

# John Harrison CofE Primary School

North Street, Barrow-upon-Humber, North Lincolnshire, DN19 7AP

**Inspection dates** 11–12 December 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Teaching requires improvement. There is not enough good or outstanding teaching to enable pupils to make quick progress as they move up through the school. The work set for pupils is sometimes too easy, marking is not always helpful, and lessons do not all inspire pupils to try as hard as they can.
- The children in the Reception class are too often unable to learn outdoors.
- Achievement in writing lags behind that in reading and mathematics. Spelling and punctuation are weak and pupils do not have enough chances to talk about their ideas before they write them down.
- Leadership and management require improvement. Leaders, other than the headteacher, do not play a big enough part in checking on the school's work and helping it to improve. This means that the school is not moving forward fast enough.

### The school has the following strengths

- The headteacher, with the support of staff and governors, has made sure that teaching and achievement have improved since the last inspection. She knows just what is needed to make this a good school.
- Pupils behave well and feel safe in school. They say that staff care for them. Older pupils also play their part in making sure others are safe and happy.
- The curriculum is much livelier than it was two years ago. Pupils enjoy going on visits and finding things out for themselves. They have good opportunities to enrich their spiritual, moral, social and cultural development.
- Reading is the most successful area of pupils' learning. They enjoy reading and use their reading skills to help them learn in other subjects.

## Information about this inspection

- The inspectors observed 13 lessons and made shorter visits to four others. Two lessons were observed jointly with the headteacher.
- Meetings were held with groups of pupils, governors and staff. Informal discussions took place with parents at the start of the school day.
- A range of documents were looked at including records relating to pupils' achievement and behaviour, samples of pupils' work and the school's plans for its future development.
- The inspectors looked at the school's website.
- They looked at the analysis of the 21 responses to Parent View (the online questionnaire).
- Seventeen questionnaires were returned by staff and taken into account by the inspectors.

## Inspection team

Rosemary Eaton Lead inspector

Additional Inspector

Karen Foster

Additional Inspector

# Full report

## Information about this school

- This is a smaller than average-sized primary school.
- The proportion of pupils supported through school action is smaller than average. The proportion supported at school action plus or with a statement of special educational needs is also below average.
- The proportion of pupils known to be eligible for the pupil premium is well below average.
- The school meets current government floor standards which set out minimum expectations for attainment and progress.
- The headteacher joined the school shortly after the previous inspection, in October 2010. This term, two new teachers joined the school.
- Privately managed registered childcare is provided on the school site. It is inspected separately by Ofsted.

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

- Increase the amount of good and outstanding teaching by ensuring that:
  - work is always hard enough for the different groups of pupils in the class
  - more activities are exciting and encourage pupils to try their best
  - marking lets pupils know exactly how to improve their work and teachers expect pupils to follow the advice they have been given
  - children in the Reception class are able to use their outdoor area as often as possible.
- Improve leadership and management and accelerate the pace of school improvement by:
  - ensuring that all leaders understand that they bear a responsibility for improving the school
  - involving more leaders in checking on the quality of teaching and helping to improve it.
- Improve achievement in writing by:
  - making sure pupils learn to spell and punctuate correctly
  - ensuring pupils are given enough time to complete their writing tasks
  - allowing more time for pupils to talk about their ideas before they write them down.

## Inspection judgements

### The achievement of pupils

### requires improvement

- When they join the Reception class, children's skills vary greatly but are mostly typical for their age.
- By the end of Year 6, the standards reached by pupils are also variable but are broadly average. There are clear signs of improvement since the previous inspection, particularly in mathematics. The school has concentrated on improving mathematics and this work has been successful.
- At the end of Year 2 and Year 6, the lowest standards are in writing. In 2012, not enough pupils either reached or exceeded the nationally expected standards in writing.
- Pupils' progress varies from class to class and subject to subject. In general, they make progress at a steady rather than a quick pace. However, progress over the autumn term in 2012 has been faster than in the same term last year. This is a sign that achievement is improving.
- Progress is usually fastest in reading and slowest in writing.
- Disabled pupils and those with special educational needs make progress at the same rate as other pupils. Although class teaching is not yet good enough, the special programmes to help individuals or small groups, for example with their mathematics or reading, are often taught well and ensure that pupils keep up with their peers.
- The gaps between the achievement of pupils known to be eligible for the pupil premium and other pupils both in the school and nationally, tend to be narrower than usual. Some of the pupils known to be eligible for this extra funding are among the school's most-able, and funds are used effectively to help them as well as the less-able pupils.
- In the national test to find out how well Year 1 pupils use the sounds made by letters in order to help them read (phonics) more pupils than average reached the expected standard. By the end of Year 6, most pupils read fluently and speak with enthusiasm about the books and authors they enjoy. Pupils use their reading skills widely to help them learn. For example, they confidently gather information from books and the internet when carrying out research at school or home.
- Pupils' spelling and punctuation are weak. For example, even some of the most-able Year 6 pupils repeatedly confuse 'their' and 'there'. Writing improves too slowly when pupils are not given enough time to complete their work. In most classes pupils have too few chances to talk about their ideas and put them into words before writing them down, which means that writing is sometimes not organised well enough.
- Improvements in the curriculum are having a positive impact on writing. For example, visits provide all pupils with memories and ideas to include in their writing.

