

Harnham Church of England Controlled Junior School

Inspection report

Unique Reference Number	126351
Local Authority	Wiltshire
Inspection number	360060
Inspection dates	5–6 July 2011
Reporting inspector	Hazel Callaghan

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

Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	253
Appropriate authority	The governing body
Chair	Mrs Trina Smith
Headteacher	Mr Luke Coles
Date of previous school inspection	5 December 2007
School address	Saxon Road Salisbury Wiltshire SP2 8JZ
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Introduction

This inspection was carried out by three additional inspectors. Nineteen lessons were observed taught by twelve teachers and a higher level teaching assistant. Meetings were held with staff, pupils and representatives of the governing body. Inspectors observed the school's work, and looked at a range of documentation including that linked to safeguarding, the school development plan, minutes of the governing body, the school's monitoring of pupils' attainment and progress, a variety of pupils' work and reports written about the school. The inspectors scrutinised questionnaires completed by staff and pupils and the 90 questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well pupils are making progress through the school, particularly the boys and the most able pupils.
- How effective teaching is in challenging the most able and how teachers adapt the curriculum to support and encourage the boys in their English work.
- The effectiveness of the school's systems of self-evaluation and the roles of governors in holding the school to account.

Information about the school

Harnham Church of England Junior is fairly large for a school of its type. The majority of pupils come from families of White British heritage, with a small proportion of pupils coming from minority ethnic groups (8%). A below-average proportion of pupils speaks English as an additional language and an extremely small number is in the early stages of learning English. The proportion of pupils known to be eligible for free school meals is also well below that found nationally. The proportion of pupils with special educational needs and/or disabilities is similar to the national average and their needs are mostly moderate learning difficulties or emotional and social difficulties. The school manages a special needs learning centre on site which caters for pupils with moderate learning difficulties. There are five pupils registered at the centre currently. Only one is on the school roll. The other pupils attend the centre in the morning and return to their own schools each afternoon to continue their learning. The centre is due to close at the end of the term. A privately run breakfast and after-school club uses one of the school buildings but was not part of this inspection.

The school has received a number of awards. The most recent include the Healthy Schools Plus, the full International Award and the Artsmark Silver 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?

2

The school's capacity for sustained improvement

2

Main findings

Harnham Church of England Junior is a good school that provides its pupils with an exciting and varied curriculum. As a result, pupils develop into well-rounded and mature young people who are well prepared for the next stage of their education. Parents' comments confirm this and as one parent wrote, 'The school is a very happy place to be, always encouraging which has helped my daughter progress both academically and emotionally.' Many aspects of the school's provision have improved since the last inspection especially in the quality of teaching and pupils' learning which are now good. This is the result of concerted and positive actions by the headteacher and all the staff. Relationships across the school are strong and pupils feel safe and secure. They enjoy school and attendance is now above the national average.

There is a rising trend in pupils' attainment and, although still within the broadly average band overall, there are clear signs this year of above-average attainment, particularly in mathematics. Progress in writing has also risen but boys' attainment, although similar to boys nationally, is not nearly as strong as that of the girls. Pupils with special educational needs and/or disabilities, both in the special needs learning centre and in the school, are well supported and make good progress.

During the inspection the vast majority of teaching was good and in some lessons it was outstanding. Teachers use assessment effectively to identify what pupils already can do and consequently their next steps. As a result, activities are usually well matched to pupils' particular needs. Sometimes the most able pupils are not sufficiently challenged. Their progress is usually good but more could be reaching the higher levels securely in both English and mathematics. There is strong and consistent use of positive strategies that help pupils understand what they are to learn in the lesson and how to achieve it using their 'ladders of success'. They are given clear, good levels guidance about what they are doing well and how to improve, which the pupils value. These strategies are better focused and more successful in mathematics than in English which is one of the reasons why both attainment and progress are rising rapidly in mathematics.

Keeping pupils safe and helping them to understand how to keep themselves safe is at the heart of the school's good care, support and guidance. The governing body is well informed. The governors are proactive and evaluative and have a good understanding of the school's strengths and weakness. They are very supportive of the school and its successful progress. The school's self-evaluation is accurate and many aspects of the school's work have improved, particularly teaching and learning. All of these factors contribute to the school's good capacity for sustained improvement.

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What does the school need to do to improve further?

- Raise attainment in English further by:
 - ensuring the boys make similar achievement to that of the girls in writing
 - developing similar strategies as those used in mathematics that will help pupils understand how to improve in English.
- Ensure that all pupils make consistently good progress by challenging the more able so extending their skills and knowledge.

