

Harlands Primary School

Penland Road, Haywards Heath, RH16 1PJ

Inspection dates

13–14 February 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- Pupils achieve well and make good progress, in mathematics and especially in reading.
- Disabled pupils and those who have special educational needs make similar progress to that of their peers as a result of the well-tailored support and help they receive.
- Pupils are polite, very friendly and a credit to their school. They are happy and proud of their school and feel safe. There is effective provision for pupils' spiritual, moral, social and cultural development.
- Teaching is typically good. Very positive relationships with pupils ensure that they want to please their teachers and they are keen to do well.
- The headteacher's inspiring leadership is the driving force behind this school. She is very effectively supported by the newly re-structured leadership team and governing body. There is a strong staff team. All want to give the pupils the best possible education.
- Leaders, managers and governors have a good understanding of the strengths of the school and what needs to be improved further. They have successfully addressed issues from the last inspection and ensured pupils continue to achieve well, demonstrating they have capacity to improve further.
- Parents and carers expressed largely positive views and say their children are happy and thriving.

It is not yet an outstanding school because

- Progress in writing is not as strong as in reading and mathematics. Despite good improvement, a few pupils do not develop their literacy skills quickly enough because they are not provided with sufficient opportunities to develop their writing across a range of subjects.
- In a few lessons, pupils' knowledge and understanding of how to plan, develop and extend their writing are not well enough developed. This sometimes slows their progress in writing.
- Lesson introductions sometimes continue for too long, limiting the pupils' ability to find things out for themselves.

Information about this inspection

- The inspection team observed 24 lessons. The majority were jointly observed by the headteacher or deputy headteacher. In addition, the inspection team made four shorter visits to lessons and provision for pupils learning outside the classroom.
- Three groups of pupils were heard to read and two class assemblies were visited.
- Meetings were held with a group of pupils, representatives of the governing body, the school's middle and senior leaders and with a representative from the local authority to discuss the range and impact of support provided for the school.
- The inspection team took account of the 102 responses to the online questionnaire (Parent View) in planning the inspection, the views of 21 parents and carers who spoke to the inspection team during the inspection, one email and two letters received from parents and those who completed the school's most recent parent or children's survey. The inspection team also looked at the 23 questionnaires returned by staff.
- The inspection team observed the school's work, and looked at a number of documents, including the school's information on pupils' progress for the current school year and previous three years and notes of visits made by the consultant working in an advisory capacity on behalf of the local authority. Inspectors also looked at self-evaluation and school improvement documentation, planning, documentation on the management of teachers' performance and school policies and records relating to behaviour, safety and attendance. The school's safeguarding procedures were also evaluated.
- Throughout the inspection, pupils in Year 6 were involved in a 'Bikeability' training course and were therefore not always participating in their normal class or group-based timetable.

Inspection team

Wendy Forbes, Lead inspector	Additional inspector
Carolyn Steer	Additional inspector
Sonja Joseph	Additional inspector

Full report

Information about this school

- Harlands is larger than an average-sized primary school.
- Pupils are taught in single-aged classes, including those in the two Early Years Foundation Stage classes. Pupils in Year 4, Year 5 and Year 6 are taught in ability sets for mathematics.
- Most pupils are White British.
- The proportion of pupils identified with special education needs supported through school action, action plus or with a statement of special education needs is below average.
- There are almost no pupils eligible for the pupil premium, which provides additional funding for those known to be eligible for free school meals or in local authority care.
- The school meets the government's floor standards, which set minimum expectations for pupils' attainment and progress in English and mathematics.
- Since the last inspection, the school has experienced a number of changes in its staffing organisation, including the appointment of a new deputy headteacher in 2010, a Special Educational Needs Coordinator in 2012 and the re-organisation of the senior leadership team to include Key Stage 1 and Key Stage 2 phase leaders replacing the role of assistant headteacher.

What does the school need to do to improve further?

