

Harbury CofE Primary School

Mill Street, Harbury, Leamington Spa, CV33 9HR

Inspection dates 23–24 October 2013

Overall effectiveness	Previous inspection:	Good	2
	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

- Pupils' test results have risen at Year 2. Pupils' test results at the end of Year 6 are above average. Most pupils make good progress.
- Good and sometimes outstanding teaching ensures pupils enjoy learning and develop good attitudes to learning.
- Children make good progress in Reception because of the range of planned activities available to stretch and challenge them.
- Pupils enjoy school, feel safe and behave well and are polite and courteous. Attendance is consistently above the national average.
- The school promotes pupils' spiritual, moral, social and cultural development very well.
- Senior leaders, managers and governors have taken effective action to improve the teaching and achievement. They have a very clear understanding of what the school does well and what needs to be improved further.

It is not yet an outstanding school because

- Teaching does not consistently challenge the more-able pupils to make the progress they are capable of.
- The pace of learning slows in some lessons because teachers spend too long at the start of lessons going over work already learned or explaining the tasks to come.
- Pupils' progress in writing does not yet match their progress in reading and mathematics.
- Some pupils do not take enough notice of teachers' comments or respond to their questions when their work has been marked.

Information about this inspection

- Inspectors observed 15 lessons of which two were seen jointly with the headteacher. In addition, inspectors listened to pupils read.
- Inspectors took account of the 46 responses to the online parent questionnaire (Parent View).
- Meetings were held with a group of pupils, the Chair and Vice Chair of the Governing Body and school leaders.
- Inspectors looked at many documents including: the school's own information on pupils' current and recent progress; planning of work in different subjects; leaders' monitoring of the quality of teaching and learning; records relating to behaviour, attendance and the safeguarding of pupils.

Inspection team

Steve Nelson, Lead inspector

Additional Inspector

Janet Watson

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average primary school.
- Most pupils are of White British heritage. The proportion of pupils from minority ethnic groups is well below average. The proportion of pupils who speak English as an additional language is well below average.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is below average. The proportions who are supported at school action plus or with a statement of special educational needs are well below average.
- The proportion of pupils who are known to be eligible for the pupil premium (additional government funding to assist certain groups, which in this school applies to pupils who are known to be eligible for free school meals) is well below average.
- The school meets the government's current floor standards, which are the minimum standards expected nationally for pupils' attainment and progress.
- The on-site nursery and before and after-school club are managed by external providers.

What does the school need to do to improve further?

- Ensure that all teachers help pupils to make even faster progress by:
 - increasing the pace in lessons so pupils spend the majority of the time on tasks and activities
 - making sure that work is difficult enough to make all pupils think hard, especially for the more able
 - providing pupils with more opportunities to write at length in a range of subjects
 - ensuring that pupils respond to comments made when their work is marked.

Inspection judgements

The achievement of pupils is good

- Children start in Reception with skills and knowledge that vary year-on-year, but are typically slightly below those expected for their age. Children make good progress because teachers carefully plan activities to hold their interest and which stretch them. They enter Year 1 as confident learners.
- Pupils make good progress across Key Stage 1. Effective individual and group support together with monitoring the progress of different groups have ensured more rapid progress in Year 1 and 2. Pupils' attainment improved strongly to above-average levels in 2013 reversing the declining trend in standards seen over the previous years.
- Pupils reach above average standards in English and mathematics at the end of year 6. Results in writing dipped in 2013 and pupils made slower progress in writing than in reading or mathematics. Pupils working in the current Year 6 make good progress and are on track to exceed national expectations in all areas by the end of the year.
- The results of the most recent Year 1 phonics (linking letters with sounds) screening check show that pupils make a very good start in understanding the sounds letters make. Pupils are confident readers because the strong focus on reading is sustained throughout the school. Older pupils are enthusiastic readers, have favourite authors and recognise the features of a good story.
- Pupils make good progress in mathematics and apply their numeracy skills well to new situations. Their progress in writing is not as rapid as in reading and mathematics, because pupils do not get enough opportunities to use and apply their writing skills in subjects other than English.
- Work is usually well matched to pupils' skills and abilities and generally stretches them well. This results in them making good progress because pupils are motivated and have positive attitudes to learning. Occasionally, the work for more-able pupils is not always challenging enough and this sometimes limits the progress they make.
- Disabled pupils and those who have special educational needs make similar progress to other pupils. The school acts quickly to support pupils who are at risk of falling behind. The extra help given to them in individual and small-group teaching is effective in speeding up their progress.
- Pupils who are eligible for the pupil premium achieve well and make good progress that is similar to other pupils. The school invests carefully and wisely in staffing to ensure these pupils receive the support they need. The attainment of this year's eligible pupils in Year 6 was about a term and a half behind that of their classmates in English and nearly two terms behind in mathematics, but this still represented good progress. This is an improvement on previous figures.

The quality of teaching is good

- Teaching is typically good, with some evidence of outstanding practice and ensures pupils achieve well. Staff ensure that activities are interesting and motivating. As a result, pupils develop positive attitudes and these have a positive effect on their learning.

