

Inspection of Harby Church of England Primary School

School Lane, Harby, Melton Mowbray, Leicestershire LE14 4BZ

Inspection dates: 29 and 30 November 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	Requires improvement

What is it like to attend this school?

A Christian ethos is at the heart of this small and inclusive school. Pupils and staff treat each other with respect and kindness. Leaders have created an ethos that nurtures each pupil's unique qualities. Pupils say that they love coming to school. They feel safe when they are in school and know that adults care about them.

Pupils talk positively about how they support each other across the age ranges. Older pupils know the importance of being role models for the younger children. They know the difference this makes to how well new pupils settle into school. Pupils say that the school is 'A nice, happy place, where everyone has a warm welcome.'

Leaders have high expectations of pupils' behaviour. Pupils know that they should 'care for everyone and everything'. They behave well on the playground and in lessons. Pupils say that bullying is rare. They say that if it does happen, staff deal with it well.

Pupils have different roles and responsibilities in school. Members of the school council are proud to be 'miniature governors'. Pupils enjoy leading the library club. They have opportunities to be reflective. Pupils place cards on a special tree, stating what they are grateful for.

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

Leaders are ambitious for all pupils to achieve both academically and personally. The school's aim of 'starting children off on the way they should go' is reflected in the curriculum, which starts in the early years. It is also evident in the bespoke support that some pupils with special educational needs and/or disabilities (SEND) receive.

Leaders have successfully adapted the curriculum for the mixed-age classes. They have considered what pupils will learn in each subject. Leaders have also considered the order in which pupils need to learn this. In some subjects, the sequenced curriculum is new. Leaders have not fully checked if pupils are learning the intended curriculum. It is too soon to check if this is helping pupils to know and remember more.

Reading is a high priority across the school. Books are central to the curriculum. This starts in the early years where there is a clear focus on language and communication. Staff read to children often and explore a range of vocabulary. In all year groups, the books that pupils read are well matched to the sounds they know. Teachers check pupils' progress often. Consequently, pupils who may struggle to read receive support to help them catch up. Pupils enjoy reading. They love to take home the 'reading suitcase' as a reward for regular reading.

Children in the early years are happy and settled. Leaders have developed a well-sequenced curriculum which caters well for both the Reception-age children and Year 1 pupils. The classroom environment supports their learning. Their learning journeys are displayed on the wall. Pupils enjoy recalling their learning when they look at the photographs of their activities. They are confident and learn well together.

Pupils with SEND access their learning alongside their peers. Staff know pupils well and make personalised and appropriate adaptations where required. In lessons, pupils with SEND are well supported and their needs are met. Leaders communicate well with a range of professionals to secure expert support for these pupils if it is needed. Parents are fully involved in this process.

Pupils are respectful towards each other. There are strong relationships between staff and pupils. Leaders promote an ethos of mutual respect. Pupils show positive attitudes to their learning. The school has a calm atmosphere. It is a place where pupils can learn without interruption. Pupils are polite to each other and visitors. They contribute to the local community. For example, pupils are designing a badge for a local running event. They raise money for charities.

Leaders place a high priority on pupils' well-being. The pastoral support for pupils is a strength. Pupils learn how to keep themselves safe. They have an age-appropriate understanding of healthy relationships. Pupils show respect for difference and diversity. One pupil, echoing the views of others, said, 'It is about the person inside, not the outside. You should not judge a book by its cover.' Pupils learn about different families and faiths. They access some after-school activities. Leaders want to provide more experiences and clubs to help develop pupils' talents and enrich their understanding of life in modern Britain.

Governors and leaders take staff's well-being seriously. Staff are proud to work at the school and feel valued members of a supportive team.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff receive a range of safeguarding training. Staff are aware of any signs that a pupil might be at risk from harm. All staff know the school systems for reporting safeguarding concerns. Leaders respond swiftly to any issues raised. They refer to external agencies when appropriate. Leaders are rigorous when following up on referrals made. They make sure that they complete the appropriate checks for new members of staff.

Pupils learn about personal safety and how to keep safe online. They have an age-appropriate understanding of risk.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have reviewed the curriculum in some subjects to make sure that it sequences the knowledge and skills that pupils will gain. Some subject leaders have not yet had the opportunity to be able to check the implementation and impact of their subjects effectively. They are, therefore, unsure as to how well the curriculum is being implemented and the impact it is having. Leaders should ensure that the subject leaders check the implementation and impact of the curriculum on pupils' ability to know and remember more over time.
- Since the COVID-19 pandemic began, leaders have not provided enough opportunities for pupils to access extra-curricular activities and visits to enrich their cultural experiences. As a result, pupils have few opportunities to develop their own talents and interests or deepen their knowledge of life in modern Britain. Leaders should plan a rich and diverse programme of activities that will encourage pupils to be outward reaching and develop their interests and knowledge outside the classroom.

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	120132
Local authority	Leicestershire
Inspection number	10241098
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	72
Appropriate authority	The governing body
Chair of governing body	Caron Bouckley
Headteacher	Bridget Bye
Website	www.harbyprimary.org
Date of previous inspection	6 and 7 March 2019, under section 5 of the Education Act 2005

Information about this school

- Harby Church of England Primary School is part of the Diocese of Leicester. The most recent section 48 inspection took place on 2 November 2022. This is an inspection of a school's religious character.
- 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 leaders and have taken that into account in their evaluation of the school.
- During the inspection, inspectors met with the headteacher, senior leaders, subject leaders and a range of staff.
- The lead inspector met with members of the governing body. The lead inspector spoke with a representative of the local authority.

- Inspectors carried out deep dives in early reading, mathematics, science and physical education. For each deep dive, inspectors met with subject leaders to discuss the curriculum, spoke with teachers, and spoke with pupils about their learning. They visited lessons and looked at samples of pupils' work. An inspector observed pupils reading to a familiar adult.
- To evaluate the effectiveness of the school's arrangements for safeguarding, inspectors reviewed school policies, procedures and records. The lead inspector met with the designated safeguarding lead. Inspectors also spoke with staff, governors, trust representatives and pupils about the school's approach to keeping pupils safe.
- Inspectors observed pupils' behaviour in lessons and around school.
- Inspectors considered responses to Ofsted Parent View, including free-text comments. Inspectors met with staff and considered responses to Ofsted's staff survey. They also consider responses to the Ofsted's pupil survey.

Inspection team

Kirsty Norbury, lead inspector

His Majesty's Inspector

George Huthart

Ofsted Inspector

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