

# Inspection of a good school: East Harling Primary School and Nursery

Gallants Lane, East Harling, Norwich, Norfolk NR16 2NQ

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Inspection dates:

5 and 6 October 2021

## Outcome

East Harling Primary School and Nursery continues to be a good school.

However, the inspector has some concerns that one or more areas may be declining, as set out below. The school's next inspection will be a section 5 inspection.

## What is it like to attend this school?

Pupils at East Harling School are happy and learn how to stay safe. Pupils who spoke to the inspector say they like being at the school. Pupils experience a safe, caring and nurturing environment. A typical comment from parents is, 'Adults seem to truly care about the child as a whole'.

Pupils say there is very little bullying. They use their fingers to demonstrate their five trusted adults and are confident that they have someone to talk to if they have any issues or worries. Pupils say leaders respond to their concerns quickly.

Pupils are courteous and polite. They generally listen and respond well to staff. Staff are consistent and appropriate in reminding pupils of the expectations for behaviour. There are clear rewards and sanctions in place which pupils understand.

In some subjects, pupils are not progressing in the curriculum as well as they should, including in reading.

## What does the school do well and what does it need to do better?

In some subjects, leaders have developed a well-sequenced curriculum. They consider how knowledge and skills build year on year. Teachers give pupils opportunities to develop their reasoning skills. As a result, pupils remember and use what they learn. For example, in mathematics, pupils use their multiplication facts to solve division calculations quickly. Staff regularly revisit mathematical content to help pupils secure their understanding.

Despite this, leaders know they are at an early stage in their curriculum design. Some subjects do not have detailed progression documents, for example design and technology, computing and music. In some other subjects where plans are in place, for example

history, leaders are at an early stage of checking whether pupils are learning the curriculum as well as intended.

There is a well-planned phonics programme to support the youngest children learn how to read. However, there is not a well-developed reading programme to support pupils as they move through the school, when they have still to master basic reading knowledge and skills. As a result of this, some pupils do not become fluent readers as quickly as they should, and some pupils fall behind their peers.

Leaders do encourage an enjoyment of reading among many pupils. In early years, pupils enjoy sharing nursery rhymes and stories. Older pupils talk about books they enjoy. One pupil described how he set up a book club via Zoom during lockdown.

Leaders have put well-considered plans in place to support pupils with special educational needs and/or disabilities. Leaders are ambitious for these pupils to be fully part of the school and its ethos. However, leaders need to ensure these plans are enacted by staff, and pupils' needs are being routinely well met in lessons.

Before the pandemic, the school offered a wide range of extra clubs and opportunities to cater for pupils' interests. For example, pupils were able to take part in performances in front of large audiences at venues such as Norwich Cathedral. Leaders are resuming these. Where this has not been possible, they have provided alternative opportunities such as online sports challenges and attending a virtual pantomime. Pupils have also continued to be active citizens in the local community by making cards and decorations for residents of a local care home.

Governors are proud of the school. Some of their usual monitoring visits to the school have been hampered by the pandemic. However, in some instances, governors do not ensure school leaders are carrying out agreed action points swiftly enough. Governors are aware of this and know they need to work with leaders to develop an accurate evaluation of the current effectiveness of the school's curriculum.

Staff enjoy working at the school. They feel that leaders are considerate of their well-being and workload.

In discussion with the headteacher, the inspector agreed that the reading curriculum, including early reading, and further development of the curriculum plans may usefully serve as a focus for the next inspection.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders make sure that there is a strong culture of safeguarding. Staff know pupils very well and care for them. They are well trained and receive up-to-date safeguarding guidance. They are vigilant and know how to respond if they have concerns about a pupil's welfare or well-being. Designated safeguarding leaders support pupils and families who need it effectively. They engage external agencies promptly when needed.

Governors understand and fulfil their safeguarding responsibilities. Pupils learn to understand risk in different situations, for example when online.

## **What does the school need to do to improve? (Information for the school and appropriate authority)**

- Leaders have not developed a well-defined reading programme beyond the phonics programme. As a result, as pupils become older, those who have not mastered the basic knowledge and skills of reading do not read fluently and fall behind their peers. Leaders must ensure there is a sequenced reading programme in place to support pupils as they get older, especially those who require additional support to catch up with their peers.
- The planning in several curriculum subjects is underdeveloped. Some subjects do not yet have coherent planning about what needs to be taught and when. Where plans are in place for other subjects, leaders are not yet monitoring to see whether these plans are being implemented effectively for pupils. As a result, pupils are not making the progress in the curriculum that they should be, and leaders do not know whether the implemented curriculum is as effective as it should be. Leaders need to put well-sequenced plans in place and monitor these effectively.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that a good school could now be better than good, or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in October 2016.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	121019
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10200260
<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	235
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Mr Lee Adams
<b>Headteacher</b>	Ms Amanda Yates
<b>Website</b>	<a href="http://www.eastharlingprimary.co.uk">www.eastharlingprimary.co.uk</a>
<b>Date of previous inspection</b>	19 and 20 October 2016, under section 5 of the Education Act 2005

## Information about this school

- The vast majority of pupils are White British. The proportion of pupils in receipt of pupil premium funding is below the national average.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school, and has taken that into account in their evaluation.
- The inspector held meetings with the headteacher and other school leaders. The inspector also met with a range of teaching and support staff.
- The inspector evaluated the quality of education by looking in detail at the teaching of early reading, mathematics and history. The inspector discussed curriculum design with leaders, carried out lesson visits, scrutinised pupils' work and spoke to pupils and teachers from the lessons visited.

- The inspector evaluated the effectiveness of safeguarding. The school's single central record was reviewed. The inspector met with the designated safeguarding lead and spoke to pupils and staff.
- The inspector spoke virtually with the chair of governors and four other governors.
- The inspector took account of the 32 responses to the Ofsted Parent View survey and the 33 free-text comments. There were no responses to the staff or pupil surveys.
- The inspector met with pupils to discuss their views about the school and talked to pupils informally about the school.

### **Inspection team**

Jo Nutbeam, lead inspector

Ofsted Inspector

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