

Harriers Ground Community Primary School

Inspection report

Unique Reference Number	122992
Local Authority	Oxfordshire
Inspection number	359339
Inspection dates	29–30 September 2010
Reporting inspector	David Wynford Jones

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	245
Appropriate authority	The governing body
Chair	Amy Willson
Headteacher	Claire Coggins
Date of previous school inspection	25 September 2007
School address	Bloxham Road Banbury OX16 9JW
Telephone number	01295 263067
Fax number	01295 263068
Email address	head.2053@harriers-ground.oxon.sch.uk

Inspection number 359339

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 1234 234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors. Inspectors visited one assembly and sixteen lessons, observing ten teachers. They held meetings with governors, staff and groups of pupils. They scrutinised a wide range of documentation, including the data the school has collected on pupils' attainment and progress, procedures for keeping pupils safe and the school improvement plan. Inspectors analysed 110 questionnaires completed by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- The impact of actions taken to accelerate pupils' progress and raise attainment in reading and writing.
- The attainment and progress of groups of pupils to determine whether teaching is sufficiently challenging.
- The contribution of leaders and managers, particularly middle managers and governors, to driving school improvement.

Information about the school

Harriers Ground Primary is similar in size to most of its type. The large majority of pupils are of White British heritage, with a small proportion from minority ethnic or dual-heritage families. They are mainly of Indian or Pakistani heritage. There are increasing numbers of pupils joining the school from Eastern European countries. A few speak English as an additional language. The percentage of pupils identified as having special educational needs and/or disabilities is marginally higher than average. Most of these have moderate learning or speech, language and communication difficulties. The proportion of pupils joining or leaving the school at other than the usual starting and leaving times is much higher than usual. The school holds Healthy School status and has gained the Sports Activemark award.

The school shares the site with a privately run pre-school. It was not part of this inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. It places considerable emphasis on the pastoral care of its pupils. As a result, pupils feel safe and are increasingly enjoying school. Recent interventions to raise pupils' attainment and to accelerate their progress in reading, writing and mathematics are proving successful, but have not yet been implemented consistently across the school. The impact is clearly evident in improving attainment and accelerating progress by the end of Year 6. This is not the case for pupils in Key Stage 1, as they are not progressing as quickly as they should. The recently purpose-built Early Years Foundation Stage base, the extensive outdoor learning area and the Key Stage 1 classes are providing a firmer basis for learning and contribute to pupils' positive attitudes to school. One pupil said, 'Its really nice being in this new classroom, we have to take care of it so that it is nice for others.' Throughout the school, the staff works hard to create a learning environment in which pupils' work is celebrated and reflects the broad curriculum. The pupils have a good understanding of keeping themselves safe and the importance of adopting a healthy lifestyle. Attendance rates have improved and are now similar to the national average.

Pupils' achievement is broadly satisfactory. The large majority of children enter the Reception class with skills and knowledge levels below those expected for their age. They make good progress in developing their personal and social skills and satisfactory progress in the other areas of learning. By the end of the Early Years Foundation Stage, the vast majority reach the expected levels in their physical, personal, social and emotional development. However, in other areas of learning, they remain below the expected levels. Pupils continue to make satisfactory progress as they move through the school. However, their progress is variable between classes, particularly in Key Stage 1, because of inconsistencies in the quality of teaching. Whilst there are examples of good teaching, this quality is not sufficiently consistent to ensure pupils make accelerated progress. This is because teachers do not get sufficient opportunities to observe and build on good practice. In some lessons the work is not matched sufficiently well to the needs of pupils of different ability groups. The pupils do not have sufficient opportunities to consolidate their English and mathematical skills in other lessons. Consequently, pupils' attainment by the time pupils leave the school is a little below average. However, in 2010, it rose in English and mathematics.

Senior leaders and governors welcome external support and are committed to ensuring that the school continues to improve. The school development plan is based on a secure self-evaluation and, correctly, identifies the key priorities to raise pupils' achievement. Action is being taken and attainment by the end of Key Stage 2 is beginning to rise. Senior and middle leaders are developing their skills in using assessment information, but have not been sufficiently robust in moderating and analysing some of the data and in evaluating the impact of teaching on learning. Nevertheless, given the improvements in

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

pupils' attainment by the end of Year 6 and the improved systems and structures now in place, the school has satisfactory capacity for further improvement.

What does the school need to do to improve further?

- Improve senior and middle leaders' skills in:
 - analysing and using assessment information to accelerate the rate of pupils' progress
 - evaluating the impact of teaching on learning.
- Consolidate and extend the recently introduced strategies to raise attainment and accelerate pupils' progress in reading, writing and mathematics throughout the school, but particularly in Key Stage 1, by:
 - making certain that all pupils are clear about their targets and the next steps they need to take in learning
 - developing the pupils' literacy and mathematical skills through other subjects.
- By September 2011, ensure that the quality of teaching is good in most lessons by:
 - making the purpose of lessons explicit to pupils and tailoring activities and outcomes to meet the needs of all ability groups
 - using questioning strategies more effectively during whole-class teaching to consolidate and extend pupils' learning
 - giving staff more opportunities to share and build on good practice.

