

# Inspection of an outstanding school: Harvington C of E First School

Village Street, Harvington, Evesham, Worcestershire WR11 8NQ

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Inspection dates: 4 and 5 May 2022

## **Outcome**

There has been no change to this school's overall judgement of outstanding as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

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

Pupils are happy, kind and considerate. They enjoy coming to school because they love learning and playing with their friends. Pupils like their teachers and appreciate the support they receive from them. They enjoy, and benefit from, the wide range of clubs, events, and trips the school provides.

Pupils feel safe in school. They say they do not worry about bullying because teachers are quick to 'spot it' and deal with it. Pupils feel comfortable in sharing any worries with staff. They know who to go to if they need support.

Pupils behave extremely well in lessons and at playtimes. The outdoor areas are fun and provide exciting spaces for pupils to play safely. High-quality equipment and the well-maintained outdoor environment add to pupils' enjoyment and physical development at breaktimes.

Pupils take part in worthwhile activities to help them develop their skills and knowledge even further. For example, pupils visit the theatre to hear live orchestral music and take part in school performances. Pupils receive a strong music education.

Leaders are ambitious for pupils and want the best for them. They work closely with parents. This gives staff a detailed understanding and knowledge of each family.

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

Leaders have developed a curriculum that prepares pupils well for the next stage of their education and life in modern Britain. The school is an inclusive community. Pupils have a good understanding of all faiths and beliefs and celebrate different cultures. Disadvantaged pupils and those with special educational needs and/or disabilities are

included in all aspects of school life. They achieve well because they receive good-quality support. Teachers adapt the curriculum to meet pupils' different needs.

Leaders and staff make sure that pupils develop strong knowledge in many subjects. Lessons are sequenced carefully so that pupils build their knowledge and skills progressively. Teachers plan exciting tasks to motivate pupils. For example, pupils often work outdoors. During the inspection, Year 5 pupils enjoyed solving complex fraction problems in the school's forest area. Teachers also use key questions, such as 'Who inspires us?', to develop pupils' enquiry skills in different curriculum subjects. Teachers have identified the key vocabulary they want pupils to know and remember in all subjects.

Teachers check pupils' understanding regularly in class and through tests. However, staff do not always pay close enough attention to improving pupils' grammar, punctuation and spelling in their writing. Common errors are repeated and not corrected. This reduces the quality of pupils' written work.

Leaders and staff successfully develop pupils' love of reading. Children learn phonics as soon as they join the school. Staff are well trained and skilled at delivering the school programme. Reading books match the sounds that younger pupils learn. A wide range of fiction and information books are available for pupils to enjoy. Teachers select high-quality books as class texts to further develop pupils' reading skills. They make sure that pupils read regularly in school and at home. Staff quickly identify pupils who are struggling in their reading and provide extra help. Staff and volunteers hear lower ability pupils' read regularly to help them catch up.

The mathematics curriculum is well sequenced and delivered effectively. Children get off to a good start in early years learning their numbers. Staff make good use of practical equipment in all classes to aid pupils' understanding. However, staff expectations are not always high enough. Sometimes, when marking in books, teachers miss pupils' mistakes, for example number reversals are not picked up. Staff do not ensure that pupils use rulers appropriately, and work presented can be untidy.

Leaders and staff make strong provision for pupils' personal development. They help pupils to become confident, respectful citizens. Pupils respect adults and are quick to help each other in school. Many pupils attend the wide range of extra-curricular clubs at the school. This helps them to develop a wide range of valuable skills, such as growing vegetables in the school's impressive allotment. Leaders organise many different experiences for pupils. These activities include a wide range of educational visits, curriculum theme days and learning a musical instrument. Leaders use allocated funding to ensure that disadvantaged pupils participate and do not miss out.

Teachers manage pupils' behaviour well. Pupils' learning is not disrupted. Pupils show high levels of perseverance in tasks. They concentrate and work well together.

Leaders take staff workload seriously. They ensure that staff have the training and support they need to carry out their roles effectively. Staff work closely together and all are proud and happy to work at Harvington.

In discussion with the headteacher, the inspector agreed that improving pupils' writing and presentation of all work may usefully serve as a focus for the next inspection.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding is everyone's responsibility. All staff and governors receive regular training and updates. Staff know the procedures for making referrals. Leaders keep clear records of issues raised and store these securely. They link with other agencies to protect pupils whenever necessary. Leaders carry out all required recruitment checks before appointing staff.

Pupils develop a good understanding of how to stay safe through input in lessons and collective worship. For example, pupils learn about water and road safety due to the location of the school, and how to stay safe online.

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

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

- Teachers do not consistently pick up and address common errors in pupils' grammar, punctuation and spelling in their writing or their basic skills. This means that pupils continue to make the same mistakes and their writing does not improve as well as it should. Leaders should ensure that teachers provide opportunities for pupils to practise and correct any repeated mistakes to help improve the quality of their work.
- Teachers' expectations of how pupils present their work are sometimes not high enough. This means that some work is untidy and reduces the overall quality of pupils' work. Leaders should ensure that teachers ensure pupils produce work which is neat and reflects pupils' best efforts.

## **Background**

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. 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 first section 8 inspection since we judged the school to be outstanding in January 2017.

## 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>	116819
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10229077
<b>Type of school</b>	First
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3 to 10
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	209
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Chris Davies
<b>Headteacher</b>	Helen Fishbourne
<b>Website</b>	<a href="http://www.harvingtonfirstschool.co.uk">www.harvingtonfirstschool.co.uk</a>
<b>Dates of previous inspection</b>	10 and 11 January 2017, under section 5 of the Education Act 2005

## Information about this school

- A new deputy and early years leader have been appointed since the previous inspection.
- The school does not use any alternative provision.
- The school's last section 48 inspection of church schools was in June 2015. The school's next inspection is due before the end of December 2022.

## 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 school leaders and has taken that into account in the evaluation.
- The inspector met with the headteacher, deputy headteacher and representatives from the governing body, including the chair of governors.
- The inspector carried out deep dives in these subjects: early reading, mathematics and music. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and pupils, and looked at work in pupils' books.

- The inspector met with all teaching staff to talk about the curriculum, staff workload, and the behaviour and personal development of pupils. She also met with groups of pupils to talk about their learning.
- The inspector checked the school's single central record and spoke to the headteacher about safeguarding procedures. A selection of safeguarding records was examined.
- The inspector considered a range of documents, including the school's self-evaluation and plans for improvement. Records of attendance were checked.
- The inspector observed pupils' behaviour at playtime and talked to them about behaviour, bullying and welfare.
- The inspector talked to parents at the end of the school day and considered the responses to Ofsted's online questionnaire, Parent View, and their free-text responses. She gathered the views of pupils and staff on site through discussion with these groups and from their online questionnaire responses.

### **Inspection team**

Heather Simpson, lead inspector

Her Majesty's Inspector

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