- Move the quality of teaching and learning from good to outstanding by:
 - making sure that lesson introductions are more succinct and pupils have more time and opportunity to investigate and find things out for themselves.
- Accelerate pupils' progress in writing by:
 - ensuring that teachers skilfully question and routinely challenge pupils so that they know and understand how to plan, develop and extend their writing
 - providing more opportunities to develop writing skills across a wider range of subjects.

Inspection judgements

The achievement of pupils is good

In the last two years, children have joined the Reception class with skills and abilities typical for their age. Children get off to a good start because staff provide a stimulating, nurturing environment so they progress well in the three prime areas of communication and language, physical development and personal, social and emotional development.

Pupils in the rest of the school achieve well. Test results over the last three years in national assessments at the end of Year 6 indicate a pattern of attainment which is above average in reading, writing and mathematics.

Attainment in reading is well above average by Year 2 and Year 6 because of the emphasis both the school and families give to hearing children read and a strong focus on early reading.

2012 results were broadly average in the Year 1 phonics screening check. Significant improvements in teaching of phonics have improved younger pupils' understanding of the link between letters and sounds so that they read confidently. This, and the continued investment in the school's library and provision of e-books for a growing number of pupils, has heightened the focus on reading.

In mathematics, mental calculation skills have strengthened since the last inspection because of sustained improvements in teaching. Information on pupils' progress demonstrates that most, including the most able, are now making good progress.

Work undertaken in classrooms and in pupils' books gives a consistent picture of individuals making good progress. However, the rate at which a few progress in writing is sometimes slower than in reading and mathematics. This is because occasionally teaching does not effectively develop pupils' knowledge and understanding of how to plan, develop or extend their writing or provide opportunities to write across a wider range of subjects.

Attainment of disabled pupils and those who have special educational needs compares well with that of pupils in other schools who need help. Well-planned support is now accelerating their progress, ensuring they achieve as well as their peers. This demonstrates the school's effective focus on promoting equality of opportunity.

The school has taken successful steps to ensure the very few pupils eligible for pupil premium funding are well supported in their academic and personal needs. The effectiveness of this support is demonstrated by the good progress, measured by increased average points scores, made by those pupils. In this way, the school is significantly narrowing the gap in their attainment in relation to similar pupils in other schools and the national average.

The quality of teaching is good

- Teaching is typically good, promoting pupils' positive attitudes to learning. Pupils, parents and carers agree.
- Improvements in the teaching of letters and sounds ensure younger pupils progress well in reading. By the time pupils are in Key Stage 2, they are confident readers. Here they benefit from the good teaching of guided reading.
- Teaching in the Early Years Foundation Stage is effective. Planning is good and gives children a good balance of activities that they can select for themselves and those directed by adults. This promotes confidence in learning well.
- Teachers and other adults generally manage pupils' behaviour and promote supportive relationships well. These underpin pupils' enthusiasm for learning. For example, Year 2 children joined in happily with 'number aerobics' counting backwards and forwards in twos and fours.
- Teachers plan lessons carefully, making sure that when pupils move into their various groups or individual tasks, most are challenged at the right level by stimulating and relevant learning activities. However, on a few occasions teachers work through too many examples during lesson

introductions. This means that those pupils who already understand what to do are not able to get on and learn more quickly at their own level and they have less time to show and develop more initiative in their learning.

- Problem-solving skills are developed effectively. In a Year 6 mathematics lesson, pupils worked with great enthusiasm to calculate the proportion of nutrients in crisps, sweets and yoghurt bars. Enthusiastic teaching promoted fast-paced learning on which pupils thrived. As one pupil said, 'You hardly get a chance to draw breath before our teacher gives you something even harder.' Such practical learning activities promote pupils' spiritual, moral, social and cultural development very well.
- Improved use of assessment information to plan lessons and systematic use of 'rainbow writing' have strengthened pupils' progress in writing. However, teachers do not always skilfully question or challenge pupils in order to promote their understanding of how to plan, develop or extend their writing or provide opportunities to write across a range of subjects. As a result, progress in writing is sometimes slower than it should be.
- Disabled pupils and those with special educational needs benefit from effective support provided by teaching assistants and teachers. As a result, their attainment has improved in reading and mathematics compared to that of similar pupils nationally.
- Happy relationships between pupils and staff and between classmates are strong and supportive. As a result, pupils work well individually and in groups and when discussing questions and 'steps to success' with their 'chatty partners'.

