inspection</b>	15 January 2009
<b>Telephone number</b>	01379 853211
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