

Inspection of a good school: Harworth CofE Academy

Scrooby Road, Harworth, Doncaster, South Yorkshire DN11 8JT

Inspection dates:

13 and 14 March 2023

Outcome

Harworth CofE Academy continues to be a good school.

What is it like to attend this school?

Leaders have a clear vision for the education they want pupils at Harworth CofE Academy to experience. This is based on the 3As, 'Amaze, Achieve, Aspire'. Pupils are taught that, with hard work, 'You can be what you want to be.'

Pupils enjoy school. They have positive relationships with adults in school. They know that staff expect them to behave well. They understand how the 'ruby red rules' help their school to be a safe and happy place. Pupils say that bullying does not have a place in their school. They are confident that if anyone is bullied, staff will make it stop.

In lessons, pupils work hard and give their ideas and opinions with enthusiasm and respect. They are not afraid to make mistakes. They know that their teachers will help them if they find work hard. They embrace challenge.

Kindness is a characteristic that is highly prized by everyone. Staff model kindness. Pupils also show kindness to one another. Pupils, and teachers, receive badges for 'small acts of kindness'.

Parents are overwhelmingly positive about the school. They hold the school in high regard. Many parents say their children 'thrive' under the care and support the school provides.

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

Staff, governors and the trust have confidence in school leaders. Staff say that leaders consider their well-being when driving forward school improvement. They appreciate the 'no meeting' weeks and the way that technology is used effectively to reduce their workload. They are proud to work at the school.

Leaders have written a curriculum that is ambitious for all pupils, including pupils with special educational needs and/or disabilities (SEND).

Curriculum plans lay out what pupils need to know and remember in each subject, from the early years to Year 6. Lessons are sequenced with care to support pupils to build their knowledge over time. Teachers provide regular opportunities for pupils to recall prior learning. In mathematics, lessons include an 'it's nothing new' session so that pupils can practise what they have already learned before moving on to new learning. Teachers use this time, as well as assessments, to spot pupils who may have gaps in their learning or who need more help to keep up. Teachers are ambitious that pupils with SEND access the same curriculum wherever possible. They adapt lessons to meet the needs of pupils with SEND. These changes help pupils with SEND to achieve well.

Curriculum leaders bring expertise and enthusiasm to their roles. They keep their own subject knowledge up to date. They provide effective support for their colleagues. Staff's subject knowledge is good. Typically, they present information clearly. Pupils remember what they have been taught. The learning activities they complete are purposeful. In computing, pupils in Year 6 edit the tone, reverb and volume of 'audio clips' with an overlay of commentary to produce a propaganda play set in World War Two. Children in the early years have many opportunities to use their mathematical knowledge as they play.

At the beginning of this school year, leaders introduced a new approach to the teaching of phonics. Staff have received training. Nevertheless, there are still a small number of occasions when teachers do not always use accurate pronunciation of letters to teach new sounds. They do not always correct pupils when they make mistakes. Teachers identify pupils who need more support in phonics. These pupils have extra phonics sessions so that they do not fall behind. However, this assessment information is not used well enough to ensure that the books some pupils take home to read are closely matched to the sounds they know.

Pupils enjoy reading. Reading areas around the school are inviting. Teachers read to pupils. The books they choose extend pupils' learning in other subjects. They address social and moral dilemmas and help to widen pupils' vocabulary.

Pupils enjoy a wide range of experiences beyond the classroom. There are many opportunities for pupils to contribute to the wider life of the school. Pupils represent the school as eco-warriors, diversity officers, charity officers and as members of school parliament. Leaders make sure that pupils have a chance to have their say. Pupils also learn how important it is to represent those whose voice might not be heard through the school's 'courageous advocacy' work. Pupils accept difference. One pupil said, 'You should never judge anyone without walking in their shoes.'

Safeguarding

The arrangements for safeguarding are effective.

Leaders are committed to keeping pupils safe. They complete the right pre-employment checks prior to a member of staff joining the school. They ensure that staff receive appropriate safeguarding training. Staff know pupils and their families well. They are vigilant to the signs that pupils may be at risk of harm. Staff act without delay to share

their concerns with safeguarding leaders. They keep detailed records. Leaders make referrals to external agencies in a timely manner.

Pupils understand how to keep themselves safe. They know to follow 'no – go – tell' if they have a worry about their personal safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some lessons, staff do not deliver the school's phonics programme with the accuracy that leaders expect. Pupils' errors are not always addressed, and not all of the books that pupils read are matched closely enough to the sounds they know. This will slow the speed at which some pupils learn to read. Leaders must use monitoring activities to address occasional inconsistencies in the teaching of early reading.

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 November 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	141536
Local authority	Nottinghamshire County Council
Inspection number	10254917
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	194
Appropriate authority	Board of trustees
Chair of trust	Phil Blinston
Headteacher	Kerrie Clowes
Website	www.allsaintsharworth.co.uk
Dates of previous inspection	1 and 2 November 2017, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Diocese of Southwell and Nottingham Multi-Academy Trust.
- The school is a Church of England primary school within the Diocese of Southwell and Nottingham. It was last inspected under section 48 of the Education Act 2005 in April 2018, when it was judged outstanding overall. The next inspection will be within eight years of the previous inspection.
- There is a breakfast and after-school club that is managed by the school.
- The school does not make use of any alternative providers.

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 has taken that into account in her evaluation of the school.
- The inspector held meetings with the headteacher and the assistant headteacher. She also met with four members of the governing body, including the chair of governors, and two representatives of the multi-academy trust, including the chief executive officer.

- The inspector completed deep dives in the following subjects: early reading, mathematics and computing. For each deep dive, the inspector met with subject leaders to discuss the curriculum, visited lessons, met with teachers and pupils from the lessons visited and looked at samples of pupils' work. The inspectors also reviewed curriculum plans for history and geography.
- The inspector listened to pupils in Years 1, 2 and 3 read to a familiar adult.
- The inspector met with the designated safeguarding leads. She considered how well leaders respond to concerns about pupils' safety and well-being. She reviewed the records kept. She spoke to staff and governors about safeguarding practice and spoke to pupils about how safe they feel in school.
- The inspector observed pupils' behaviour in lessons, in assembly and at social times.
- The inspector spoke with pupils to hear their views about the school and reviewed the responses to the Ofsted pupil survey.
- The inspector spoke to parents at the start of the school day. She considered the responses to Ofsted Parent View, and the free-text service, and staff surveys.

Inspection team

Caroline Poole, lead inspector

His Majesty's Inspector

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Piccadilly Gate
Store Street
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