The behaviour and safety of pupils are good

- Pupils' behaviour throughout the inspection was good and sometimes outstanding. Pupils are polite and friendly to visitors, treating each other and adults with respect. School records and discussions with parents, carers, staff, governors and pupils show that behaviour is typically good.
- Pupils say that lessons are hardly ever disrupted by any poor behaviour. Very occasionally, when the pace in lesson slows, a few pupils become fidgety and start to chat among themselves.
- There is a calm orderly atmosphere around the school. Pupils feel confident in the adults around them and know that there is always an adult they can go to if they are worried.
- Staff and pupils share good relationships that support pupils' strong attitudes and enjoyment in learning. Pupils work hard, willingly share ideas and help each other.
- Pupils have a good understanding of the nature of all forms of bullying, understanding that words can hurt as much as physical acts. They say bullying is rare and that any is dealt with swiftly by staff. Pupils trained as peer mediators play a significant role in ensuring pupils feel safe and behave well. As one pupil said, 'We don't always need adults to sort things out for us.'
- The attractive and well-maintained environment and imaginative displays make a strong contribution to pupils' spiritual, moral, social and cultural development by celebrating their achievements. Pupils are proud of their achievements, especially 'Gold Books' which record their efforts.
- Pupils come to school eagerly each day. Their above-average attendance reflects their desire to be in school.

The leadership and management are good

- The inspirational leadership of the headteacher promotes a clear vision for the continuing development of the school. The recently restructured, now wider, leadership team has ensured strengths in leadership have been sustained. Leaders work strongly as a team to maintain high-quality care, which helps pupils to feel safe and enjoy school.
- Effective ways of measuring pupils' progress and checking the quality of teaching have led to

good teaching and achievement being continued, indicating the school's good capacity to improve further. A focus on clear priorities for development, such as improving reading skills, has been particularly successful.

- Leadership and management are not yet outstanding because senior leaders have yet to move a higher proportion of teaching from good to outstanding.
- Additional funds, such as the pupil premium, are used effectively to enhance pupils' personal development and well-being through building confidence in their social and emotional skills and literacy skills.
- The curriculum makes a good contribution to pupils' personal development, their enjoyment of learning and positive behaviour. Spiritual, moral, social and cultural development is well promoted through clubs and special events, specialist sports coaching, exceptional music provision and the many opportunities for pupils to take responsibility and work together, such as at Forest School.
- Activities which involve pupils' learning about others' beliefs help to promote tolerance and understanding. Staff show care in treating pupils equally to eliminate discrimination and to ensure that all pupils, including disabled pupils and those with special educational needs, achieve well.
- The local authority has contributed well in continuing to strengthen school systems by providing 'light-touch' and by working with the school to source high-quality 'bought-in' support.
- Governors and staff promote effective links with parents and carers, which help secure pupils' positive attitudes to learning and above-average attendance.
- Leaders and managers safeguard pupils' welfare effectively.
- **The governance of the school:**
 - The governing body is very effective. Regular training and the continued school improvement drive ensures governors have a key focus on school performance. They are clear about their responsibilities and make sure that staff and pupils are safe. Governors examine pupils' progress information and know how it compares with similar schools. They receive information on the quality of teaching and make sure that better pay and promotion of staff are closely related to performance in the classroom. By these means, governors have a good knowledge of the quality of teaching and hold the school to account. Governors ensure efficient financial management and check that funds for the very few pupils in receipt of pupil premium are used effectively to provide the quality of additional support that helps them to achieve as well as other pupils.

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

Unique reference number	125938
Local authority	West Sussex
Inspection number	403587

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	412
Appropriate authority	The governing body
Chair	Sandie Sansom
Headteacher	Jane Goodlace
Date of previous school inspection	1 May 2008
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