

Inspection of Harewood Church of England Voluntary Controlled Primary School

Harrogate Road, Harewood, Leeds, West Yorkshire LS17 9LH

Inspection dates: 21 and 22 September 2022

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

What is it like to attend this school?

Leaders have created an inclusive atmosphere where all pupils feel welcome. The school provides a strong sense of community for pupils from across its wide catchment area. Pupils are well cared for and nurtured to enable them to achieve their full potential. They achieve well, particularly in reading and mathematics.

Pupils are proud to be members of the school community and feel happy and safe. From the early years, it is clear to pupils that there are high expectations for behaviour. Most pupils treat others with respect. Bullying is rare in this school. If it does happen, staff deal with it quickly.

There are a wide range of opportunities for pupils to develop their talents and interests. Pupils research and choose charities they would like to support. They support the local community through, for example, donating to the local food bank. A high proportion of pupils take up the offer of individual music tuition, either to learn an instrument or to improve their singing. Pupils enjoy taking part in the small number of after-school clubs.

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

Pupils benefit from a strong curriculum in reading and mathematics. However, the wider curriculum is not as consistently well developed. In some areas of the curriculum, leaders have not identified the key knowledge that pupils need to learn. Subject leaders are being supported to ensure that all curriculum subjects are equally well planned.

The curriculum is tailored to meet the needs of the children in the early years. Leaders have thought about how the early years lays the foundations for what children will learn in Year 1 and beyond. Leaders have prioritised the teaching of phonics and early mathematics. Children are happy and settled. They play cooperatively with each other and are polite and well mannered.

Teaching pupils to read is a real strength of the school. As a result, pupils achieve well. A new phonics programme has been introduced and this is being delivered effectively by teachers. Pupils' reading books are carefully matched to the sounds they know. Pupils read with enthusiasm. Leaders successfully encourage parents to support early reading by hearing their children read at home.

Teachers present subject matter clearly to pupils and use well-chosen resources to support learning. Pupils with special educational needs and/or disabilities are identified quickly. They are supported to access the curriculum in line with their peers. There is a culture of high aspiration for these pupils. In some subjects, such as mathematics, teachers are good at checking what pupils know and remember. This means that gaps in knowledge are swiftly identified and addressed. In some foundation subjects, assessment systems are not as securely in place. This makes it difficult for teachers to know how pupils' knowledge is building over time.

There are clear expectations for pupils' behaviour, and most pupils meet these expectations consistently. Children in the early years listen to and follow instructions given by adults. Pupils say that bullying sometimes happens in the school. However, pupils know that they can go to any of the adults in school if they have any concerns or worries. Pupils' attitudes to learning are positive. They are enthusiastic in lessons and take pride in their work.

The provision for pupils' personal development is wide-ranging. Leaders provide pupils with a range of experiences and opportunities. A well-chosen programme for personal, social and health education (PSHE) and relationships and sex education (RSE) and health education supports pupils to learn how to lead safe and healthy lives. There are many opportunities for pupils to lead in different aspects of school life. Pupils can join the school council or eco-committee or become reading or MindMate ambassadors. Pupils demonstrate an impressive knowledge of fundamental British values. They are aware of different faiths such as Sikhism, Judaism and Islam and can talk about some of the key aspects of these faiths. Pupils' achievements are regularly celebrated in assemblies. Older pupils are positive role models for younger pupils.

Leaders have an accurate view of the strengths and weaknesses of the school. Governors know the school well and play an active part in school life. As well as being supportive, they also offer challenge to leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff are trained in safeguarding. Staff know the pupils as individuals which means they can quickly spot any causes for concern. There are effective systems in place for reporting concerns. Leaders support pupils and their families appropriately. They involve outside agencies when necessary.

There is a culture of vigilance among staff. This also exists among pupils. For example, older pupils will let teachers know if they have concerns about younger pupils. Teachers ensure that pupils learn about the risks they may face, both online and offline.

Recruitment processes ensure that the right checks are made on those who want to work at the school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Curriculum plans in some foundation subjects are not fully developed. They do not outline the precise knowledge and skills that pupils need to learn. This means pupils' knowledge in these subjects does not build over time. Leaders should map

out the knowledge they want pupils to learn with greater clarity. This will enable pupils to learn well across the curriculum.

- Assessment systems are not securely in place to check what pupils have learned in some foundation subjects. This means teachers do not have a clear understanding of the knowledge and skills pupils are retaining over time. Leaders should establish more effective ways to assure themselves that pupils are acquiring the intended knowledge and skills from the taught 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.

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	107989
Local authority	Leeds
Inspection number	10242429
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	100
Appropriate authority	The governing body
Chair of governing body	Jayne Jayne
Headteacher	Alistair Ratcliffe
Website	www.harewood.leeds.sch.uk
Date of previous inspection	10 December 2008

Information about this school

- This school is smaller than the average-size primary school.
- The school was last inspected by Ofsted in 2008. Since that time, there have been significant changes to the school staff.
- The school is a voluntary controlled Church of England school within the Diocese of Leeds. The most recent section 48 inspection of the school's religious character took place in January 2019.
- The school operates before- and after-school clubs which are managed by the school.
- There is no nursery provision at the school.
- The school does not make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded 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 the school and have taken this into account in their evaluation of the school.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and music. For each deep dive, inspectors discussed the curriculum 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.
- Inspectors held meetings with the headteacher and the leadership team. Inspectors also met with subject leaders, the special educational needs coordinator, the chair and other members of the governing body, the associate school improvement adviser from the local authority and the schools adviser for the Diocese of Leeds.
- Inspectors reviewed the curriculum for PSHE and RSE.
- Inspectors observed pupils reading to familiar adults.
- Inspectors observed the behaviour of pupils in lessons and during breaktimes.
- Inspectors examined the single central record and looked at how safeguarding incidents are reported. Inspectors spoke to leaders, teachers, support staff, governors and pupils about the culture of safeguarding in the school.
- Inspectors considered the responses made by parents to the online questionnaire, Ofsted Parent View. This included any free-text responses. Inspectors also considered the responses to the staff questionnaire.

Inspection team

Philippa Kermotschuk, lead inspector	His Majesty's Inspector
Angela Spencer-Brooke	Ofsted Inspector

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