



Harbury CofE Primary School

Inspection Report

Unique Reference Number 125636
LEA Warwickshire
Inspection number 281970
Inspection dates 25 January 2006 to 26 January 2006
Reporting inspector David Cox AI

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

Type of school	Primary	School address	Back Lane
School category	Voluntary controlled		Mill Street Harbury
Age range of pupils	4 to 11		Leamington Spa, Warwickshire CV33 9HR
Gender of pupils	Mixed	Telephone number	01926 612656
Number on roll	189	Fax number	01926 612656
Appropriate authority	The governing body	Chair of governors	Mr Ken Robertson
Date of previous inspection	10 July 2000	Headteacher	Mr Denis Daly

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Harbury Church of England Primary School is a smaller than average primary school situated in Harbury, Warwickshire. Almost all pupils are from a White British background. The proportion of pupils eligible for free school meals is below the national average. The proportion of pupils who have learning difficulties and disabilities is below the national average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The inspectors agree with the leadership's view that Harbury Church of England Primary School provides a good education. Standards are above average, by Year 6 the pupils achieve well, and the teaching and learning are good. Pupils make satisfactory progress in the Reception class but their creative development lags behind other aspects because the school's outdoor facilities are limited. In Years 1 and 2, the more able pupils are not challenged enough with their writing. Pupils from Years 3 to 6 make good progress. Their standards in English are exceptionally high; this is because of the consistently good teaching. Whilst the teachers' marking is satisfactory, it does not always tell pupils how to improve their work.

The pupils are well cared for and safe. The school goes to good lengths to ensure that all pupils are treated equally. The curriculum is good and, as a result, the pupils thoroughly enjoy their time at school. Pupils develop outstanding personal skills. Leadership and management are good because the pupils' standards continue to improve and leaders show, through their good systems for checking the school's performance, that they can move the school forward. The school provides good value for money.

What the school should do to improve further

- Raise the more able pupils' standards of writing in Years 1 and 2 by setting them more challenging work.
- Ensure the pupils' work is marked in such a way that makes clear where they have made mistakes and tells them how to improve.
- Improve the pupils' creative development in the Reception class by providing better outdoor facilities.

Achievement and standards

Grade: 2

Standards are above average by the end of Year 6 and the pupils achieve well in meeting challenging targets. When the pupils start school, most have slightly better skills and knowledge than is typical of four-year-olds. During their time in the Reception class and in Years 1 and 2, the pupils make satisfactory progress. Standards are just above average by the end of Year 2. However, more able pupils do not make as much progress with their writing as other pupils because some work is too easy for them.

By Year 6, standards have improved because teaching is good. Pupils with learning difficulties, especially boys, are well supported by teaching assistants so they tend to make slightly better progress than the girls. The pupils' standards in English are exceptionally high because teachers are constantly reinforcing them. However, the same emphasis is not always placed on improving standards in mathematics where standards are just above average and pupils make satisfactory progress.

Personal development and well-being

Grade: 1

Pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding. Pupils behave extremely well and are keen to tell visitors how much they enjoy life at school. Few can think of anything they would like to change, which is one reason why attendance is so high. However, they are very keen to have their say. They play an excellent role in both the school and local community, through the school council and speaking at local meetings on matters that concern them. They carry out lots of work with adults, particularly on environmental projects. Their concern for others is demonstrated by the many charity events they organise which, together with their good level of basic skills, prepare them well for life when they leave school.

Pupils are respectful of each other, whatever their background or particular needs, and relationships are very good. Bullying and racism are extremely rare, partly because pupils spend considerable time studying what it is like to be part of a culture different to their own. Pupils develop a good awareness and understanding of how to stay safe and healthy. After a talk from the fire brigade, pupils in Year 1 are able to explain how to put themselves out if they catch fire!

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. As a result, the pupils make good progress. Teaching in the Reception class is satisfactory. Teachers are knowledgeable about the curriculum for young children. They provide interesting activities although these are restricted by the lack of outside facilities, which limits the pupils' creative development.

Teaching is best in Years 3 to 6 where pupils make good progress. In these years, work is well matched to the needs of all pupils. In Years 1 and 2, tasks do not always challenge the more able pupils, particularly in their writing.

Across the school, the pupils' work is marked frequently. However, marking does not always point out where the pupils have made mistakes so pupils do not know how to improve. There has been a significant and successful emphasis on improving English standards in Years 3 to 6, but teachers do not attach similar importance to improving the pupils' mathematics standards.

The teachers' management of pupils is outstanding, with pupils responding very positively to the praise and encouragement they receive. The teaching assistants are used well to support not only those pupils who require additional help but also all other pupils in the classes.

Curriculum and other activities

Grade: 2

The curriculum is good because of the many extra opportunities offered to pupils. The great strength of the curriculum is the way it teaches pupils about the environment, about other cultures and develops their talents. Most pupils play a musical instrument and the school is widely known for its excellent steel bands. There are very many sporting activities and all pupils are included, so that by Year 6 all have represented the school. Pupils are extremely knowledgeable about environmental issues, because of the many opportunities that the school provides for them to be involved with green projects, such as managing the school's grounds. The curriculum is planned well to cover all the topics it should. However, the start of the day is not as well planned and does not get pupils off to a crisp start. It is one of the few things that pupils would like to see changed.

Care, guidance and support

Grade: 2

Parents are extremely pleased with the good quality of care and support the school provides. Teachers know their pupils well and are alert to any concerns that may arise for individual pupils. Child protection and health and safety procedures are good and any pupils who are at risk are identified and supported well, although the policy on child protection needs to be reviewed more frequently to make sure it remains up to date.

Academic guidance, although satisfactory, is not as good as other aspects, because pupils do not receive enough guidance on what to do in order to meet their targets, especially in Years 1 and 2.

Leadership and management

Grade: 2

Leadership and management are good. The school's leaders and managers have a good grasp of its strengths and the areas that need to be improved, because the systems for monitoring the work of the school are good and are applied rigorously. The school's evaluation of its performance is mostly accurate, although the pupils' personal development is even better than the school suggests. The actions taken by the school's leaders have shown that they can move the school forward. Good improvements have been made in the school's performance. Pupils are achieving well and standards are continuing to improve. However, action could have been taken more quickly to improve the outdoor facilities for pupils in the Reception class, which were a concern noted at the last inspection. The school's leaders are not complacent and have already identified the areas for improvement noted in this report and are taking steps to address them.

Through surveys, the school has sought the views of parents. Parents speak highly of the school and comment on how happy their children are there, the positive manner in which the school is led and the good support their children receive. Governors

challenge the headteacher when necessary, give the school good support and make sure statutory requirements are met. They are fully involved in short-term planning but do not have a long-term view of how the school should develop.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

As you know, we visited your school recently to find out how well the school is doing. We would like to thank you for looking after us so well. Thank you also for talking to us about your school, the work you have done and how much you enjoy coming to school. We especially enjoyed the very good performance given by the school's steel band.

What we liked about your school

- You behave extremely well and you enjoy being at school a great deal.
- Most of you do well at school because of the good teaching.
- Your school is a healthy and safe place to be and you get on well with each other.
- Teachers and other staff in the school look after you well.
- The headteacher is making sure that you have lots of extra activities to do especially in music, sport and clubs such as 'Earthworms'.
- The people who run your school know what it does well and what needs to get even better.

What we have asked your school to do now

- Help you to improve your writing in Years 1 and 2.
- Make sure you understand how to make your work better.
- Provide a better play area for the youngest pupils.