

Harrowbarrow Primary School

School Road, Harrowbarrow, Callington, PL17 8BQ

Inspection dates 5–6 June 2013

Overall effectiveness	Previous inspection:	Not previously inspected	N/A
	This inspection:	Requires improvement	3
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

- Pupils' progress in writing is inconsistent and as a result, attainment in writing, particularly for boys, is lower than that seen in reading and mathematics
- Teaching requires improvement because planning is not always sharp enough to meet the needs of different groups of pupils. Some of the work given to pupils is too easy and sometimes too little is expected, and this limits pupils' progress.
- The pace of pupils' learning is sometimes too slow, for example when pupils have to listen for too long before contributing.
- Pupils are not given enough opportunities to set their own learning targets and judge for themselves the progress they make.
- Leadership and management require improvement because professional development and checks on the quality of teaching have not been sufficiently robust to rectify weaknesses identified.
- Governors do not have enough information about the progress of different groups of pupils from their starting points in the school. Arrangements to hold teachers fully to account are underdeveloped.

The school has the following strengths

- Teaching and progress are improving. Initiatives introduced by leaders to improve reading and mathematics are strengthening pupils' progress. Older pupils read widely and often.
- Learning and progress are strongest in Reception because teaching meets children's needs well. Activities provided promote discussion and the use of new and adventurous words.
- Pupils have very positive attitudes to their work, contribute confidently in lessons and work together well. As a result, relationships are harmonious and respectful. Teachers manage classes well and treat pupils as individuals.
- Pupils feel safe and secure in school and free from bullying. Pupils say they get on very well with each other and that there are rarely any disputes.

Information about this inspection

- The inspector observed nine lessons, including one which was a joint observation with a member of the senior leadership team.
- Meetings were held with staff, members of the governing body, groups of pupils and with representatives from the Harrowbarrow Academy Trust.
- The inspector took account of the 28 responses to the online questionnaire (Parent View). Parents' views were also gathered from informal conversations at the start of the school day.
- The inspector observed the school's work and looked at documents, including the school improvement plans, school checks on teaching, records relating to attendance, and the school's data on pupils' progress. He also scrutinised samples of pupils' work.

Inspection team

Peter Clifton, Lead inspector

Additional Inspector

Full report

Information about this school

- Harrowbarrow Primary School converted to an academy school on 1 October 2011. When its predecessor school was last inspected by Ofsted, it was judged to be good.
- This is a smaller than average primary school.
- The pupils are taught in four classes; Reception and Year 1, Years 1 and 2, Years 3 and 4, and Years 5 and 6.
- Nearly all pupils are of White British heritage.
- The proportion of disabled pupils and those with special educational needs supported by school action is above average; the proportion supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in the care of the local authority, pupils known to be eligible for free school meals and those from service families, is below average. Currently, the school has no pupils who are in the care of the local authority and no children from service families.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise the quality of teaching, so that pupils' attainment and progress, particularly in writing and for boys, improve, by:
 - ensuring that the activities provided for different groups of pupils are not too easy so that pupils are able to learn as well as possible
 - giving pupils more opportunities to use their learning targets so that they can be more involved in identifying for themselves what they should improve, and judge how well they have done
 - making sure that the pace of learning in lessons is brisk at all times and that inputs by staff enable pupils to contribute actively.
- Strengthen the impact of leadership and management by:
 - driving through improvements in teaching more robustly, for example by closer checking on the learning and progress of different groups of pupils in lessons so they make good progress
 - giving opportunities for teaching staff to observe high quality practice
 - improving the quality of information available about the progress of different groups from their different starting points, and making sure that governors and other leaders hold staff more closely to account for improvements in pupils' progress.
- Undertaking an external review of governance in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' attainment by the end of Year 6 is broadly average. However, attainment in writing is lower than in reading and mathematics because there are a few pupils, mainly boys, who have not made enough progress in writing. Disabled pupils and those who have special educational needs also do not all make enough progress, although this improved this year. Additional support provided by the school to boost their skills has not yet had the desired effect and led to good progress for these pupils.
- There remain inconsistencies in the rate at which pupils make progress. The school's records show that pupils in Key Stage 2, over the past year, have made more rapid progress in reading and mathematics than in writing. This is also reflected in pupils' progress since the start of the school.
- Children typically start school with expected levels of knowledge, skills and understanding. In 2012, pupils' attainment at the end of Key Stage 1 was below average. This was a weaker than usual cohort on entry to the school but over the past year, these pupils have made up lost ground in Year 3. Pupils currently in Year 2 are on track to attain higher standards than in 2012.
- In 2012, there were no pupils known to be eligible for the pupil premium in Year 6. Samples of work and school records show that the current progress of pupils in this group is broadly similar to that of other pupils.
- In Reception, children use their knowledge of letters and their sounds confidently to read simple words and several read sentences in order to match them to pictures. They choose the correct coins to pay for fruit at snack time and talk enthusiastically and knowledgeably about the activities that they do. Consequently, they are on track to reach above average attainment by the time they go into Year 1.
- Lower attaining pupils in Years 1 and 2 persevere well in their reading and comment for example, that they are getting better. Strength in reading in Year 2 is also reflected in the Year 1 phonics screening check, in which in 2012 more pupils achieved the expected standard than in schools nationally.
- More able pupils in Years 5 and 6, work together confidently to solve challenging problems involving a number of steps. They multiply numbers involving decimals together, using different methods. This reflects the improvements that have been introduced in mathematics.
- Older pupils have good reading habits; they express preferences for a wide range of different authors and say what they enjoy about these authors books. They say that the school has encouraged them to try out new books.

