

Inspection of a good school: Harton Primary School

East Avenue, South Shields, Tyne and Wear NE34 6PF

Inspection dates: 24 to 25 October 2023

Outcome

Harton Primary School continues to be a good school.

What is it like to attend this school?

Harton Primary School is a vibrant and happy place to learn. Pupils know that they belong here. Pupils are part of an inclusive and welcoming family. All pupils, including those with special educational needs and/or disabilities (SEND), have positive relationships with other pupils and the adults in school.

High expectations are set for pupils' behaviours in school. Pupils meet these expectations. They are polite and kind to each other. Pupils are very well behaved during lessons and at social times. Classrooms are busy and industrious places where pupils engage well in their learning. Poor behaviour and bullying are very rare. If they do happen, staff respond swiftly and effectively.

Staff are passionate about pupils achieving the very best they possibly can across all areas of the curriculum. These expectations are clearly understood by pupils. Pupils are determined to be the best they can be in whatever they do. They work hard in lessons and achieve well in many areas of school life.

Pupils benefit from a wide range of extra-curricular experiences. These include a science, technology, engineering and mathematics (STEM) week. Pupils go on visits out of school. Some pupils, for example, went to Jarrow Hall as part of learning about Anglo-Saxons. Pupils broaden their skills and interests through clubs, including yoga, history and construction.

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

The school has an ambitious curriculum that is thoughtfully mapped from Nursery to Year 6. The school has carefully planned out the most important knowledge that pupils must learn. Sometimes, however, lesson activities do not support the intended learning as well as they could.

The curriculum deepens pupils' thinking about culture and life beyond Harton. For example, pupils study key figures in Black history, from Katherine Johnson to Nelson Mandela. Appropriate systems are in place to check what pupils know and can do. Staff implement these systems well.

The school identifies pupils with SEND quickly. Pupils with SEND receive highly effective support. The school's careful adaptations to learning plans, and well-chosen resources, ensure pupils with SEND follow the same curriculum as their peers.

The school immerses children in stories and rich language from the moment they start school. Pupils at the early stages of reading are taught phonics very effectively by well-trained staff. Staff carefully show children how to pronounce the sounds that letters make. Pupils read books that match the sounds they know. Precise and timely checks identify any pupil who is finding reading hard. Pupils get the support they need to become confident and fluent readers.

Pupils read, and listen to, stories daily. As pupils move through the school, staff direct them to a wide range of books. Pupils enjoy the challenge of reading books that expand their knowledge and vocabulary. Pupils see that reading is an essential part of their learning. As one pupil said, 'Reading is just part of me.'

The support for pupils' personal development is a strength of the school. Pupils learn how to stay healthy, both physically and mentally. The school builds many, varied enrichment opportunities into the curriculum. These include taking part in a writers' retreat, visiting local places of historical interest, working with local companies around STEM, and using expertise from local universities. Pupils learn how to share their views. They have an active voice in school through, for example, membership of the school council.

The governing body knows the school extremely well. Governors are passionate about supporting pupils and the community. Staff appreciate the school's commitment to their well-being and workload. Staff value the support they receive for their professional development. Many parents spoke warmly about what the school offers their children. The parents are very positive about 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)

- In a small number of subjects, some of the tasks that pupils are given to complete do not focus precisely enough on the most important knowledge that pupils need for the intended learning. This means that sometimes pupils are not learning key concepts and skills as securely and effectively as they could. The school should make sure that teachers receive the support they need to choose tasks that support the intended learning more precisely.

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 second ungraded inspection since we judged the school to be good in November 2013.

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	136178
Local authority	South Tyneside
Inspection number	10290162
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	683
Appropriate authority	The governing body
Chair of governing body	Scott Duffy
Headteacher	Karen Ratcliffe
Website	www.hartonprimary.co.uk
Date of previous inspection	9 May 2018, under section 8 of the Education Act 2005

Information about this school

- The school is larger than the average-sized primary school with nursery provision.
- The proportion of pupils with SEND is above national averages.
- The school runs a breakfast club for pupils.
- The school uses one registered alternative provider.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school 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 met with the headteacher, other senior leaders, the special educational needs coordinator, subject leaders and teachers. The lead inspector also spoke with a representative of the local authority and the school's external development partner.
- The lead inspector met with governors, including the chair of the governing body.

- Deep dives were carried out in these subjects: reading, English, history and science. 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 a sample of pupils' work.
- The lead inspector listened to pupils read to a familiar adult.
- To evaluate the effectiveness of safeguarding, the 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 observed pupils' behaviours in a range of situations, including in corridors, at lunchtimes and in lessons. Inspectors also spoke to pupils about behaviour and bullying.
- Inspectors spoke with pupils about their programme of wider personal development.
- The lead inspector considered the responses from parents to Ofsted Parent View. This included comments submitted via the free-text facility.
- The lead inspector also considered the responses to Ofsted's pupil and staff surveys.

Inspection team

Anne Vernon, lead inspector

Ofsted Inspector

Suzanne Connolly

Ofsted Inspector

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