Outcomes for individuals and groups of pupils

2

Pupils' attainment when pupils join the school in Year 3 is usually broadly average. In the past their progress has been predominantly satisfactory, but this has been improving and there is clear evidence of pupils' good progress now throughout the school. Pupils' very good attitudes to learning, their enjoyment of their activities and good behaviour underpin this good achievement. Pupils want to do well and respond well to teachers' high expectations for the pace and quality of involvement in their work. Pupils have high aspirations for themselves and feel very proud when the teacher tells them, as many do, 'You have done so well, I am moving you up.' This pride in their work was clearly demonstrated in a Year 4 mathematics lesson. Pupils were confident about what they had to do to show the symmetry of different shapes even when the task became more complicated. They promptly used the strategies they had been shown and gave each other support and advice in order to succeed. One boy eagerly asked if he could show the class teacher what he had done and was rewarded, as he knew he would be, with praise for his effort and careful working. Pupils work very well together sharing ideas with their 'talk partners' or, for example, working on the huge Chinese dragon being created by Year 3 pupils as part of their topic. Pupils with English as an additional language are well supported, their activities effectively adapted so they extend their vocabulary and knowledge of sentence structure and they find success and progress well. Similarly well-chosen interventions and support from the experienced and highly effective teaching assistants enable pupils with special educational needs and/or disabilities to achieve well.

Pupils get on very well together and behave well. Older pupils are given the task of mentoring and supporting one of the children in the infant school. A responsibility they take very seriously. They are also developing good leadership skills as playground leaders, school councillors, team captains, and prefects. Pupils' good interpersonal skills, positive attitudes to their learning and good progress show their readiness for the next stage of learning. Pupils show empathy for others less well off than themselves and chose to support a local charity the 'Wellie Walk' which raises money for children with leukaemia. Their strong links with a school in Nepal have given them a good understanding of the lives of others in different parts of the world. This, along with the wide range of visits and visitors, working with people in the local community as well as links with a school in London, is helping to extend their good awareness of cultural diversity. Pupils enjoy the many sporting activities with which they are provided and their work towards gaining the Healthy Schools Plus award is testimony to pupils' good understanding of healthy lifestyles. Not all are ready to make positive choices about what to eat. They do, however, have a good understanding of what constitutes a possible unsafe situation and can explain

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the strategies they use to keep themselves safe when out and about or when using the internet.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
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	2
Taking into account:	
Pupils' attendance ¹	2
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?

Good teaching and a lively and stimulating curriculum are the main reasons for pupils' good learning and interest in their work. The staff have built up an exciting range of topics around the important skills and knowledge to be covered in each year group which stimulate pupils' interests and motivate their desire to learn. An appropriate focus has been placed on the need to engage boys more in their writing and this has begun to have a positive impact so that the gap between the attainment of boys and girls in writing is beginning to close. A wide range of after-school clubs, additional activities and visits further extend pupils' skills and first-hand experience. Pupils, parents and carers appreciate the excellent range of sporting activities provided by staff and through the sporting partnership with the local secondary schools. Good links with all the cluster schools provide additional opportunities for pupils to meet with other children of different ages and the close links with the school in Nepal recognised by the school's International Award and the developing links with a school in London extend pupils' personal and social skills. Music and drama are yet another strength of the school curriculum which are much enjoyed and have led to the Artsmark award. The enthusiasm of the pupils practising their

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rendition of the 'Troy Story', ready for parents and carers, was testimony to their developing performance skills.

Lessons typically move along at a good rate and teachers use a variety of resources well, including interactive whiteboards and computers, to support pupils' understanding. Teachers' questioning is used well to assess pupils' understanding and readiness to move on. Careful assessment is used to track pupils' progress and to set targets for their next steps in learning. Teachers' marking is very supportive and pupils say they appreciate the teachers' many comments and suggestions for how to improve.

Pupils feel well cared for because staff know them well and respond positively to them as individuals. There are striking examples of care and support for pupils facing challenging circumstances and strong links with outside agencies to support the child and often the family. The provision for pupils with special educational needs and/or disabilities is very strong, having recently been reviewed and tightened to ensure that interventions used are appropriate and well focused. Induction arrangements from the infant school next door, and for pupils about to transfer to the secondary schools, are excellent and pupils feel ready to move on, although they say they will really miss Harnham.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Changes in the senior leadership team have been undertaken successfully and staff at all levels are enabled to lead and manage their areas of responsibility well. Senior leaders have a strong sense of purpose that is ensuring the school is well placed in continuing to improve. A concerted focus has been placed on developing teaching through the school, and in particular on mathematics, which is having a positive impact on raising attainment. The school's effective and well-focused care, support and guidance for all pupils are based on the consistent drive to ensure all pupils have the opportunities they need to succeed. There is no evidence of any discrimination, pupils get on very well together and the school is a very harmonious community. The school uses its data well to ensure all have equality of opportunity. There are good links with the local church and many clubs and groups within the local community, the local cluster of schools and with schools further afield that are effectively building community cohesion.