The quality of teaching

requires improvement

- Teaching requires improvement because it is not strong enough to promote pupils' good progress.
- The match of work to pupils' different abilities is not always close enough and activities are not always adapted well enough in lessons to respond to pupils' needs. On some occasions, work is too easy for pupils, and not enough is expected from them in the time available.
- The pace of learning in some lessons is not sufficiently brisk. This happens, for example, when pupils have to wait for too long before getting an opportunity to contribute when working in groups.
- Pupils have targets and some 'marking ladders' in their books which provide useful information to help them think about what they need to do to improve. However, these are not used sufficiently well in lessons and, as a result, pupils are not given enough support to rectify errors or to make improvements, especially in their writing. Marking does not consistently set next steps for learning.

- There are examples of teaching assistants providing good support to help pupils, including those who are disabled or have special educational needs, to stay focused on their work or to improve their sentence writing.
- Activities typically take place in a positive learning environment. Relationships between staff and pupils are strong and teachers manage pupils sensitively. Pupils have good opportunities to work together in classes and learn from each other, which they enjoy.
- Talk is used well to help pupils to express and develop their ideas. Children from Reception onwards use adventurous vocabulary confidently. Discussion is often extended and this helps the pupils to clarify their thinking.
- Topic work promotes extended writing activities. This promotes a considerable amount of interest and enthusiasm. The recent focus on different writing activities, for example those linked to adventure in an Egyptian tomb, are helping to engage the interests of older boys.

The behaviour and safety of pupils are good

- Pupils are well mannered and respectful. They say that the school is 'really friendly' and that they help each other out. Their behaviour in and around the school is never less than good and sometimes exemplary. Pupils attend regularly and enjoy most of their lessons.
- The school is a happy and friendly place, the code of behaviour is well understood by the pupils and discrimination is not tolerated.
- The school's records show that incidents of poor behaviour are very rare. When these do occur, they are dealt with fairly. This is confirmed by discussions with the pupils. They appreciate the kindness and good humour shown to them by staff.
- Pupils feel safe and secure in school and are free from bullying. They have a good awareness of e-safety. For example, they are aware of the possible dangers of cyber-bullying and have made posters which are displayed around the school.
- In lessons, pupils typically work well together and show a desire to learn. They like answering questions, and discussing their ideas with each other. In a geography lesson, they greatly enjoyed presenting their ideas about the differences in living in their village and one in India.
- The responses of parents and staff show that they think pupils' behaviour and safety are strengths of the school. Individual written comments received from parents also confirm this and are positive about the support provided by staff.
- Behaviour is not outstanding because there are occasions when pupils, mainly boys, do not concentrate well enough in lessons.

The leadership and management requires improvement

- Leadership and management require improvement because they have not ensured that teaching and achievement have improved enough so that they are good. Observations of teaching provide staff with strengths and weaknesses but do not always focus on the learning and progress of different groups of pupils. Teachers do not have enough opportunities to observe best practice to improve their teaching.
- The headteacher has taken action to improve the quality of teaching and promote improvement and as a result the proportion of lessons where teaching is good or better is rising. There are appropriate plans to improve pupils' reading, writing and mathematics skills. There has been, to date, greater progress made in reading and mathematics. Leaders have rightly identified writing as the current focus, as progress in this area has not been as strong.
- Staff and governors have a clear picture about pupils' progress over the past year. This has enabled quick action to be taken to try to boost the skills of those pupils whose progress has stalled, and is strengthening pupils' equality of opportunity. However, information about pupils' progress since the inception of the school is not readily available.
- The school helps pupils to deepen their spiritual, moral and social and cultural understanding

well. Assemblies provide regular opportunities for reflection and prayer. Children in Reception learn about animals in different countries when 'on safari'. Pupils like the range of clubs and opportunities for music, including playing in the school orchestra.

- Members of the academy trust have successfully steered the school through the process of conversion to an academy, including making some important improvements to the buildings. They continue to support the school.

■ **The governance of the school:**

- Governors know about how well pupils are making progress over the past year from the information provided and understand how the school's results compare with the national averages. However, they do not have sufficient knowledge about how well different groups of pupils have done from their starting points in the school. Governors know about the quality of teaching in the school, although arrangements to hold teachers fully to account for the progress made by pupils, and decisions about whether or not teachers should move up the salary scale, are underdeveloped. Governors have supported the headteacher well to tackle weaknesses identified in English and mathematics for example, through visits which have been regular and well focused. They have checked on how well pupil premium funding has been used because they get separate information for this group of pupils. Governors make sure that they are up to date and follow the required procedures about safeguarding children. They have regular budget statements which are used to monitor spending in the school.

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	137517
Local authority	Cornwall
Inspection number	411794

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

Type of school	Academy converter
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	110
Appropriate authority	The governing body
Chair	John Mckenzie
Headteacher	Andrew Hunt
Date of previous school inspection	25 May 2010
Telephone number	01579 350576
Fax number	01579 351562
Email address	secretary@harrowbarrow.cornwall.sch.uk

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