

Inspection of Harrowbarrow School

School Road, Harrowbarrow, Callington, Cornwall PL17 8BQ

Inspection dates: 14 and 15 November 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Requires improvement

What is it like to attend this school?

Pupils enjoy coming to this village primary school. They know the school rules, 'ready, respectful and safe,' and why they are important. In lessons, pupils respond well to adults and each other. They follow instructions and listen well. Children in Reception are positive about learning, which prepares them well for key stage 1.

However, outside of lessons, this is not always the case. During break times pupils are less respectful of one another, and some become too boisterous. This worries other pupils. Although pupils say that adults deal with these incidents, the intervention does not always prevent the behaviour from happening again. The school does not analyse behaviour incidents to identify trends, training needs, or any changes required to the curriculum. Consequently, the actions the school takes are not having the desired impact.

Pupils enjoy choosing from a range of clubs and activities that broaden their talents and interests. They benefit from a range of enrichment experiences that bring their learning to life, such as trips to museums and the theatre.

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

The school does not have a clear vision for the curriculum. It is not well designed. Too much is left to chance. Much of the content, including in English, is selected by individual teachers. For example, teachers choose their own texts for learning sequences in writing. Consequently, there is not enough coherence to what pupils learn. They are not able to build on what they already know.

The school has not identified the important knowledge it wants pupils to know within the curriculum. In art, for example, the school has not identified the small steps of knowledge from Reception to Year 6 that pupils need to learn in order to understand colour and tone. As a result, older pupils struggle to demonstrate an understanding of tone because they cannot use knowledge built up over time. The school does not support teachers well to develop their own subject knowledge, particularly in the wider curriculum.

In some subjects such as mathematics, phonics and science, the curriculum is better sequenced. The school has identified the knowledge it wants pupils to know. Children in Reception get off to a strong start with their phonics and numbers. They enjoy learning sounds and recognising letters. This prepares them well for key stage 1 where they build on what they have learned. Staff have strong subject knowledge in phonics. Regular development supports their subject knowledge. As a result, they deliver the phonics programme with accuracy. Pupils, including those with special educational needs and/or disabilities (SEND), learn to read well.

In phonics, teaching makes regular, precise checks on pupils' understanding. This means that pupils learn to say and write sounds accurately. In other subjects, including mathematics, misconceptions are not routinely picked up by teachers or

used to close gaps. As a result, pupils continue to make the same mistakes over time. In writing, standards are not high enough because pupils do not have a secure grasp of important knowledge such as basic punctuation. This leads to older pupils having to learn knowledge they should already have secured.

Plans for pupils with SEND are not linked closely enough to what they learn in the curriculum. This means that gaps in their learning do not close quickly because targets are too broad. This makes it difficult to identify the small steps they need to be successful.

The school is committed to broadening pupils' understanding of life in modern Britain. Pupils learn about different cultures and beliefs. They know that it is important to respect other people even if they have different opinions or values. However, some pupils do not always show this in their daily life. While they understand that actions have consequences, some pupils forget the need for mutual respect and tolerance.

Governors are committed to the school. They have developed processes to evaluate the school's work, but this is not always providing them with a wholly accurate understanding of the impact. They do not always have the information they need to develop a clear strategic oversight of all aspects of the school. This includes information about behaviour and the evaluation of the curriculum.

Parents are overwhelmingly positive about the school. They particularly value the nurturing relationships between staff and pupils.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school has not identified or sequenced the important knowledge it wants pupils to learn in the wider curriculum. As a result, pupils cannot build on what they already know. The school should identify and sequence this knowledge so that pupils know more, remember more and can do more over time.
- The school does not accurately evaluate how well the curriculum is implemented. Consequently, pupils do not learn well in all subjects. The school must check the effectiveness of the implementation precisely to ensure staff develop the expertise they need.
- Expectations for pupils' behaviour and attitudes are not high enough. As a result, pupils do not always show respect or care for one another. They do not have a secure understanding of bullying. The school must ensure that there is a clear and consistently used system of managing behaviour so that pupils show high levels of respect for one another.

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	137517
Local authority	Cornwall
Inspection number	10297999
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	104
Appropriate authority	Board of trustees
Chair of trust	Ross Dyter
Headteacher	Andrew Hunt
Website	www.harrowbarrow.cornwall.sch.uk
Date(s) of previous inspection	26–27 February 2020, under section 5 of the Education Act 2005

Information about this school

- 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 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 carried out deep dives in these subjects: English, including early reading, mathematics and art and design. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors held meetings with the headteacher, deputy headteacher, special educational needs coordinator, curriculum leaders, teaching and support staff, the chair of the trust board and members of the local governing board.
- 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.
- The lead inspector listened to pupils read to an adult.
- Inspectors observed pupils' behaviour in lessons and around the school site. In addition, they met with pupils informally and formally to hear their views.
- Inspectors considered responses to Ofsted's online questionnaire, Parent View, including free-text responses. Inspectors also took into consideration responses to the staff and pupil surveys.
- Inspectors examined a range of documentation provided by the school, including the school's improvement plan and self-evaluation form.

Inspection team

Angela Folland, lead inspector

His Majesty's Inspector

Stewart Gale

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023