The school has improved its communications with parents and encouraged them to participate in helping the school to improve. The new report format and website are examples of parents' increased involvement. Most parents feel well informed and part of decision making. One parent was moved to write, 'The school has always addressed any issues raised with kindness and speed. Teachers are approachable and friendly and the

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atmosphere is always happy.' However, there are still a few parents who feel they are not yet listened to sufficiently, although they are generally very supportive of the school in all other matters. The governing body holds governor days during which the governors engage with staff, pupils and parents, and so keep in touch with emerging issues. They are an evaluative body that is fully involved in the strategic development of the school, for example in the move to single-age classes. They have developed good systems for monitoring the work of the school. Safeguarding is good. All appropriate procedures are carried out effectively. The required checks made on all adults who work at the school to ensure they are appropriately qualified and safe to be with the pupils are carried out well. Staff are appropriately trained and the governing body is strong in ensuring that child protection procedures are secure. The governing body is in the process of developing aspects of its monitoring of safeguarding records further so that systems are even more comprehensive and robust.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

An average proportion of parents returned their completed questionnaire and a good number added comments to illustrate their views. The considerable majority are happy with the experiences their children have at Harnham Junior. Particular strengths were said to be in the quality of teaching and in the way the school helps pupils develop a healthy lifestyle and inspection agrees. Parents expressed concerns over the slow response from the school in giving them information that would help their child make better progress especially in mathematics. Considerable effort by senior leaders has gone into improving pupils' learning. As a result, pupils across the school now make good progress and attainment, particularly in mathematics, is steadily rising. However, the inspection team has shared with the school that parents feel that staff are not always sufficiently quick to respond to their concerns. Another concern was about the behaviour of some pupils.

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During the inspection behaviour was good and on some occasions outstanding. The pupils told us that they feel behaviour is good and that staff are very quick to respond if there is the need. All pupils spoken to said there is no bullying in the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Harnham Church of England Junior 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 90 completed questionnaires by the end of the on-site inspection. In total, there are 253 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	56	39	43	1	1	0	0
The school keeps my child safe	57	63	33	37	0	0	0	0
My school informs me about my child's progress	37	41	41	46	10	11	1	1
My child is making enough progress at this school	33	37	44	49	11	12	0	0
The teaching is good at this school	37	41	46	51	3	3	0	0
The school helps me to support my child's learning	28	31	48	53	11	12	0	0
The school helps my child to have a healthy lifestyle	35	39	52	58	1	1	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)	37	41	44	49	3	3	0	0
The school meets my child's particular needs	27	30	53	59	7	8	0	0
The school deals effectively with unacceptable behaviour	29	32	48	53	5	6	3	3
The school takes account of my suggestions and concerns	25	28	41	46	8	9	2	2
The school is led and managed effectively	26	29	49	54	5	6	3	3
Overall, I am happy with my child's experience at this school	37	41	46	51	6	7	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 July 2011

Dear Children

Inspection of Harnham Church of England Junior School, Salisbury SP2 8JZ

Thank you for making us so welcome and answering our questions when we visited you recently. We have found that the school is improving rapidly. It helps you to make good progress in your work and is very effective in helping you to develop confidence so you want to do well. You and your parents are rightly proud of your school and what it does for you.

Here are some of the things we found out.

- The staff look after you well and you feel very safe at school.
- Teaching is good and your teachers work hard to make your lessons fun and interesting and the standard of your work is improving rapidly.
- You behave well and get on with one another.
- You have an excellent understanding of how to develop a healthy lifestyle, you enjoy sport and have a good understanding of how to keep yourselves and others safe.
- You make a good contribution to the life of the school and are keen to take on new responsibilities and support others who may have difficulties.
- You have a wide range of additional activities to enjoy both inside school and through working with other organisations.
- The school is led well and everyone works hard to help you succeed.

We have seen lots of good things at your school, but we have asked your headteacher and staff to do some things better so that you can succeed really well.

- Help boys to reach similar standards in writing as the girls, and to help you all understand how you can improve your work in English in the same effective way as in mathematics.
- For teachers to make sure that those of you who find learning easy are consistently given work that makes you think hard so that you make the same good progress as everyone else.

Thank you again for making our visit so enjoyable and we wish you all the very best for the future especially those in Year 6 off to their new schools in September.

Yours sincerely

Hazel Callaghan

Lead inspector

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