- Teachers have sound subject knowledge and this is shown in their confident teaching and the way they stimulate pupils' imaginations. They use questioning effectively to challenge pupils to think through questions and explain their answers in detail. Good use is made of 'talking partners' encouraging pupils to discuss questions together and develop their thinking skills.
- In the best lessons, pupils are given opportunities to take responsibility for their own learning and to find out things for themselves. For example, in a Year 4 English lesson, pupils were encouraged to work independently and write a short play from interesting pictures they had chosen. Pupils made good progress in introducing characters and writing sentences for effect.
- Children in Reception benefit greatly from plenty of opportunities for speaking and listening and 'hands-on' play in different areas of learning. In a literacy lesson children made excellent progress sounding and writing out words with the letter 'e'. The more able were able to quickly move on to writing out sentences independently.
- Reading is taught well and pupils enjoy reading. The teaching of reading and phonics supports pupils' writing well by improving their spelling and broadening their vocabulary. Well-planned use of practical resources, especially for mathematics, ensures pupils grasp concepts quickly and are able to solve real-life mathematical problems.
- Teachers plan many opportunities for pupils to work in pairs and in small groups on a variety of tasks and activities. As well as successfully promoting the pupils' social and moral skills, this enables them to share and support each other in their learning.
- Good liaison with the class teachers gives assistants a clear understanding of what is required of them. Consequently they provide good support to those who need extra help, sometimes teaching small groups and at other times providing support for individuals.
- Teachers do not always set tasks that are hard enough to stretch the more-able pupils. In some lessons the pace is too slow and teachers spend too long going over work already learned, or explaining the task ahead. This reduces the time for pupils to be getting on with the work and finding things out for themselves.
- Marking is consistent in books so that pupils have a good grasp of how well they are doing and what they need to do to improve their work. Teachers often ask pupils a question or redirect them to look again at what they have written, but do not always check to see that pupils have responded or learnt from their mistakes.

The behaviour and safety of pupils are good

- Behaviour is good in lessons and around the school. Pupils are courteous, respectful and friendly. Relationships among pupils and between pupils and adults are good. Parents, carers and staff all have very positive views on pupils' behaviour.
- Pupils' attitudes to learning are good. They show great enthusiasm for learning and are determined to do their very best. Pupils get on with their work and there is very little 'off-task' behaviour.
- Pupils act responsibly on the playground, where they are well supervised. They have a good understanding of how to keep safe, including when using the internet, and take responsibility for their own actions. They understand the different types of bullying such as cyber-bullying and

name-calling. They say that bullying is very rare and that when it does happen it is dealt with swiftly.

- Pupils are proud of their school and carry out responsibilities eagerly and sensibly. Older pupils help organise games and met the local community police officer recently to discuss the results of road safety surveys. Pupils from different backgrounds enjoy each other's company and play happily together.
- Attendance is above average reflecting pupils' enjoyment of school. The efforts made by senior leaders to promote regular attendance continue to be successful.

The leadership and management are good

- The ambitious leadership of the headteacher, the senior leadership team and the governing body is shown in their constant drive to secure improvements in teaching and pupils' achievement. This demonstrates a good capacity for further improvement.
- Self-evaluation by senior leaders is accurate and reflected in the priorities for improvement in the school's improvement plan. There are good procedures for checking the progress and attainment of individuals and groups of pupils to help them perform as well as they can, and have an equal opportunity to succeed. Any pupils at risk of falling behind are quickly identified and given extra support to help them keep up with other pupils.
- The headteacher and leaders make good use of information from regular checks on teaching and learning to develop teachers' skills and improve teaching. Targets set for teachers are closely linked to pupils' achievement and shows their skills have improved. Teachers' pay levels are determined by how successful they are in helping pupils to achieve well.
- Leaders at all levels are supported well in developing their roles and in how they use data to make sure pupils' make good progress in each year group. Meetings with teachers to discuss the progress of individual pupils have enabled leaders to become more actively involved in school improvement. This has led to improvements in teaching in Key Stage 1, which have resulted in higher standards in Years 1 and 2.
- The pupils' spiritual, moral, social and cultural development is promoted very well through the school's clear vision and values and reflected throughout its work, particularly through assemblies. All adults demonstrate the values of care and respect which results in pupils of all backgrounds working and playing happily together. Pupils are able to reflect on issues and have a strong sense of right and wrong.
- The school offers a range of extra-curricular clubs, visits and visitors to provide variety and excitement. Special activities such as 'The Romans', 'The Seaside' and 'Famous People' such as John Lennon are enjoyed and improve learning and pupils' progress. Pupils do not, however, have sufficient opportunities to write in subjects other than English.
- The government sports funding has been used to strengthen the teachers' skills to support additional sporting activities. Dedicated sports coaches deliver good quality sports sessions that ensure active participation of all pupils. Increasing numbers of pupils participate in after school sports clubs such as netball and football; this encourages pupils to develop healthy lifestyles.
- The local authority provides light touch support to this good school.

■ **The governance of the school:**

- The governing body is effective because governors are well trained and have a good grasp of the strengths and weaknesses of the school, including how it compares with other schools and how well different groups of pupils achieve. Governors are supportive while ensuring the school does all it can to improve pupils' achievement further. They carefully monitor the school's finances, including the extra funding for eligible pupils and how it is helping them to achieve better. Governors ensure that leaders take action in the event that any teaching is weak, and make sure pay and promotion are linked to the achievement of pupils. They make sure that national safeguarding requirements are met.

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	125636
Local authority	Warwickshire
Inspection number	429525

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	212
Appropriate authority	The governing body
Chair	Alan Bennett
Headteacher	David Cousens
Date of previous school inspection	25 February 2009
Telephone number	01926 612656
Fax number	01926 612656
Email address	admin3032@welearn365.com

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