

Inspection of Harpole Primary School

Larkhall Lane, Harpole, Northampton, Northamptonshire NN7 4DP

Inspection dates: 21 and 22 May 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils enjoy attending Harpole Primary School. The school aspires for all pupils to develop their academic and personal skills. Most pupils achieve well. Pupils said the school's values of respect, responsibility, perseverance, courage, forgiveness and compassion help them understand how to learn and behave.

Pupils feel safe in school. They said that bullying happens occasionally. They are confident that staff would deal with any issues. Pupils know they have many adults in school they can talk to if they have any worries. Pupils show respect to each other and staff. Most pupils behave well and have positive attitudes to learning. They think staff are fair when dealing with any issues. Pupils enjoy being rewarded for behaving well and demonstrating the school's values.

The school provides opportunities for pupils to develop their character and to take on responsibilities. Pupils can be part of the junior leadership team and the school council. Many pupils take on roles such as house captains, reading champions, green team champions, sports leaders and collective worship monitors. Pupils enjoy going on trips and visits that enhance their learning. The school provides a range of extra-curricular activities that many pupils attend. For example, pupils enjoy attending football, gymnastics, basketball and archery.

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

The school has ensured that an ambitious curriculum is in place for all subjects. The curriculum clearly sets out what pupils should learn and when.

The school has focused on improving pupils' writing. This work starts in the Reception Year, where children develop the foundational skills they need to write well. Most teachers deliver well-structured lessons that help pupils develop their writing skills. Teachers also provide effective feedback, so pupils know how to improve their written work. This helps most pupils to produce high-quality extended pieces of writing.

In mathematics lessons, pupils recall important knowledge and facts. This helps them to remember what they have learned. Teachers model mathematical concepts carefully. They use assessments well to identify and address gaps in learning. Most pupils progress well through the mathematics curriculum.

In some subjects, some teachers do not always implement the curriculum effectively. For example, they do not always ensure that pupils build on their prior knowledge or that activities support pupils' learning. The school does not always check how well teachers implement the curriculum. This means that inconsistencies in how teachers deliver the curriculum are not always addressed. As a result, in some subjects, pupils do not learn as well as they could.

The school has prioritised reading. Pupils start learning how to read as soon as they start school. Staff are well trained and deliver the phonics scheme effectively. Pupils read books that match the sounds they know. Staff use assessments well to identify pupils who are falling behind. These pupils get daily support. Most pupils become fluent and accurate readers.

The school has ensured that the needs of pupils with special educational needs and/or disabilities (SEND) are identified. Teachers get information about how to meet these pupils' needs. However, this information does not always give enough detail to support teachers in meeting these needs. Some teachers do not always adapt their teaching so that these pupils can access the curriculum. As a result, some pupils with SEND do not achieve as well as they could.

Children in the Reception Year learn in a caring environment. They get along together and engage well in learning activities. Staff use opportunities throughout the day to support children to develop their reading skills. Children enjoy regular story times. There are clear routines. Children understand and follow these. They are well prepared for their next steps.

The school has high expectations of pupils' behaviour. Most pupils meet these expectations. In lessons, most staff effectively deal with any off-task behaviour. The school provides individualised support for pupils who need help to attend school regularly. Pupils attend school well.

The school has planned well for pupils' broader development. Pupils enjoy listening to stories about people who are 'beautifully different'. This helps them to develop an age-appropriate understanding of equality. Pupils know to treat others with respect. They understand how to stay safe when online. They learn about different religions and cultures. Pupils learn how to be physically and mentally healthy.

Staff are proud to work at the school. They feel well supported with their workload. The governors provide effective support and challenge to the school. Some parents think that the school does not always communicate well with them. The governors are aware of this and are developing ways to engage effectively with them.

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 does not always check how well staff implement the curriculum. This means the school is not always aware of the inconsistencies in how staff deliver the curriculum. As a result, these inconsistencies are not always addressed, and some pupils do not learn as well as they could. The school should ensure that

quality assurance procedures give a precise view of how well staff are implementing the curriculum so that inconsistencies can be addressed.

- Staff do not always get enough information about how to meet the needs of pupils with SEND. Some teachers do not always adapt their teaching to help these pupils access the curriculum. This means that some pupils with SEND do not achieve as well as they could. The school should ensure that staff get information about how to meet the needs of all pupils with SEND. Teachers should also ensure that they adapt their teaching so that all pupils with SEND can access the curriculum and achieve well.

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	121976
Local authority	West Northamptonshire
Inspection number	10347457
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	186
Appropriate authority	The governing body
Chair of governing body	Jennie Higson
Headteacher	Duncan Thorpe
Website	www.harpoleprimary.co.uk
Date of previous inspection	16 January 2019

Information about this school

- The school does not use alternative provision.
- This school is part of the Diocese of Peterborough. The school's last section 48 inspection was in January 2024.

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 met with the headteacher and other senior leaders.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, English and geography. 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.

- Inspectors reviewed curriculum planning documentation and visited lessons in some other subjects.
- Inspectors visited registration and collective worship.
- 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 met with groups of pupils from a range of year groups, including pupils with SEND.
- Inspectors considered pupils' behaviour at various times of day, including in lessons, around the school site and at playtime and lunchtime.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. Inspectors also considered the responses to Ofsted's staff and pupil questionnaires.
- The lead inspector met with governors, including the chair of governors.
- The lead inspector spoke with a representative for the local authority and the diocese.

Inspection team

Paul Halcro, lead inspector

His Majesty's Inspector

Ryan Brown

Ofsted Inspector

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