

# Harting CE Primary School

## Inspection report

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<b>Unique reference number</b>	126017
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	381171
<b>Inspection dates</b>	26–27 April 2012
<b>Lead inspector</b>	Wendy Forbes

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	131
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Leslie James
<b>Headteacher</b>	Jonathon Culley
<b>Date of previous school inspection</b>	14 October 2008
<b>School address</b>	Tipper Lane South Harting Petersfield Hants GU31 5QT
<b>Telephone number</b>	01730 825388
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	26–27 April, 2012
<b>Inspection number</b>	381171



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## Introduction

Inspection team

Wendy Forbes

Additional inspector

This inspection was carried out with two days' notice. The inspector observed teaching and learning in 10 part-lessons, amounting to approximately six hours in total. Five teachers were observed. For most of the observations of teaching and learning and throughout the scrutiny of pupils' work, the inspector was accompanied by the headteacher. Meetings were held with the headteacher, senior leaders and managers, members of the governing body, and pupils. The inspector observed the school's work, listened to pupils' reading and looked at self-evaluation documentation, monitoring and assessment information, lesson plans and policies. The inspection took account of the responses to the on-line questionnaire (Parent View) in planning the inspection and analysed questionnaires from 77 parents and carers, 61 pupils and 17 members of staff. The school's safeguarding procedures were also evaluated.

## Information about the school

This is a smaller than average-sized school of its type. It became a primary school in September 2009 with the addition of Year 6 pupils. With the exception of The Early Years Foundation Stage, which comprises one single-aged Reception class, all other classes are of mixed-age range. Almost all pupils are of White British heritage. There are no pupils who speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below average. The proportion of disabled pupils and those who have special educational needs who are supported by school action plus or with statements of special educational needs is above average. The main needs are emotional, behavioural, and speech and language difficulties. A considerable number of pupils join or leave the school part way through their education. The school meets current floor standards, which set the government's minimum expectations for pupils' attainment and progress. The school runs a daily breakfast club. It is currently extending its outdoor school and local community facilities with the addition of an outdoor learning facility known as 'The Roundhouse'.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- Harting is a good school where pupils achieve well. Pupils told the inspector that the school's motto, 'Loving to learn, learning to love', is certainly true. Pupils feel happy and very safe, hold positive attitudes and clearly love learning. The school is good rather than outstanding because, occasionally, teachers do not provide activities that fully extend and challenge every individual, particularly the more able, in developing their problem-solving or creative-writing skills. Progress in writing and mathematics is, therefore, sometimes slower than in reading.
- Pupils make good progress and achieve well, particularly in reading in Key Stage 2. They invariably reach above-average levels of attainment by Year 6.
- Teaching is good overall and, sometimes, outstanding, enabling pupils to make good progress. A rapid pace of learning and a good challenge to the learners are features of most teaching.
- Pupils have good attitudes towards learning and their behaviour is good, characterised by exemplary manners and courtesy, and high attendance. The school provides high-quality support for disabled pupils and those with special educational needs and for those whose circumstances have made them vulnerable.
- The headteacher and senior teacher work well together to successfully guide and support the staff, monitoring developments and improvements as part of performance management. Leaders manage school performance well and have created a real sense of purpose among the whole school community to take learning forward. They understand the school's strengths and weaknesses, and plan effectively to bring about further improvement. Pupils' awareness of spiritual, moral, social and cultural issues, and respect for diversity, are promoted exceptionally well through a vast range of projects, activities and

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special events, charity fund-raising, and opportunities for pupils to be involved in the life of the school. Very effective partnerships enhance pupils' learning and help them to succeed.

## What does the school need to do to improve further?

- Accelerate pupils' progress in writing and mathematics and improve the achievement of the more able by December 2012, by:
  - ensuring that the level of challenge is matched to the needs of all pupils, particularly the more able
  - providing more opportunities to extend pupils' literacy competencies by writing for a wider range of purposes
  - ensuring that more work offers enough challenge to develop pupils' problem-solving skills
  - providing more targeted staff development in order to strengthen the teaching of mathematics and writing.

## Main report

### Achievement of pupils

Children enter school with skills broadly in line with age-related expectations in most areas of learning, but lower in speech and language. They make good gains across all the main areas of learning in the Early Years Foundation Stage.