Outcomes for individuals and groups of pupils

3

The pupils' good understanding of healthy living is evident in their knowledge of healthy eating and their understanding of the importance of taking physical exercise. This has contributed to the school being awarded Healthy School status and the Sports Activemark. Pupils feel safe and several commented on how much safer they felt following the erection of fencing around the school perimeter. The pupils are keen to take responsibility, undertake tasks around the school and to become members of the school council. They raise funds for national and international charities and take part in local events. They have yet, however, to offer significant contributions for the development of the school. The pupils generally get on well. However, some say that consideration for others sometimes slips when 'pupils do not behave as well as they should and this stops us from learning'. The pupils are reflective and have a clear understanding of right and wrong. Their knowledge of other faiths, cultures, religions and beliefs is less well developed.

In lessons that capture their interests, the pupils are motivated and respond well to challenge. They are attentive and behave well. They speak positively about their teachers and support staff. They enjoy the opportunities to work together in pairs and larger groups. However, in some lessons, pupils of different abilities confirm that the work is sometimes too easy or too difficult, they are uncertain of their targets or how to improve their work. As a result, they lose interest and some do not make enough progress. The quality of pupils' writing is inconsistent between classes. Older pupils write for a range of purposes and audiences, but in Key Stage 1, the pupils do not use a sufficiently broad

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

vocabulary, their spelling is weak, handwriting is often untidy and letters are poorly formed. The pupils develop reading skills more consistently and older pupils are able to use books for research purposes and enjoy relaxing with a reading book. Pupils' skills in the use information and communication technology (ICT) to enhance their learning are not as advanced as those found in many schools. This is because they are not provided with sufficient opportunities to use ICT in lessons. The 2010 outcomes in science, based on teacher assessment, dipped significantly. This is because many assessments were too cautious and senior managers were not sufficiently robust in moderating the assessments before submitting them. Current attainment in science is higher once more.

Pupils who speak English as an additional language and those with special educational needs and/or disabilities make broadly satisfactory progress and achieve their targets. This is because they receive appropriate support. Pupils from different minority ethnic backgrounds, including those who speak English as an additional language, also do as well as their peers. The pupils' sound social skills and broadly average attainment provide them with a satisfactory basis for the next stage of their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The teaching has a number of good features, for example relationships, sharing ideas with a 'talk partner' and the use of electronic whiteboards to support learning. In some lessons, pupils of all abilities are challenged. The teachers make effective use of questioning

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

strategies. Initial answers are probed and pupils' thinking is consolidated and extended. The lessons proceed at a quick pace and there is good balance between the teacher's and the pupils' contributions. In other lessons, pupils are unclear about the purpose of the lesson. In these lessons, the pace of learning is too slow and pupils have too few opportunities to contribute to their own learning or to work independently. Sometimes, the level of work is not matched well to their needs and abilities. This is because teacher assessments have not been used well enough to identify challenging outcomes for pupils of different abilities. There are good examples of teachers using assessment to help pupils to improve, but this is not yet done consistently. For example, not all pupils are aware of their literacy and numeracy targets, the quality of marking for improvement is varied and not all pupils are successfully involved in assessing their own work and that of their peers.

Provision for literacy and numeracy is developing well following recent support from the local authority. However, opportunities for pupils to consolidate, refine and extend their basic literacy and numeracy skills in other subjects have not been fully exploited. There is insufficient emphasis on promoting subject-specific vocabulary. Good use is made of visits and of visitors to the school to promote learning. Pupils are taught French throughout the school and specialist music teachers visit on a regular basis. The pupils are keen to take part in the good range of extra-curricular activities, which contribute significantly to their personal development.

Pastoral care is strong. Relationships between members of staff and pupils are positive and the pupils know they can turn to the staff if they have any concerns. Support and guidance for pupils meet their needs at significant points in their time at school, for example during transition to new classes or school. For the pupils most in need of help, they are soundly embedded. The school's procedures for monitoring and improving attendance are well established and have led to improvements. The school has yet to appoint a qualified teacher as a special needs coordinator, but has made suitable interim arrangements with the local authority, thus ensuring that pupils make the expected rate of progress.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The headteacher has a clear view of the strengths of and areas for development at the school and has had some success in driving improvements. This is reflected in the improvements in attainment at the end of Year 6 in English and mathematics. Systems and structures for monitoring the quality of teaching are in place and strategies to support and monitor pupils learning have been introduced. These have yet to be adopted fully and

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

implemented consistently by all classes. Nevertheless, expectations are rising and members of staff are increasingly being held to account. The majority of middle managers have only recently taken on their respective responsibilities and are still in the process of developing their roles. They have a sound understanding of what needs to be done. However, there are insufficient opportunities for middle managers and teachers to develop their skills and expertise by sharing and building on good practice.

