

Market Harborough Church of England Primary School

Inspection report

Unique reference number	120144
Local authority	Leicestershire
Inspection number	379964
Inspection dates	14–15 June 2012
Lead inspector	John Horwood

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	358
Appropriate authority	The governing body
Chair	Joan Williams
Headteacher	Sue Bovill
Date of previous school inspection	2 June 2009
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Age group	4–11
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Introduction

Inspection team

John Horwood	Additional Inspector
Lynn Lowery	Additional Inspector
Joanne Sanchez-Thompson	Additional Inspector

This inspection was carried out with two days' notice. The inspectors used a number of strategies to observe learning. These included lesson observations ranging from 10 to 40 minutes. Approximately eight hours were spent observing teaching, which included visiting 17 lessons taught by 15 teachers. Meetings were held with staff, members of the governing body and a group of pupils. Informal discussions also took place during the two days. The inspectors observed the school's work, and looked at documents including the school development plan, minutes of meetings, the school's information on pupils' progress and samples of pupils' work. The responses to questionnaires from 146 parents and carers were examined and analysed.

Information about the school

This is a larger-than-average-size primary school. There are two classes in each year group. The proportion of pupils from minority ethnic heritages is lower than average and very few speak English as an additional language. The proportion of pupils known to be eligible for free school meals is lower than that found nationally. The proportion of disabled pupils and those who have special educational needs who are supported at school action plus or have a statement of special educational needs is lower than average. Some pupils are from Traveller families of Irish heritage or from Romany or Gypsy heritage. More pupils than usual join the school other than at the usual times and many are not in the school for their entire primary education. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. Among the awards obtained by the school are the Eco-Schools Silver award and Fair Trade Status.

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. Pupils make good progress from effective teaching. Strong and determined leadership ensures that pupils develop well both academically and in their personal skills in a safe and secure environment. Parents and carers are, rightly, very satisfied with the school. It is not outstanding because some teaching is, occasionally, not above satisfactory and, consequently, not fully effective in speeding progress and raising standards.
- All groups of pupils, including disabled pupils and those with special educational needs, usually make good progress in all subjects. Attainment is broadly average but is above average for those who have been in the school for the majority of their primary education.
- Teachers have good subject knowledge and are good role models for pupils. Teachers adapt activities well to meet the learning needs of all pupils, but a challenging pace of learning is not always maintained throughout the lesson. There is excellent marking of pupils' work in English, but marking in mathematics and other subjects is less helpful to learners.
- Pupils' behave well and have positive attitudes to learning. All have a clear understanding of how to keep safe and good relationships ensure the school is a harmonious community. Pupils say they feel safe in school and are taught how to keep themselves safe and healthy.
- Leaders have a shared vision to improve outcomes for pupils. School performance is monitored closely. There is a clear focus on identifying and supporting the needs of all pupils so that they can improve their skills and achieve their full potential as learners and good citizens. A comprehensive programme for monitoring teaching and learning leads to helpful professional development for staff. Opportunities are identified for teachers to observe others with particular strengths in their teaching, but are not fully exploited.

What does the school need to do to improve further?

- Accelerate progress and raise standards by June 2013 by:
 - increasing the amount of good and outstanding teaching by ensuring a challenging pace is maintained throughout every lesson
 - ensuring the high quality of marking in English is extended across the curriculum so that pupils are better informed how to improve their work
 - identifying the best teaching practice within the school so that skills can be shared with all teachers.

Main report

Achievement of pupils

Children join the Early Years Foundation Stage with skills below those expected for their age. They make good progress to reach expected levels in most areas by the end of the year, although lower in writing skills. Disabled children and those with special educational needs are helped to make good progress through the 'nurture group' or support from visiting specialists. Children were seen to enjoy their learning particularly when many activities were linked to the ongoing focus about *Gerald the Giraffe*. They were given good opportunities to choose their own activities both indoors and outdoors and made the most of these.

Pupils continue to make good progress in Key Stage 1, and at the end of Year 2 attainment is broadly average with reading skills at expected levels. Pupils continue to make good progress in English and mathematics and those pupils who are in the school throughout Key Stage 2 reach above-average attainment levels at the end of Year 6. Some pupils who join the school at different times make good progress, but lack of continuity in their learning leads to broadly average attainment levels. At the end of Year 6 reading skills are, at least, at average levels for all pupils and often higher for many. There are no significant variations in the achievement of boys and girls, and those known to be eligible for free school meals and those who are not. Disabled pupils and those who have special educational needs are integrated into class activities and well supported by teachers and teaching assistants, or taught in small groups for short periods. Consequently, they achieve well. The more-able pupils are given extra support and are on track to reach the higher levels. Inspection findings that pupils' progress is good are confirmed by the work seen in their books, and further endorsed by responses of parents and carers who returned questionnaires.

Pupils' positive attitudes help them to enjoy learning and achieve well. For example, Year 6 pupils enjoyed their English lesson creating a 'storyboard' using electronic presentation for *Pig Heart Boy*, where they enthusiastically worked in small groups using computers and made good progress. Year 5 pupils made excellent progress in data collection because the work was very well matched to individual abilities and effectively challenged and fully engaged all of them. Pupils from all heritages invariably respond well to the learning activities presented to them, and in a Year 2 mathematics lesson to solve problems using patterns, all pupils enjoyed the practical aspects throughout circle-time and group activities and achieved well.

Quality of teaching

In the Early Years Foundation Stage, teaching is good and staff work as an effective team to support all areas of learning – assessing children’s progress and accurately identifying any additional support needed early. Planning of learning is thorough and identifies how adults can assess children’s learning as part of their ongoing activities. The teaching of phonics (learning sounds and letters) is well-established and teachers extend this good practice during the daily activities.

