

John Harrison CofE Primary School

Inspection report

Unique Reference Number	118005
Local Authority	North Lincolnshire
Inspection number	358240
Inspection dates	5–6 October 2010
Reporting inspector	Roger Sadler

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	184
Appropriate authority	The governing body
Chair	Mrs Kay Sargeant
Headteacher	Mrs Rachel Hassall
Date of previous school inspection	11 December 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited nine lessons, each taught by a different teacher. The team analysed samples of pupils' work, particularly in mathematics and writing, and held meetings with governors, staff, pupils and parents. They observed the school's work, including play times and assembly, and looked at records from the previous and current academic years. School documents, including the school improvement plan and safeguarding procedures and records were evaluated. The school's data in relation to pupils' attainment, progress and attendance was compared with national data. Inspectors analysed the 77 questionnaires returned by parents and carers, along with questionnaires returned by pupils and staff.

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

- The achievement of pupils, and the extent to which pupils' attainment is improving.
- Whether assessment is effectively used to promote learning.
- How effective are monitoring and evaluation and how well the findings are used to support school improvement.

Information about the school

Almost all pupils attending this smaller than average-sized primary school are from White British families and speak English as their main language. The proportion of pupils known to be eligible for free school meals is below average, as is the proportion with special educational needs and/or disabilities. Privately run after-school childcare is available on the school site and this provision was inspected separately. The previous headteacher retired at the end of last summer term and the deputy headteacher is the acting headteacher. The new permanent headteacher is due to take up her post in January 2011. Since the previous inspection, the school has received the Healthy Schools status, the Artsmark Gold award and the Eco Schools award.

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. Strong emphasis is placed on promoting pupils' personal development and on good quality care, guidance and support for pupils. Consequently, many aspects of pupils' personal development are good. For example, pupils behave well, and older pupils, in particular, are very keen to accept responsibilities for contributing to the school and wider community. Pupils arrive punctually and their attendance is excellent, reflecting their enjoyment of school. Pupils feel safe in school and act with regard for the safety of others. Most parents and pupils hold the school in high regard and recognise that this is a happy school.

Pupils' academic development, although satisfactory, is not as strong as their personal development. Pupils make satisfactory progress and by the end of Year 6 attain average standards. Pupils with special educational needs and/or disabilities also make satisfactory progress. However, some more-able pupils do not achieve their full potential, especially in mathematics, because they sometimes have insufficient additional support and challenge. Also, in some classes, there are too few opportunities for pupils to work independently. Teaching is satisfactory, with some good aspects in the teaching of writing and in the management of pupils. There are some inconsistencies in the use of assessment and in pupils' understanding of how to improve their work. These have occurred because staff guidance and the monitoring of teaching has not been sufficiently robust. Each pupil's progress is regularly assessed, but assessment information is not sufficiently used to allocate extra support to those at risk of falling behind.

The acting headteacher, working in consultation with the headteacher designate, has begun to tackle the school's weaknesses with great energy. An improved system to monitor the progress of each pupil has been introduced. Self-evaluation is accurate and monitoring is beginning to be used well to direct and assure improvement. Consequently, staff are developing a clear understanding of how well the school is doing and what needs to be improved. This, together with recent improvements, for example in standards of writing, shows the school has satisfactory capacity for sustained improvement.

What does the school need to do to improve further?

- Improve the proportion of pupils attaining higher levels by:
 - providing extra support for more-able pupils
 - ensuring that more-able pupils are given work that they find challenging
 - providing more opportunities for independent investigation and research.
- Improve the quality of teaching and the use of assessment by:

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- improving staff guidance and introducing rigorous follow-up checks to confirm that guidance is consistently implemented in all classes
 - ensuring that pupils are helped to see where and how to improve particular aspects of their work in all classes
 - analysing and using assessment information to ensure that potential underachievement is identified and that appropriate support is provided.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspection before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Children generally enter Reception with knowledge and skills typical for their age. Pupils behave well and sustain good levels of concentration in lessons and this helps them enjoy their learning. In most classes, all groups of pupils make satisfactory progress, except that the progress of more-able pupils is sometimes slowed when they are not given sufficient challenge or support. Many pupils are articulate and confident in speaking because they are given many opportunities to hold short discussions in lessons. Overall, pupils' achievement is satisfactory.

Pupils' spiritual, moral, social and cultural development is good. Their cultural development is the weakest element because it is limited by a lack of knowledge and experience of the diversity of life in modern Britain. Pupils take a strong role in the school community, especially older pupils, as 'Buddies' or 'Play Leaders'. The school's work towards the Healthy Schools Award has helped provide pupils with a good understanding of healthy diet and the need for regular exercise. Their satisfactory progress in basic skills and their good relationships and behaviour ensure pupils are appropriately prepared for the next stage of education and the world of work beyond school.

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

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	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
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	1
The extent of pupils' spiritual, moral, social and cultural development	2

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?

Teachers manage behaviour well and relationships are good in classes. This contributes to pupils working well at the tasks they are set. Teachers and pupils share the use of interactive whiteboards well to add impact and clarity to whole-class learning. In some classes, however, too much time is spent on whole-class teaching and too little on independent or group work and this slows the pace of learning. Teaching assistants are sometimes passive and are not always used effectively to support pupils during whole-class lessons. However, they have a positive impact on the progress of pupils when they work with groups in lessons, especially in younger classes. All teachers mark work diligently, but the quality of marking and the use of assessment is inconsistent and some pupils are insufficiently clear where they need to focus their efforts to improve.

