

Inspection of Harvington CofE First School

Village Street, Harvington, Evesham, Worcestershire WR11 8NQ

Inspection dates: 3 and 4 July 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Outstanding

What is it like to attend this school?

Pupils benefit from exceptional educational experiences at Harvington CofE First School. The school's strong Christian ethos permeates all aspects of school life. Pupils care about one another and look after each other. Adults also live the school's values by treating pupils with respect and listening to them carefully. This makes the school a happy and joyful place for pupils to learn.

Leaders expect all pupils to achieve well. They successfully place great emphasis on ensuring high standards in the quality of education. This means that all pupils make strong progress through the school's curriculum. They are extremely well prepared for the next stage of their education by the time they leave the school.

Older pupils are excellent role models for younger children. They demonstrate the school rules in action. Everyone knows that bullying is wrong and pupils are quick to tell adults when there are problems. This means that issues get sorted out swiftly.

Pupils learn to be independent and confident. They have deep pride in their school, taking ownership of many tasks, privileges and responsibilities. This gives them a deep-rooted sense of belonging. They start each morning with beaming smiles that broaden through the day.

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

Leaders are determined that all pupils reach their full potential. They have designed a curriculum that ensures this vision is realised. Nothing is left to chance. Subject leaders have identified the precise knowledge and vocabulary they expect pupils to learn. Staff understand exactly what they need to teach and when. This ensures that children begin building subject specific knowledge right from the start in Nursery. For example, in art, staff deliberately teach children in the early years how to draw using different types of lines and patterns. Pupils in Year 1 then expand their knowledge by using dots, dashes and sweeping lines to add detail to drawings. The curriculum then deepens pupils' knowledge year-by-year. Many pupils produce complex, high-quality pieces of artwork by the time they reach Year 5. This strong curriculum intent is replicated across all subjects.

Leaders have created a culture of continuous learning and professional development for staff. Teachers, relevant to their experience, are suitably expert. They take regular opportunities to help pupils remember prior learning. They also check that pupils understand new concepts. Adults provide clear explanations and useful support if someone needs extra help. This helps pupils to keep up and make strong progress through the curriculum. As a result, pupils know more and can do more in all of the subjects they study.

Staff show passion and commitment in ensuring that pupils with special educational needs and/or disabilities (SEND) access the curriculum. Adults take great care in selecting and adapting resources to support these pupils. Consequently, all pupils

access the full curriculum and pupils with SEND have an equal share in lessons. This boosts their confidence and ensures they achieve well.

Young children benefit from daily phonics lessons that are well-organised and effective. They practise reading regularly and know how to blend sounds to read unfamiliar words. This helps them build fluency and confidence. Pupils develop a love of reading. They enjoy reading texts for purpose and for pleasure. Many remember and speak enthusiastically about stories and authors that adults have read to them at school.

The school is a calm, orderly and purposeful place for pupils to learn. Pupils display extremely positive attitudes to learning in lessons. They listen diligently to adults and think carefully about the new things they learn. They want to do well. Staff rightly recognise and celebrate these positive behaviours. Pupils appreciate this recognition and value the range of rewards and recognitions that they receive.

Leaders have arranged a coherent and deliberately planned suite of provision to promote pupils' personal development. For example, pupils learn about the concepts of equality and diversity. They study a broad range of beliefs, faiths and cultures. Leaders arrange for them to visit different places of worship and diverse city communities. This helps pupils to understand the multicultural richness of life in modern Britain.

Pupils take an active part in school life. By doing so, they see democracy in action. For example, pupils in Year 4 enjoy meeting the local member of parliament at the House of Commons. Pupils are elected for key roles in the 'pupil parliament' which makes many decisions about school events. They take these responsibilities very seriously and have a genuine influence on decisions made about the school.

Leaders, including those responsible for governance, communicate with the wider community extremely well. They provide inspirational leadership. Parents and staff express overwhelmingly positive opinions about their experiences. Teachers enjoy working at the school and feel valued. This positive community spirit benefits pupils' well-being and self-esteem.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are diligent in fulfilling their safeguarding responsibilities. They understand the local context of the school well. They use this understanding to inform their decisions about policies and practice. Adult pass concerns on to leaders quickly if they are worried about a child. Leaders then take the necessary action to keep pupils safe. They work well with families and local agencies when needed.

Pupils learn about protecting themselves from potential harm. This includes them understanding the features of healthy relationships. In addition, pupils learn strategies for dealing with potential risks when using the internet.

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	116819
Local authority	Worcestershire
Inspection number	10267993
Type of school	First
School category	Voluntary controlled
Age range of pupils	3 to 10
Gender of pupils	Mixed
Number of pupils on the school roll	213
Appropriate authority	The governing body
Chair of governing body	Chris Davies
Headteacher	Helen Fishbourne
Website	www.harvingtonfirstschool.co.uk
Date of previous inspection	4 and 5 May 2022, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Diocese of Worcester.
- The school's last section 48 inspection was in February 2023.
- The school does not use 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 second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with leaders and have taken this into account in their evaluation of the school.
- Inspectors held discussions with the headteacher and other senior leaders.
- Inspectors carried out deep dives in early reading, mathematics, art and design and physical education (PE). For each of these subjects, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked samples of pupils' work.

- Inspectors also reviewed pupils' work in some other subjects.
- The lead inspector held a meeting with the leader responsible for safeguarding. He also reviewed safeguarding records and checked the school's single central record.
- Inspectors observed pupils' behaviour during lessons, around the school and at lunchtime. They spoke to pupils about their opinions of behaviour at the school.
- Inspectors spoke with members of staff individually and in groups. Inspectors took account of responses to staff surveys, as well as Ofsted Parent View.
- Inspectors visited the before-school provision and spoke to pupils who attend.

Inspection team

Jonathan Leonard, lead inspector

His Majesty's Inspector

Carli Mccallin

Ofsted Inspector

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