

Inspection of Harting CofE Primary School

Tipper Lane, South Harting, Petersfield, Hampshire GU31 5QT

Inspection dates: 29 and 30 June 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Early years provision

Good

Previous inspection grade

Good

What is it like to attend this school?

Pupils feel happy and safe at this small village school. Staff are very welcoming. Parents and carers are very positive about the school. As one parent said, 'The school is in the process of an extremely positive transformation under the new headteacher.' Pupils behave well. They say that bullying is rare and staff deal with it very well.

Pupils consider that staff at the school are nurturing and kind. They like the sense of community. The value of loving others as they would oneself, shines through in every aspect of the school day.

The school makes full use of its rural setting. Pupils have many opportunities to learn about nature. These include visiting a local farm for forest school, and caring for the school's chickens.

Despite leaders' strong, overall aspirational vision, some pupils with special educational needs and/or disabilities (SEND) do not receive a good quality of education. This is because aspirations for some pupils with SEND are not always high enough. The curriculum has not always been effectively adapted to ensure they learn successfully alongside their peers. Also, inconsistent assessment practices in the foundation subjects, mean that staff are not always exactly sure what pupils know and understand in these subjects.

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

Although there are weaknesses in the quality of education, leadership at the school is good. This is because the new headteacher and other leaders know what needs to be improved. They have already started on the journey.

Leaders have taken effective steps to improve reading across the school, including through the introduction of a new phonics scheme. All staff have been well trained in using it. Well-taught daily phonics sessions teach pupils about how sounds blend together to make words. Children in the early years start learning phonics from the week they start school. Pupils read regularly for pleasure and make good use of the newly expanded school library. They quickly become fluent readers.

Leaders have planned a well-sequenced curriculum. It identifies how learning is to be developed in a step-by-step way. For example, in mathematics pupils' division skills are carefully developed. Assessment of pupils' knowledge and understanding in reading and mathematics is strong. However, leaders recognise that in the foundation subjects, assessment is not always so effective. This means that teachers do not fully know what pupils understand in these subjects and where there may be gaps. This has an impact on how well pupils learn in these subjects over time.

The welfare needs of pupils with SEND are well identified. They, and other vulnerable pupils, benefit from well-trained staff who address these needs carefully. But aspirations for some pupils with SEND are not always high enough. Also, the curriculum has not always been successfully adapted to meet their needs. For example, at times, tasks are not broken down into the small enough steps that some pupils need. Planning does not always identify the support required. Consequently, some pupils with SEND struggle to access their learning and do not achieve the best possible outcomes.

The school provides a wide range of opportunities for pupils beyond the curriculum. For example, the newly formed brass band has been a huge success. Pupils spoke with enthusiasm about their recent trip to perform in Birmingham. Pupils develop a good environmental awareness. In the entrance hall a large green kit car is proudly on display. It has been designed by parents and past pupils to run on electric energy. Children in the early years learn and play with considerable enjoyment. They enjoy growing and eating a range of vegetables. Older pupils become skilled at tending plants in the very successful gardening club.

The headteacher has introduced new systems that have radically improved behaviour. Pupils say how much behaviour has improved in recent months. This means that they are now able to work well in their classrooms without any distraction. Throughout the school pupils now behave very well. Pupils are respectful of each other. Staff focus on developing pupils' social skills and on how these impact on maintaining friendships.

Staff appreciate the efforts leaders have made to reduce their workload. Staff feel supported and involved in the changes that leadership has put in place. Governors know the school and its community well. They share a clear sense of purpose and want the very best for the pupils.

Safeguarding

The arrangements for safeguarding are effective.

Pupils learn about a range of situations that may cause them harm. For example, they know not to share personal information when online. Pupils learn about the dangers they may face when living in a rural area.

In September 2021, a new safeguarding recording system was implemented. Staff understand the system and how to use it to raise a concern. Staff keep a careful eye on pupils they know to be vulnerable. They ensure that these pupils get the right help. Leaders carry out appropriate checks on the suitability of staff.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils with SEND are not always successful in their learning. This is because aspirations for them are not always high enough. Also, the curriculum has not always been successfully adapted for their needs. Leaders need to provide support to staff to ensure that they always have highest ambitions for pupils with SEND and that the curriculum is carefully adapted to enable pupils to fully access their learning and so achieve the best possible outcomes.
- Assessment arrangements in the foundation subjects do not always identify the key components of knowledge pupils need to learn. This means that staff are not always sure what pupils are secure in and where they may have gaps in their knowledge. Leaders need to ensure that assessment establishes what pupils already know and understand so that they can learn with increasing success across the foundation curriculum.

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

Unique reference number	126017
Local authority	West Sussex
Inspection number	10227249
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	115
Appropriate authority	The governing body
Chair of governing body	Jeff Ace
Headteacher	Nick Tidey
Website	www.harting.w-sussex.sch.uk
Date of previous inspection	20 May 2021, under section 8 of the Education Act 2005

Information about this school

- The headteacher took up his post in September 2021.
- In September 2021 the school federated with Stedham Primary School.
- The school operates a breakfast and after-school club for pupils of the school.
- The last section 48 inspection took place in June 2018. A date has not yet been set for the next inspection.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher and other staff. There was an online meeting with the local authority representative and an advisor from the diocese of

Chichester. Inspectors also met with three members of the governing body, including the vice-chair of governors.

- The inspectors carried out deep dives in these subjects: early reading, mathematics, music and physical education. For each deep dive, inspectors met with subject leaders, looked at curriculum planning, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, inspectors spoke with staff and pupils. The lead inspector met with the designated safeguarding lead to review their knowledge, records and actions. The inspectors also looked at safeguarding records and actions and reviewed information about the safer recruitment of staff.
- Pupils from different year groups were met with to talk about their learning and experiences at school.
- The inspectors reviewed a wide range of documentation provided by the school. This included the school improvement plan, curriculum documentation and school policies.
- There were 52 responses to Ofsted's online questionnaire Parent View, and 29 free-text comments from parents. Inspectors also took account of 12 responses to Ofsted's online questionnaire for staff.

Inspection team

Liz Bowes, lead inspector

Ofsted Inspector

Chris Parker

Ofsted Inspector

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