

Inspection of John Harrison Church of England Primary School

North Street, Barrow-upon-Humber, North Lincolnshire DN19 7AP

Inspection dates: 13 and 14 September 2023

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

What is it like to attend this school?

John Harrison Church of England Primary School is a welcoming and friendly place. The school's vision, underpinned by its Christian values, is known, understood and lived out by staff and pupils.

Pupils' behaviour in class and around school is exceptional. Pupils have high expectations of themselves and of others. They live up to, and achieve, these high standards well. Established routines, in addition to the school's ethos, support a calm and orderly atmosphere. Pupils are taught what effective behaviour for learning looks like. They seek to demonstrate this in what they do. Across the school, pupils take pride in their work.

Pupils enjoy learning new things. They are highly motivated to do well. Pupils told inspectors that they are keen to be awarded the 'star of the week' in collective worship on Fridays.

The school provides a plentiful range of purposeful opportunities to support pupils' broader development. Leadership skills are developed through roles such as those of pupil ambassadors, school councillors and head boy and head girl. Through these, pupils contribute effectively to the wider life of the school. For example, pupils plan and lead collective worship or support younger pupils during playtimes.

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

The school has designed and implemented an ambitious curriculum. Careful consideration has been given to the knowledge and skills that pupils must learn as they progress through the school. This important learning has been broken down into small steps. Pupils apply what they have learned in new topics. Over time, pupils begin to make connections with other areas of the curriculum. The curriculum meets the needs of pupils effectively, including those pupils with special educational needs and/or disabilities (SEND). Where necessary, teachers adapt tasks, for example by breaking learning down into smaller steps.

Careful consideration is given to how to improve the curriculum further. For example, the school recently took the decision to change the way in which French was taught. Pupils now benefit from regular opportunities to gain confidence in speaking and listening, reading and writing activities. Many pupils enjoy learning a new language. They recognise the benefits of doing so.

The teaching of phonics has developed over recent years. Most pupils quickly learn the sounds that letters represent. Teachers' strong subject knowledge enables them to address misconceptions quickly. There are strategies in place to identify and support quickly any pupils at risk of falling behind. Pupils read books that are matched to their phonic ability. They read with increasing fluency and accuracy. Across the school, reading is given a high priority. Texts have been identified to link to the curriculum. Pupils experience a broad range of genres and authors during

their time at the school. Most pupils say that they enjoy reading. They like being able to visit the newly refurbished school library and to borrow books.

Curriculum plans build on children's learning in Reception. Subject leaders are knowledgeable about how their subject begins in early years and builds into learning in key stage 1.

Children in early years benefit from carefully considered activities in the summer term that support their transition to the school. This helps children to settle quickly into the Reception class. Routines have been established early in the term. Adults respond kindly and sensitively to the needs of the children. They promote discussion and develop children's ideas through play and exploration. From the beginning of the year, children enjoy listening to stories. They join in with songs and rhymes. Resources are well maintained and attractive for children to use. Children use these to develop their early mathematical thinking. For example, children enjoyed using cubes to make comparisons, such as 'bigger than' and 'less than'.

The school's personal, social and health education curriculum provides regular opportunities to learn about topics at an age-appropriate level. Pupils learn how to keep themselves physically and mentally healthy. Pupils told an inspector how exercise can help to reduce stress and anxiety. In lessons, as well as collective worship, pupils learn about fundamental British values. They understand how values such as democracy apply to their own lives. For example, pupils vote for their peers to take on leadership responsibilities.

The governing board has undergone several changes in recent years. Those with responsibility for governance are building an increased understanding of the school. They are aware of and fulfil their statutory duties. However, they do not fully consider the information available to support their strategic decisions. They do not have as clear an oversight of the views of parents and carers as they might. The governing board is aware of this and is benefiting from external support and training to develop this aspect of the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There have been several changes to the governing board in recent years. Some governors are developing their understanding of the role of a governing body. As a result, those with responsibility for governance do not consistently use the information available to them to check that leaders' actions have the intended impact. Those with responsibility for governance should use the information

available to them to develop strategies further in order to provide support and challenge to leaders.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	118005
Local authority	North Lincolnshire
Inspection number	10290042
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	177
Appropriate authority	Board of governors
Chair of governing body	Paul Raistrick
Headteacher	Joanne Curtis
Website	www.johnharrisonceprimary.com
Date of previous inspection	27 March 2018, under section 8 of the Education Act 2005

Information about this school

- The school has a smaller number of pupils than the national average.
- The school is part of the Church of England Diocese of Lincoln. The school's most recent section 48 inspection for schools of a religious character was in June 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.

Inspections are a point-in-time judgement about the quality of a school's education provision.

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors spoke to the headteacher and assistant headteacher as well as other leaders to discuss their work to develop the school.

- Inspectors carried out deep dives in early reading, mathematics, physical education and French. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors spoke to parents and carers at the beginning of the school day. They also considered the responses to Ofsted Parent View. Staff and pupil surveys were also taken into account.
- An inspector met with those with responsibility for governance.
- Separate meetings were also held with the school's local authority improvement partner and a representative from the Diocese of Lincoln.

Inspection team

Matthew Harrington, lead inspector

His Majesty's Inspector

Gordon Watts

Ofsted Inspector

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