

# Inspection of a good school: Harnham Church of England Controlled Junior School

Saxon Road, Harnham, Salisbury, Wiltshire SP2 8JZ

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Inspection dates:

9 and 10 November 2021

## **Outcome**

Harnham Church of England Controlled Junior School continues to be a good school.

## **What is it like to attend this school?**

Pupils enjoy coming to school. This is reflected in their strong attendance. In lessons, pupils engage well in their learning. Pupils are polite and respectful to each other and to adults. They have a thorough knowledge and understanding of the school's values. These values drive leaders and teachers to improve the quality of education for pupils.

Leaders have high ambitions for pupils, including those with special educational needs and/or disabilities (SEND). Leaders have created an inclusive environment in which they flourish. Teachers help pupils to read well and learn new vocabulary. Leaders ensure that teachers know what pupils should learn in all subjects.

Pupils take pride in the roles and responsibilities they can undertake. These include house captains, members of the school council and librarians. Staff provide a wealth of wider opportunities, such as trips, for pupils.

The great majority of pupils behave well, but some need extra help to meet teachers' expectations. Leaders provide support to these pupils to be more successful in class. Pupils report that there is very little bullying in school.

Parents are appreciative of the school and how well staff look after their children. Pupils are safe. One comment from a parent exemplifies this: 'A warm and friendly school with a good ethos and values'.

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

Pupils' well-being is at the heart of everything the school does. Staff say that leaders care about the whole community. This is evident in the support that leaders give to the pupils and their families. Staff feel valued. Governors are knowledgeable about their roles. They assure themselves that leaders' actions are making a difference to the quality of

education for pupils. Governors complete regular training so they can fulfil their responsibilities well.

Leaders have prioritised the teaching of reading across the school. Teachers choose books carefully to broaden pupils' experience and understanding. Less confident readers receive extra support to help them secure their phonics knowledge. This support helps pupils to improve their reading fluency. Staff use prompts and questions well when they listen to pupils read. They provide suitable reading books to help pupils read with increasing accuracy.

Teachers focus on helping pupils to learn new vocabulary in the books they read. This focus is providing pupils with a deeper understanding of language used in different contexts. Pupils are beginning to use this vocabulary in their writing and in conversations. Leaders acknowledge that there are gaps in pupils' writing skills. This is partly due to pupils' absence from school during COVID-19. Teachers have used assessment to identify the areas that pupils are not secure in, such as grammatical knowledge, planning and redrafting skills. From these assessments, leaders have created a plan to help pupils apply their new-found skills in writing across the curriculum.

Leaders have created robust long-term curriculum maps. Most of these plans build on what pupils already know. Generally, leaders and teachers use these maps well to plan learning that is appropriate to the needs of pupils. There is a growing consistency of approach to learning across subjects. For example, in science, all pupils are taught the same methods to ensure they develop their scientific investigation skills. However, in some subjects, such as history, teachers have not fully checked what pupils remember, know and can do before moving on to new learning. As a result, pupils' ability to recall knowledge and facts is variable.

Pupils with SEND are well supported with their learning by the adults around them. Teachers use carefully selected resources such as word mats, visual prompts and sensory equipment to help pupils to complete work successfully and with increasing independence. Some pupils struggle to present their work well. This is because the curriculum for handwriting is not as well developed.

Pupils' positive attitudes and their eagerness to learn are apparent. Pupils take part in a variety of activities daily to improve their understanding of the world around them. Teachers equip pupils with the belief that the mistakes they make in their work help them to learn better.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have created a strong culture of vigilance in school. Regular training and updates provide staff with the tools to complete their roles and responsibilities successfully in order to keep pupils safe from harm. All the necessary checks are carried out when staff are appointed to work or volunteer at the school.

Leaders and staff know pupils well and spot if there is something wrong. They pass these concerns on in a timely manner. Leaders work well with outside agencies. Leaders went over and above for some pupils to provide support for them during the pandemic. Leaders provided food parcels, checked on the well-being of families and signposted to other agencies for additional help and support.

Pupils feel safe in school. They also know how to be safe, including when online.

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

### **(Information for the school and appropriate authority)**

- Curriculum plans, overall, are well sequenced and are being implemented effectively. However, until recently, teachers have not been sufficiently clear of the overarching knowledge pupils should retain over time, in some subjects. As a result, pupils' recall of their learning is variable. Subject leaders should plan when and how teachers should check what pupils have remembered, know and can do across the school curriculum.
- Teachers have rightly identified that pupils have missing knowledge in their writing skills. Leaders and teachers should continue to prioritise teaching grammatical knowledge while enabling pupils to begin to build up their writing stamina with sustained pieces of work.
- Some pupils do not develop their presentation skills well as they move through the school. This limits pupils' ability to record their ideas effectively when they are writing. Leaders should provide pupils with a curriculum that develops pupils' fluency and consistency in their handwriting.

## **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 evidence that a school would now receive a higher or lower grade, 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 second section 8 inspection since we judged the school to be good in June 2011.

## 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>	126351
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10199847
<b>Type of school</b>	Junior
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	325
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Emily Griffiths
<b>Headteacher</b>	Luke Coles
<b>Website</b>	<a href="http://www.harnhamj.co.uk">www.harnhamj.co.uk</a>
<b>Date of previous inspection</b>	15 June 2016, under section 8 of the Education Act 2005

## Information about this school

- This is a junior school. There is a separate infant school on the same site.
- This school runs an on-site breakfast and after-school club.
- The school uses equine therapy and farm visits to support pupils with additional behavioural or special educational needs. Leaders have carried out safeguarding checks for these venues and the adults running them.

## Information about this inspection

- This is 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 this into account in their evaluation.
- The inspector met with the headteacher, two assistant headteachers, the visiting special educational needs coordinator, subject leaders, a group of staff and representatives of the governing body.
- The inspector carried out deep dives in these subjects: English, history and science. The inspector met with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector looked at curriculum planning and samples of pupils' written work in a range of subjects.
- A wide range of documents was scrutinised, including those relating to safeguarding and behaviour.
- The inspector reviewed the 96 responses to Ofsted Parent View, including free-text responses. The inspector also spoke to parents at the school.

### **Inspection team**

Paul Smith, lead inspector

Ofsted Inspector

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