

Harbury CofE Primary School

Inspection report

Unique Reference Number	125636
Local Authority	Warwickshire
Inspection number	328370
Inspection date	25 February 2009
Reporting inspector	Arnalena (Nina) Bee

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	195
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Moira Rollason
Headteacher	Denis Daly
Date of previous school inspection	25 January 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Mill Street Harbury Near Leamington Spa CV33 9HR
Telephone number	01926 612656
Fax number	01926 612656

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school, including the Early Years Foundation Stage provision, and investigated three main issues:

- whether pupils' progress is better in reading and writing than in mathematics and science
- whether teaching is better in English than in mathematics
- whether the outstanding judgements for personal development and well-being and the curriculum can be substantiated.

Evidence was gathered from observing pupils from Reception to Year 6 in lessons and during break times, discussions with staff, governors, parents and pupils, scrutiny of pupils' work, and the systems the school uses to track pupils' progress and monitor the quality of teaching and learning. School documentation and parents' questionnaires were also examined. Other aspects of the school's work were not looked at in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

Description of the school

Harbury Church of England Primary School is smaller than the average primary school. Almost all pupils come from White British backgrounds. The proportion of pupils who are identified as having learning difficulties and/or disabilities is below average. The school provides for children in the Early Years Foundation Stage in a Reception class. There is on-site Nursery provision and a before- and after-school club which are all managed by external providers.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. Pupils and parents speak of the caring atmosphere that welcomes everyone. Many parents wrote very warm comments about what one called 'the well-rounded education' that their children receive at Harbury. The care and personal support provided for pupils are good. Health and safety arrangements are secure and enable pupils to feel very strongly that they learn and play in a safe environment. As a result, personal development is good. Pupils enjoy school very much and their attendance is above average.

Pupil's spiritual, moral, social and cultural development is good. From an early age, the way pupils behave, get on with each other and respect the adults who help them is outstanding. Pupils speak confidently and knowledgeably about what they have learnt about the Christian faith but their understanding of different cultures and other religions is not as strong. Older pupils show outstanding awareness of the need to eat healthily and take regular exercise. They confidently explain what happens to their bodies if they do not. Pupils demonstrate a very good knowledge of potential dangers they may come across as they get older. They talk maturely about how people can become addicted to smoking cigarettes and the importance of internet safety. Pupils enthusiastically take on jobs of responsibility or become members of the school council. With the help of the school council, funds are raised for those who are not as fortunate. Pupils make a good contribution to the school and local community but their involvement with the wider world is not as strong. By the time pupils leave in Year 6, they are well prepared, personally and academically, for their next school.

Teaching is good. Pupils' positive attitudes to all that is offered to them contribute much to the learning process. As one pupil in Year 6 said, and classmates agreed, 'Learning is very important for our future lives.' Lessons generally run at a quick pace and activities are well planned to keep pupils interested. This was illustrated well in a mathematics lesson in Year 2. Clear instructions were given with regard to what was to be learnt. There was a buzz of enthusiasm as pupils worked sensibly when they were given an activity to develop their understanding of symmetry. Discussion time was built into planning to enable the teacher to check pupils' understanding. Finally, the teacher briskly moved onto reinforcing and developing learning further through the use of the interactive whiteboard. As a result, learning was good.

Activities mostly match pupils' needs but, at times, assessment information is not used effectively and the whole class, despite their differing abilities, is given the same activity. This slows the pace of learning as work is not at the right level to engage and challenge all pupils. Teaching assistants contribute well to learning but on occasions, particularly at the beginning of lessons, they are not used effectively. Pupils are taught well in English and mathematics. Their progress is carefully tracked and, as a result, pupils meet their challenging targets in these subjects. Much of teachers' marking is good and the best marking enables pupils to see what they need to do to improve. Occasionally, not enough guidance is given to enable pupils to move onto the next step and reach their targets.

Standards are above average at the end of Year 2 and Year 6 in reading, writing and mathematics. There has been an improvement in standards, at the end of Key Stage 1 since the previous inspection. Achievement is good. The children in the Early Years Foundation Stage get off to a good start and achieve well. As pupils move through the school they continue to make good progress in reading, writing and mathematics. Standards are average in science and pupils make satisfactory progress in this subject. The system for checking how well pupils are doing in

science is not enabling teachers to make sure that pupils are on track to reach the National Curriculum levels they should. As a result, achievement and standards are not as high in science as in English and mathematics. Pupils with learning difficulties and/or disabilities achieve as well as their classmates.