### The quality of teaching

### requires improvement

- In some respects there is now more consistency between the teaching in different classes. Teachers have agreed, for instance, the way in which they teach key mathematical skills such as addition and subtraction. This is beginning to avoid setbacks in pupils' learning as they move into new classes.
- Other features of teaching are too variable. In too many lessons teachers set tasks that are either the same or similar for all pupils. This means that work is easy for some and too hard for others. Some teachers do not expect enough of the most-able pupils. This explains why not enough pupils reach beyond the expected standards in writing.
- In some lessons, pupils are busy and enthusiastic from start to finish. This was so in a Year 1 literacy lesson. A variety of well-chosen activities kept pupils excited about their learning and enabled them to make fast progress. On other occasions, pupils are not stimulated enough by tasks or the way they are presented.
- In most lessons, there is a good balance between time spent as a whole class, listening to the

teacher and answering questions, and time for pupils to work on their own or in a small group. However, pupils' writing books show that they are sometimes asked to copy out long descriptions of what they are intended to do or learn. This leaves too little time for pupils to complete their own work.

- Teachers usually explain clearly to pupils the next steps in learning. In better lessons, they demonstrate how, for example, pupils should set about writing an opening sentence and this gets learning off to a good start.
- When they mark work, teachers' comments often do not inform pupils precisely how they can improve. Some books show the same comment repeated several times, with no sign that the pupil has responded to the advice given.
- The outdoor area for children in the Reception class is not always in use because, for example, it is considered too slippery in winter. This restricts children's progress, particularly in physical development.
- Homework is set regularly and has improved. Interesting activities encourage pupils to carry out research and decide for themselves how to present their findings. Pupils say that this is much better than filling in answers to questions because, 'It's fun and we learn more.'

### **The behaviour and safety of pupils** are good

- Pupils are generally interested in their learning but their attitudes vary depending on the quality of teaching. When activities fail to inspire them, pupils' efforts slacken and they may show their lack of interest in other ways such as fidgeting.
- Disruptions to lessons and the learning of other pupils are unusual. Pupils and parents have few concerns about standards of behaviour.
- Behaviour at playtime and lunchtime is good. Pupils like the system of red and yellow cards used by midday supervisors and say that a yellow, warning card is usually enough to deal with any thoughtless behaviour.
- Older pupils play their part in maintaining good behaviour by acting as 'buddies' to younger ones. The school council helped to write the school's policy for encouraging good behaviour. 'Safeguarding buddies' take their role very seriously and keep an eye on the playgrounds, intervening or telling adults if they notice any problems.
- Pupils know about different types of bullying. Bullying is rare and pupils each have a 'trusted adult' to speak to if they have any concerns.
- They feel safe in school and know, for example, that any visitor not wearing a school pass must be reported at once. From their first days in school they start to learn about staying safe when out and about. Older pupils are well aware of the risks linked to using the internet.
- Attendance is above average and has been so for several years.

### **The leadership and management** requires improvement

- The headteacher's strong leadership has moved the school forward since the last inspection. Achievement, especially in mathematics, aspects of teaching, and the curriculum have all improved. However, the pace of improvement has not been fast enough to make this a good school yet.
- The headteacher makes sure that staff and governors understand exactly what needs to be done to improve the school further. They are all involved in deciding what each year's priorities need to be. Currently, work has begun to make sure that all leaders understand their role in moving the school forward at a swifter speed. Some, but not enough, are already becoming more involved in checking on the quality of teaching and helping to improve it.
- The arrangements for managing each teacher's performance have successfully improved aspects of teaching, for example, the introductions to lessons. The information gathered from checks on teaching is used to decide school priorities and to organise training and support for teachers. In

most cases, teachers' responsibilities reflect their salary.

- The school pays good attention to giving pupils equal opportunities. The progress of different groups such as disabled pupils and those with special educational needs is tracked carefully. Other professionals are called on to provide extra support, for example, for pupils in need of speech and language therapy.
- There are strong partnerships with parents. Leaders realise that parents would appreciate more information about how they can best support their children when undertaking their new-style homework.
- Pupils are enthusiastic about the lively new curriculum. Links with the local community help to strengthen pupils' spiritual, moral, social and cultural development. They attend services at the village church and elderly residents visit the school to be entertained and to share their experiences with pupils.
- The school helps to decide how the local authority supports it. A range of activities are planned for this year, including lesson observations to be carried out jointly with senior leaders. The school currently feels well supported.
- **The governance of the school:**
  - Governance has improved since the previous inspection through training and the guidance of the headteacher. Governors are aware of the school's strengths and weaknesses. Better understanding of information about pupils' achievement means that governors know why writing is a priority for the school and which questions to ask about how this is being tackled. Governors know, in general terms, about the management of teachers' performance and its impact on teaching. They keep a close eye on spending including the pupil-premium funds. They know that they need to improve their systems for checking that this money is having the desired impact on pupils' achievement. Making sure pupils are safe remains a priority for governors.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	118005
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	405736

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

<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>	165
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Raistrick
<b>Headteacher</b>	Jacqueline Poustie
<b>Date of previous school inspection</b>	5 October 2010
<b>Telephone number</b>	01469 530350
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