The school's curriculum appropriately focuses on basic skills but is also broad and is enhanced by additional subjects such as French for older pupils. It is suitably modified to meet the learning needs of those with special educational needs and/or disabilities and for lower and middle-ability pupils, but sometimes lacks challenge for the more-able. Too few opportunities are provided for independent research and investigation and, in some classes, too much use of worksheets limits pupils' opportunities to use their own ideas. Writing skills are developed not only in English but also in other subjects such as history, geography and religious education. The curriculum to support pupils' personal and social

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development is good. There is a good programme of after-school clubs, visits and visitors including an annual residential visit.

Pupils are treated with sensitivity, respect and kindness, helping them to grow in confidence as they mature. The pastoral and personal needs of each pupil, including those whose circumstances make them potentially vulnerable, and those with special educational needs and/or disabilities, are well known to the school. Staff work effectively with families and other professionals, and both parents and pupils recognise that their personal and pastoral needs are given great priority by the school.

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	2

How effective are leadership and management?

The ethos of the school has ensured that all staff share a common commitment to ensuring that pupils' personal development is good but the emphasis on their academic development has been less strong. The assessment and tracking of pupils' academic progress is satisfactory. However, the school does not use information from this sufficiently to set challenging targets for pupils or to arrange additional support for those pupils who need it. To help ensure that all teachers help pupils achieve their full potential, a useful programme of meetings between the headteacher and each teacher has been introduced. Because this is a recent initiative, it has not yet had the desired effect on improving pupils' progress. The quality of teaching and the approach of teachers varies between classes because there have been too few checks on how effectively teachers implement new initiatives in teaching and in the use of assessment. Safeguarding procedures are thorough and effective and fully meet current requirements. The school has good systems to identify potential risks and staff and governor training is comprehensive.

The governing body carries out its role with commitment and enthusiasm. Its work in challenging the school to improve pupils' achievement and in evaluating and monitoring its effectiveness is satisfactory. Equal opportunities are soundly promoted, pupils are valued equally and discrimination is not tolerated. The school has yet to complete a full audit of the way in which it contributes to community cohesion, the provision for which is currently satisfactory. The headteacher is aware of the need to improve pupils' understanding of other cultures, both in Britain and internationally.

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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	2
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

Children are carefully inducted into the Early Years Foundation Stage and good relationships with their parents and carers enable them to feel confident and make a secure start. From starting points that are mostly at expected levels, children make satisfactory progress in most areas of learning. Their personal, social and emotional development is good. By the end of Reception many children's knowledge and skills are average.

Children are treated with great sensitivity and kindness and parents and carers are confident that their children are well looked after, safe, secure and happy. Children work and play happily together and enjoy the good range of interesting activities provided both indoors and outside. Adults carefully and perceptively assess the learning of individuals. However, this information is not sufficiently used to inform planning and plans are sometimes vague on exactly how adults should intervene with each individual in each activity and this occasionally slows their progress a little. Children listen and concentrate well in whole-class activities.

Leadership and management are satisfactory. Appropriately strong priority is given to children's welfare and to ensuring good relationships with parents. However, further development is needed to ensure that staff are more closely involved in monitoring and evaluation so that they share a clear view of exactly where further improvements are needed in the Early Years Foundation Stage.

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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 great majority of parents who returned a questionnaire are fully supportive of the school. Their comments on the inspection questionnaire and their oral reports to inspectors indicate that they are confident that their children are happy and feel safe in school. Parents and carers were particularly appreciative of the quality of care and support provided. The inspectors endorse these views. There was no strong pattern in the responses to indicate with which particular aspects of the school parents and carers were not fully satisfied.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at John Harrison CofE Primary School 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 77 completed questionnaires by the end of the on-site inspection. In total, there are 184 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	45	38	49	2	3	0	0
The school keeps my child safe	41	53	33	43	3	4	0	0
My school informs me about my child's progress	21	27	43	56	11	14	1	1
My child is making enough progress at this school	23	30	48	62	4	5	0	0
The teaching is good at this school	24	31	46	60	4	5	0	0
The school helps me to support my child's learning	19	25	45	58	8	10	2	3
The school helps my child to have a healthy lifestyle	28	36	46	60	3	4	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)	23	30	50	65	2	3	0	0
The school meets my child's particular needs	26	34	45	58	4	5	1	1
The school deals effectively with unacceptable behaviour	20	26	51	66	3	4	1	1
The school takes account of my suggestions and concerns	19	25	48	62	5	6	2	3
The school is led and managed effectively	28	36	43	56	5	6	0	0
Overall, I am happy with my child's experience at this school	33	43	39	51	5	6	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.



7 October 2010

Dear Pupils

Inspection of John Harrison CofE Primary School, Barrow-upon-Humber, DN19 7AP

Thank you for making the inspectors so welcome when we came to your school. We especially want to thank those of you who gave up part of your lunchtime to talk with us. My colleagues and I enjoyed watching you learn and talking with you in lessons and around school.

Your school provides a satisfactory standard of education and you make satisfactory progress. Staff look after you well and we are pleased you enjoy lessons. You clearly enjoy school and your attendance is excellent. It is good to see that most of you arrive on time. You know how to act safely and think about the safety of others. Your preparation for life at your next school and for life beyond school is satisfactory. You show consideration for others, understand what is right and what is wrong, and are very friendly to each other. We hope you are proud of your good behaviour and manners. Those of you who find learning difficult make sound progress because the school helps you learn and you are given extra help in small groups.

There are many things that your headteacher, teachers, other staff and the governors want to improve, because they want your school to get even better. We have asked that the headteacher and governors concentrate especially on:

- helping those of you who find learning easier than most to achieve the highest standards you can, by making sure that your work is challenging and by giving you extra support
- helping teachers and teaching assistants to do their work even better.

Yours sincerely

Mr Roger Sadler

Lead inspector

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