The good curriculum makes sure that all required subjects are planned for effectively. In addition, it enables pupils to achieve well in reading, writing and mathematics and reach high standards in information and communication technology and physical education. Pupils' personal, social and health education is well promoted in all that they do. The way the curriculum is enriched to support learning in many subject areas is outstanding. There is a very wide range of interesting out-of-school activities, such as the Earthworms, who are involved in looking after and improving the environment. Well-organised visits, including a residential visit, and many interesting visitors who are invited into school, enhance the curriculum further. Links with other institutions such as local schools and the church, contribute well to pupils' achievements both academically and socially; however, the curriculum does not enable pupils to develop a good awareness of the multicultural society in Britain today.

The headteacher leads the school well and has a clear view of the school's strengths and what needs improving. He values the work of all adults who work in the school, so that everyone works well together as a team. He, his staff and the governors have a good idea of how well the school is doing. All are involved in school development planning. Senior leaders and curriculum coordinators have a clear understanding of their roles and responsibilities, although some are only recently appointed.

Issues from the previous inspection have been successfully addressed. Provision in the Early Years Foundation Stage has improved since the previous inspection, as have standards at the end of Year 2. The school has good capacity to improve further. The school's contribution to community cohesion is satisfactory. There is a clear understanding of what is required to promote community cohesion based on a sound analysis of its own community and learners' needs. There are regular opportunities for pupils to participate in the local community. However, there are too few opportunities for pupils to work with others from different religions and backgrounds to develop their understanding of them. Governors are effectively involved in the work of the school and therefore are able to support and challenge the school well.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Parents are rightly supportive of all that is done to support their children on entry to the Reception class. They are particularly pleased with how quickly their children settle into school life. This is because induction procedures are very good. As a result, children happily come into school with big smiles, very positive attitudes and ready to start learning. Their behaviour is excellent because personal and social skills are exceptionally well promoted through all that they do. There are good arrangements to ensure the health, safety and welfare of the children. Detailed information collected on individuals ensures that if children need additional support, they are identified quickly and support is given.

Most of the current Reception children entered school with levels below those expected for their age. Achievement is good. School data shows that almost all children reach the levels expected of them by the time they start in Year 1, with a few exceeding these levels. Teaching is good and addresses all areas of learning. School data, work on display and work recorded in books show that progress is good. Children were seen learning effectively about Easter and

identified that Lent was the time before Easter. The teacher reinforced previous learning well by asking children if they could remember the name of the time before Christmas and many children remembered it was called Advent. Marking of children's work is supportive and informative. However, at times it is not effectively informing children what improvement is necessary as they learn to write letters and numbers. The secure, partly covered outdoor area is small but there are other outside spaces that are used suitably to enrich and extend learning further. The Early Years Foundation Stage is well led and managed. Sessions run smoothly because the adults are well organised and have a clear idea of how young children learn.

What the school should do to improve further

- Improve pupils' knowledge and understanding of the cultural diversity and different religions in modern Britain.
- Use assessment data more consistently to check pupils' progress and match work more closely to what they need to learn next, especially to raise achievement and standards in science.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

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

Personal development and well-being

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

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Dear Pupils

Inspection of Harbury Church of England Primary School, Harbury, CV33 9HR

Thank you so much for making us so welcome when we recently came to visit your school. We thoroughly enjoyed talking to you and finding out about all the interesting things you do. We were very impressed to see such excellent behaviour. We believe that you go to a good school, and those who look after you at home agree with us.

These are the main things we found out about your school.

- You are all well cared for and looked after.
- The excellent range of out-of-school activities, along with the very interesting visits out and many visitors invited into school, make learning fun.
- You make good progress as you move through the school because teaching is good.
- You have learnt lots about the need to keep yourselves safe, take plenty of exercise and eat healthily.
- You know about the need to respect each other and as a result, get on extremely well with each other and with the adults who help you.
- You work hard in lessons and by the time you leave in Year 6, you reach standards that are above those expected for your age.

We have asked the school to do two things to improve the education you receive.

- Help you to learn more about the different religions and beliefs that are found in Britain today.
- Make sure that the teachers check how well you are doing and match activities to what you need to learn next, particularly to help you make better progress and reach higher standards in science.

Keep working hard and having fun as you learn.

Best wishes

Nina Bee

Lead inspector