Throughout the school, teachers have good relationships with pupils. Teaching has a strong impact on pupils’ spiritual, moral, social and cultural development. Teachers are good role models and use curriculum content well to extend learning of pupils’ own faiths and also to teach about other faiths and cultures. Adults provide good support to pupils’ care and learning. They usually have high expectations of pupils’ academic ability and their behaviour. Teachers use strategies for learning that match most pupils’ individual needs so that pupils learn well across the curriculum. The teaching of disabled pupils and those with special educational needs is effective and teachers deploy teaching assistants well throughout the day to provide support in classes where they can be most effective. Teaching assistants provide good support to pupils’ care and learning, particularly, but not exclusively, for those who are disabled and those with special educational needs.

Most teaching is good or better with some outstanding features. In a Year 5 mathematics lesson, the teacher ensured that pupils learnt quickly by identifying tight deadlines for all activities. He provided lots of reinforcement of prior learning and used ‘mistakes’ to check pupils’ understanding while actively involving them in the lesson. Teachers plan learning well and make good use of information and communication technology to make the experience interactive and enjoyable. Most lessons are carried out at a good pace, but where teaching is no better than satisfactory the pace is less challenging during parts of the lesson, and progress slows. Teachers always help pupils understand what they are to learn in lessons and how to improve. Targets are used well to motivate pupils and the marking of their work helps them know exactly how to get to the next level in their learning. The marking in English is more helpful to pupils in knowing how to improve than it is in mathematics and in other subjects. Teachers use regular opportunities to develop pupils’ reading skills, including phonics sessions within Key Stage 1 and guided reading sessions throughout the school. The inspectors’ view that teaching is good agrees with the views of parents, carers and pupils.

Behaviour and safety of pupils

The behaviour and attitudes to learning seen during the inspection were good. Parents and carers, as well as pupils and staff, confirm that this is the normal situation in the school. The questionnaire responses about behaviour, attitudes and bullying were very positive with a typical comment being, ‘The school is a positive environment and the children are polite and well-mannered.’ Pupils say they feel very safe in school, a view shared by staff, parents and carers. Pupils did talk about a few occasions when they had concerns about others’ behaviour, but these are very well managed. Pupils said their learning is not affected by behaviour issues. Incidents and

exclusions are rare and there is no evidence of bullying of any kind which is not dealt with quickly and effectively if it is identified by or observed by staff. Pupils are aware of the dangers of internet use and some say they have experienced cyber-bullying but not within school. Children in the Early Years Foundation Stage are well cared for and feel safe. They play and learn together well, have positive attitudes and good behaviour. The school is a very harmonious community with good relationships throughout that are very helpful to learning and pupils' spiritual, moral, social and cultural development. For those pupils who are able to attend school regularly, attendance is above average. The family circumstances of a number of pupils on roll prevent them from attending for prolonged periods, and this is why the overall figure is low.

Leadership and management

The senior leadership team and the governing body provide good leadership and management. All levels of leadership are experienced in their posts and contribute to monitoring school improvement. Since the previous inspection, leaders have taken effective action to address all the identified areas for improvement. Good professional development is provided for all staff, which has led to improved teaching and improved progress by pupils, but best practice in teaching is not yet fully shared. All aspects of provision have sustained improvement from satisfactory to good and achievement has risen to be good. Consequently, the school shows capacity for further improvement. The governing body is well led and provides good support and challenge to the school. Governors are strongly involved in monitoring progress and have a programme of regular visits and established links with year groups. The school's self-evaluation is accurate and its development plan demonstrates the clear vision of leaders towards even better outcomes.

The good relationships throughout the school mean that every pupil is known by adults and needs are addressed to ensure all have equal opportunity to succeed. Leaders recognise that the school has a number of pupils who are unable to attend for sustained periods during the year or who join with little experience of prior education. Good systems are in place to ensure these pupils are quickly integrated into the school. The achievement of all pupils is similar and there is no evidence of discrimination of any kind. Safeguarding requirements are met with a good focus on health and safety.

The curriculum has a strong focus on English and mathematics as a basis for improving academic standards. Effective use is made of information and communication technology in most lessons. Breadth and balance across learning opportunities are extended through topic work and through subjects – such as music and religious education. Pupils say they have a wide range of clubs and activities at lunchtime and after school and these are well attended. The curriculum is adapted well to support disabled pupils and those with special educational needs, as well as providing opportunities for those with specific gifts and talents. The range of learning opportunities during and after the school day makes a good contribution to pupils' spiritual, moral, social and cultural development, especially through links with the church community and other schools.

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).

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.



18 June 2012

Dear Pupils

**Inspection of Market Harborough Church of England Primary School,
Market Harborough LE16 9QH.**

Thank you for making us welcome when we visited your school. We enjoyed talking with you, reading the questionnaires many of you completed and looking at the work you do. Your school provides you with a good education.

There are many things we admired about your school and these are a few of them.

- You enjoy coming to school where you all work and play well together.
- You behave well and know how to keep each other safe.
- You all make good progress because teaching is good and those who need extra help are given it.
- You are well cared for in school.
- Your school is led and managed well.

For the school to improve further, we have asked your headteacher to do three things to raise standards.

- Increase the amount of good and outstanding teaching by ensuring that teachers maintain a challenging pace for your learning throughout the lesson.
- Ensure that the marking of your work in all subjects is as good as it is in English.
- Identify the best teaching practices within the school and share these skills with all teachers.

All of you can help your school to move forward by continuing to work hard. I wish you every success in the future.

Yours faithfully

John Horwood
Lead inspector

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