

Inspection of a good school: Harrington Junior School

Derby Road, Long Eaton, Nottingham NG10 4BJ

Inspection dates:

11 and 12 October 2022

Outcome

Harrington Junior School continues to be a good school.

What is it like to attend this school?

Pupils are excited to be settled in their new school building. They say that the school is calm with 'lots of new spaces for learning'. Pupils behave well in lessons and as they move around the school. They are enthusiastic learners who respond readily to teachers' high expectations.

Pupils are proud to be 'dynamite learners'. They speak eagerly about using the 'Five Bs'. This is the 'brain, board, books, buddies, boss' system for accessing help with their work. This approach helps pupils to develop qualities of resourcefulness and independence.

Pupils say that they feel safe in school. They describe the staff as kind and able to resolve any rare instances of bullying. Pupils learn how to keep themselves safe, including when online. Some pupils act as members of the 'care crew'. These pupils are trained to step in and help anyone who is sad or lonely at playtimes.

Parents and carers praise the dedication of leaders and staff in managing the transition to the new building. Many express the hope that extra-curricular clubs and activities will quickly resume. Leaders have listened to parents' wishes and plan to reinstate the school's extra-curricular offer as soon as possible.

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

Leaders have revised the curriculum since the last inspection. They are ambitious for all pupils to achieve as highly as possible. Leaders have identified the precise knowledge and skills that pupils should gain, and in what order, in all subjects. All subject leaders have provided teachers with clear and detailed guidance to aid their planning. Through regular discussion and training, staff are confident to deliver the curriculum in all classes and year groups.

Teachers work effectively in year group teams to share ideas and resources. This has resulted in a consistent approach to delivering the curriculum. For example, in

mathematics, teachers in both Year 4 classes used skilful questioning to help pupils understand the concept of 'more than' and 'less than'. They encouraged pupils to apply their existing knowledge to new concepts. Similar methods across the school enable pupils to know and remember more in mathematics.

Recently, leaders have prioritised reading. This is partly due to the impact of the COVID-19 pandemic, and partly due to the school's poor outcomes in reading over time. Leaders assess pupils' reading ability as soon as they join the school in Year 3. They use this information to identify pupils' starting points and pinpoint their specific gaps in knowledge. Leaders intend that phonics teaching be available for all pupils who require extra support in reading. Pupils read from books that match their phonics knowledge. However, the provision for phonics is not consistent across the school. Leaders have not checked if it is having the desired impact on enabling all pupils to become fluent, confident readers.

Pupils with special educational needs and/or disabilities (SEND) are fully included in the life of the school. Leaders and staff ensure that they make necessary adjustments, so that pupils with SEND can access the full curriculum. Leaders liaise regularly with parents and carers and external services.

Leaders promote pupils' personal development well. Through the curriculum, and in assemblies, pupils learn how to lead safe, healthy lifestyles. They learn about positive relationships and receive age-appropriate sex education. Pupils are confident that everyone is treated equally. They say that no-one will be teased or bullied for being different. Pupils are proud to be members of the school council. They know that British society values democracy, and why. Pupils can recall learning about a range of faiths and cultures. They can discuss similarities and differences with respect and appreciation.

Staff value leaders' concern for their workload and well-being. Leaders and governors recognise the additional burden resulting from the transition to the new school. However, this has led to a strong sense of teamwork and mutual support. Governors understand their statutory duties and their duty of care towards leaders and staff in managing their workload.

Safeguarding

The arrangements for safeguarding are effective.

The school is a caring, nurturing environment, where leaders and staff prioritise pupils' safety and well-being. Everyone knows the pupils, and their needs, very well. Leaders encourage staff to note any concerns without delay. During the inspection, some inconsistencies in record keeping were identified. Leaders have begun to rectify these inconsistencies, so that all records provide an accurate picture of pupils' needs, and the actions taken to support them.

Leaders have ensured that staff training is up to date. Pupils receive regular teaching about how to keep themselves safe from harm.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils do not develop as capable readers as quickly as they should. Leaders have introduced a more robust system for assessing pupils' gaps in knowledge. They have ensured that pupils have increased access to phonics teaching and decodable books. However, there are inconsistencies in how the new strategies are being implemented. Some pupils are not catching up as quickly as they should, in developing and applying their phonics knowledge. Leaders have not checked closely enough the delivery and impact of their actions to bring about improvements in reading. Leaders should ensure that all pupils receive consistent, appropriate support to develop quickly as fluent, confident readers.

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 an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in May 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.

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	112582
Local authority	Derbyshire
Inspection number	10240429
Type of school	Junior
School category	Maintained
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	230
Appropriate authority	The governing body
Chair	Richard Tidmarsh
Headteacher	Rachael Wilton
Website	www.harrington.derbyshire.sch.uk
Date of previous inspection	16 and 17 May 2017, under section 5 of the Education Act 2005

Information about this school

- The original school building was destroyed by fire in May 2020. Staff and pupils were accommodated in temporary buildings on the site until the new school opened in September 2022.
- The school does not make use of any alternative provision.

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 leaders and have taken that into account in their evaluation of the school.
- The inspector met with the headteacher, the deputy headteacher and curriculum leaders.
- The inspector met with the chair of governors and three other members of the governing body.
- The inspector held a telephone conversation with a representative of the local authority.

- The inspector carried out deep dives in these subjects: reading; mathematics; and languages. For each deep dive, the inspector met with subject leaders to discuss the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector observed some pupils read to a familiar adult.
- The inspector also discussed the curriculum and reviewed curriculum planning in some other subjects.
- The inspector observed pupils' behaviour in lessons and at other times around school.
- The inspectors evaluated the effectiveness of safeguarding by reviewing the school's record of pre-employment checks and holding discussions with leaders, staff and pupils.

Inspection team

Christine Watkins, lead inspector

His Majesty's Inspector

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