Governors take their roles and responsibilities seriously. They have worked well with the school to improve the building and the environment for the pupils. They provide good support to school leaders and challenge where necessary, although this has yet to contribute to raising achievement significantly. The governing body ensures that the school's safeguarding and child protection procedures meet requirements. Gaps in performance between groups of pupils are monitored and discrepancies investigated. The school's leaders are aware that some groups have made better progress than others, but have yet to make a significant impact on accelerating progress for all pupils. The school makes a satisfactory contribution to promoting community cohesion. The governors and senior staff know the local community well and have done much to promote the school locally. More parents and carers are involved with the school and are expressing a higher degree of satisfaction. However, some would like the communication with the school to improve further. Links on a national and international basis have yet to be activated.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Induction procedures are good. Children settle easily, enjoy learning and, quickly, grow in confidence. They follow instructions, develop their social skills and behave well. Relationships between the children and with the adults are good. Routines are well

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

established. Classrooms are organised and children's work is celebrated and displayed effectively.

The teachers ensure that all areas of children's learning are covered. There is a good balance between activities led by the adults and those that the children choose for themselves and a strong focus on developing the children's ability to work together. This results in children making good progress in their personal, social and emotional development. Good use is made of the extensive outdoor area as a natural extension of the classroom to promote all aspects of learning, but particularly physical and creative development. However, the staff do not challenge the children enough to accelerate the children's communication, language and literacy development or their understanding and use of number.

The Early Years Foundation Stage team have worked hard to create an attractive indoor and outdoor learning environment. The coordinator has a sound understanding of the strengths and areas for development. Systems for assessing and recording children's attainment are in place and used satisfactorily to target individuals and groups of children. The potential for developing links with the onsite pre-school have not been exploited fully.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The response rate from parents and carers was good. Most of the responses were entirely supportive of the school's work. A particularly high percentage of parents and carers stated that their children feel safe and enjoy school. Their positive views are confirmed by the inspection evidence. A small minority felt that the school does not deal effectively with unacceptable behaviour. Inspectors found that pupils' behaviour was satisfactory overall and that the school deals appropriately with those who do not behave as well as they should. A few parents and carers stated that their children were not making enough progress in school. Inspectors found that pupils' progress is varied, but, overall, pupils are making broadly satisfactory progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Harriers Ground Community Primary to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 110 completed questionnaires by the end of the on-site inspection. In total, there are 245 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	62	56	44	40	4	4	0	0
The school keeps my child safe	55	50	49	45	5	5	0	0
My school informs me about my child's progress	34	31	58	53	15	14	0	0
My child is making enough progress at this school	27	25	69	63	11	10	0	0
The teaching is good at this school	45	41	57	52	5	5	0	0
The school helps me to support my child's learning	36	33	60	55	10	9	0	0
The school helps my child to have a healthy lifestyle	46	42	58	53	3	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	29	26	64	58	2	2	0	0
The school meets my child's particular needs	28	25	73	66	6	5	0	0
The school deals effectively with unacceptable behaviour	22	20	58	53	21	19	4	4
The school takes account of my suggestions and concerns	27	25	67	61	7	6	2	2
The school is led and managed effectively	45	41	55	50	5	5	2	2
Overall, I am happy with my child's experience at this school	46	42	59	54	4	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



1 October 2010

Dear Pupils

Inspection of Harriers Ground Community Primary, Banbury OX16 9JW

Thank you very much for making us so welcome when we visited your school. We enjoyed our visit and talking to you. We were very pleased to see that your attendance levels have improved. We saw you working hard in some lessons, but in others, where you did not find the work challenging, you tended to be off task and sometimes your behaviour was not as good as it could be.

Your school provides you with a satisfactory education. The staff care about you. They make certain that you are looked after and have a good understanding of healthy living. We were impressed by your knowledge of how to keep yourselves safe. The staff want you to do better and have been working hard to raise your attainment in reading, writing and mathematics. This work is starting to have an impact, but there is still work to be done as you move through the school. Your attainment in Year 6 is getting closer to the national average. Well done.

To help you improve further, the inspectors have asked the staff and governors to do three things.

- Firstly, we want them to make sure that your attainment continues to rise and that you make quicker progress in reading and writing by giving you more opportunities to practice these skills in other lessons.
- Secondly, we want them to ensure that lessons are planned so that the tasks are just right for you and you know what you are expected to learn. We also asked that you are given more help to reach your targets.
- Finally, we want the leaders in the school to check up closely on how well you are doing and for the teachers to have more opportunities to share and build on good ideas in teaching.

Please remember, to make your school better, you must play your part by always trying your best and behaving well. Best wishes for the future.

Yours sincerely

David Wynford-Jones

Lead inspector (on behalf of the inspection team)

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.