Good teaching and a well-planned curriculum ensure all pupils continue to make good progress throughout the school. The inspection findings that progress is good are endorsed by the vast majority of parents and carers, who said how delighted they were with their children's current progress and desire to learn.

The quality of learning and progress seen in most lessons is good. Enthusiastic teaching and pupils' love of learning contribute well to their progress. For example, in a Year 5/6 numeracy lesson, pupils enjoyed the teacher's energetic presentation – bringing alive basic number skills. Pupils responded very well, applying their knowledge and understanding of division in order to make large-number calculations. Good questioning by the class teacher and effective partner work ensured pupils made at least good progress in developing skills to solve problems for themselves.

Reading attainment by the end of Key Stage 1 is currently just above average. By the time they leave the school, pupils reach above-average levels in English, including in reading, and in mathematics. These good standards are the result of consistently good teaching, the successful focus on developing literacy skills and the provision of additional curricular activities such as the 'Reading Café'. The systematic programme of teaching letters and sounds in the Early Years Foundation Stage ensures children

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make good progress overall, especially in developing early reading and writing skills. Children demonstrated their skills by matching and blending letters and sounds to construct simple words and sentences to form a short story. Throughout the school, pupils are encouraged to enjoy books and link their reading to written work to reinforce their reading attainment. Writing and mathematics have not improved at the same rate because work is not always as well matched to pupils' differing needs, particularly those of the more able.

National test results in 2011 suggested boys were achieving better than girls. Inspection evidence confirmed this gap has been closed for pupils currently in Year 6. Improvements in the use of assessment data to track pupils' achievements, target-setting and the focus given to understanding pupils' learning styles have had positive impact. Pupils who are disabled and those who have special educational needs progress as well as their peers, because staff make suitable adjustments to materials and activities to meet their learning needs. Pupils who join the school part way through their education progress equally well, as a result of exceptional support and well-focused learning activities which take account of any gaps in their learning.

### **Quality of teaching**

Inspection findings are that teaching is good, and parents and carers agree that their children are well taught. Pupils are pleased with the teaching they receive. As one said, '...kind, patient, hard-working, fun teachers help you do your best...' Teachers manage pupils with care, developing excellent relationships. Lessons are well planned to provide interesting experiences and meet the broad range of pupils' needs including those who are disabled or have special educational needs. This, and the well-targeted support provided by teaching assistants, all helps to ensure that those who find learning more difficult or whose needs are complex enjoy their learning and achieve well. Learning is best when it motivates and challenges pupils, firing their curiosity. For example, Year 2/3 pupils in a numeracy lesson enjoyed the challenge of their learning as they launched into fast-paced number and money calculations. Effective questioning and good use of 'talk partners' and 'strategy boards' helped pupils quickly develop their own methods for solving tricky money problems, engendering much enthusiasm and building on their prior knowledge and understanding.

In the most effective lessons, teachers are skilled in developing pupils' thinking through effective questioning. Consequently, pupils are well motivated and take responsibility for their own learning. For example, Year 4/5 pupils used their knowledge of number operations to work out the cost of purchases from a menu of shopping items, transforming a mathematical two-step problem into a 'real-life' story.

A wide range of adult-directed and child-initiated activities promote independent learning in the Early Years Foundation Stage. Children enjoy many opportunities to develop their language and solve problems. This was seen in a Reception class as excited children received a secret letter and parcel from 'The Gruffalo' with instructions to work out how much of the accompanying green forest juice might be

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needed for Gruffalo's friends. Children asked searching questions as they unravelled the mystery, hypothesising as to how many cups of juice would be needed.

Teaching takes account of the diversity within the school and, consequently, many pupils whose circumstances have made them vulnerable overcome barriers to learning, particularly those pupils who join the school part way through their education. Pupils' spiritual, moral, social and cultural development is promoted extremely well by the curriculum and by the high expectations of all staff, who present very positive role models for the pupils.

Teachers' extensive subject knowledge, effective use of a wide range of teaching styles and good planning take account of pupils' learning needs. The systematic teaching of reading skills throughout the school has ensured pupils make at least good progress in learning to read. However, opportunities for writing for a wide range of purposes and the development of problem-solving skills remain limited. Not all work set presents an equally effective challenge to enhance learning, particularly for the more able in writing and mathematics. As a result, their progress is not as rapid as it could be.

### **Behaviour and safety of pupils**

Pupils are enthusiastic about coming to school. As one pupil said, 'It's always great fun here, I like everything about the school.' This is a sentiment reflected in pupils' high levels of attendance and punctuality. The school is a well-ordered community where pupils behave well and feel very safe. Excellent pastoral care and support help pupils develop good personal skills and foster their positive attitudes to learning.

Pupils respect each other, both in the classroom helping each other with learning activities, and around the school. Pupils say they feel very safe, and that bullying of all kinds, including cyber-bullying, is very rare, and the vast majority believe the school deals with any occurrences most effectively. For the very few who find difficulty in conforming to the school's high behavioural expectations, the school employs relevant strategies, including calling on external individuals, such as the school counsellor, or agencies, for their expertise. These actions are usually most effective in resolving difficulties. The vast majority of parents and carers endorse inspection findings that behaviour is typically good over time, and report that they are confident that the school's systems are sufficiently robust to deal with any bullying, should it ever occur.

### **Leadership and management**

The success of the school is underpinned by good leadership. The drive, ambition and clear direction of the headteacher, with effective support from the senior teacher, staff and members of the governing body, have enabled the school to continue to thrive. The headteacher's purposeful approach encourages others to have high aspirations for themselves and for pupils. There is a strong shared sense of purpose to take achievement forward. Middle leaders' opportunities to track pupils'

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progress, monitor the quality of learning and work alongside staff as peer observers are having a significant impact on improving the quality of teaching. An effective, planned programme of professional development has been embraced by staff. Outcomes have already led to a narrowing of the gap between girls' and boys' achievement. Some improvements in the teaching of writing and mathematics have been initiated, but it is too soon to accurately evaluate the impact. The school has sustained a strong trend of good achievement, positive behaviour and high attendance since the previous inspection, confirming its capacity to improve further.

The curriculum meets the needs of learners well, making a considerable contribution to pupils' personal development. It is enriched by specialist teaching, including music and sport, and further enhanced by special events, such as the annual disability awareness week, 'Enable Me', an environmental community 'Green Day', visits to places of interest and a wide range of extra-curricular activities. These learning opportunities greatly promote pupils' spiritual, moral, social and cultural development.

The school promotes equality of opportunity by close analysis of pupils' achievement. Any questionable performance is followed up and resolved. There is no discrimination in this harmonious community. All pupils are equally well cared for and supported. There are rigorous procedures for safeguarding and risk assessment, which meet statutory requirements, including meticulous checks on adults and a carefully planned approach to managing the safety of pupils.

Parents and carers are right to be positive about the school. They appreciate the effort to ensure that they are actively involved in supporting their children.

## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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 May 2012

Dear Pupils

### **Inspection of Harting CE Primary School, Harting GU31 5QT**

Many thanks for the warm welcome you gave me when I inspected your school recently. I very much enjoyed meeting and talking to you, and I was pleased to hear that you are happy and feel very safe at school. I was particularly impressed with your enthusiasm of 'Loving to learn', your reading and your exceptional politeness. You certainly enjoy the vast range of extra activities including the clubs, music and drama performances and sport.

You go to a good school. You make good progress because you are well taught, teachers make learning fun and you are so keen to learn. Your attainment at the end of Year 6 is above the average for boys and girls of this age. Teachers keep you safe, and I was impressed to discover how rare bullying is and how confident you are that it is quickly dealt with. You and your parents and carers told me that you like school and that it is a happy place where you feel very safe. You behave well and you impressed me with your good manners and consideration for each other.

Your headteacher, staff and governors are determined to help you succeed. I have asked them to do the following:

- ensure that more of you make faster progress in writing and mathematics by making work not too easy or too hard and providing just the right level of challenge, particularly for those of you who can learn quickly
- to have more opportunities to practise your problem-solving and creative-writing skills
- ensure more of you benefit from the extremely good or better teaching of writing and mathematics seen in some lessons.

All of you can help your school continue to improve by maintaining your very good behaviour and attitudes to learning and continuing to work very hard.

Yours sincerely

Wendy Forbes  
Lead inspector

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