



# Harleston CE VA Primary School

Inspection Report

**Unique Reference Number** 134049  
**LEA** NORFOLK LEA  
**Inspection number** 282432  
**Inspection dates** 15 March 2006 to 16 March 2006  
**Reporting inspector** Mr. John Messer LI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	School Lane
<b>School category</b>	Voluntary aided		IP20 9HE
<b>Age range of pupils</b>	3 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01379 853211
<b>Number on roll</b>	383	<b>Fax number</b>	01379 852125
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr. Albert Herrington
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Mr. Roger Walsh

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 15 March 2006 - 16 March 2006	<b>Inspection number</b> 282432
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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

This school was reorganised in 2003 to become a primary school through the amalgamation of a first school and a junior school. The classes are housed in separate buildings, including many temporary classrooms. Pupils' attainment on entry is broadly average in most areas of learning but is well below average in communication, language and literacy. Most pupils come from White British backgrounds. A small number are from minority ethnic backgrounds and a very small number speak languages other than English at home. The proportion of pupils with learning difficulties or disabilities is average but the proportion who have statements of special educational needs is well above average. The number of pupils who join the school partway through each year is high. The school has gained many awards, such as the 'Artsmark Silver Award', in recognition of its work in developing and extending the curriculum.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 3**

Inspection findings confirm the school's self-evaluation that its overall effectiveness is satisfactory. Pupils' achievement is satisfactory. Their personal development is good and they are enthusiastic learners. The curriculum is good and relevant to pupils' needs. Teaching is satisfactory overall but there are inconsistencies. Teaching in the Nursery and Reception classes is good and pupils achieve well. The teaching for pupils with learning difficulties is good and they make good progress. Teaching in Years 1 to 6 is satisfactory overall and some is good but teachers' planning is sometimes imprecise. There is a strong emphasis on improving speaking, reading and writing but some pupils have great difficulty with these skills. This affects their progress across the curriculum. Pupils are given targets to help them to improve their work and most pupils meet their targets. However, targets are not always challenging enough so some pupils do not make as much progress as they should in English, mathematics and science. Systems to monitor each pupil's progress through the stages of the National Curriculum have not been developed. Consequently, the school cannot be sure that pupils' particular learning needs are being identified accurately and that appropriate targets are set. Leadership and management are satisfactory but the roles of subject leaders are under-developed. The school is well placed to improve further. The headteacher has succeeded in combining the two schools so that high levels of morale and good teamwork among staff have been established. The school spends its money wisely and provides satisfactory value for money.

### **What the school should do to improve further**

- improve the rate of pupils' progress in English, mathematics and science - establish systems to monitor pupils' progress in English, mathematics and science and use data to set challenging targets - improve the consistency of teaching by building on the good practice within the school - develop the roles of subject leaders in improving the quality of teaching and learning and raising standards.

## **Achievement and standards**

### **Grade: 3**

Achievement is satisfactory overall. Children make good progress in the Nursery and Reception classes and most attain standards that are broadly average by the end of the Reception year. However, a significant number of children still experience difficulty with communication, language and literacy. Most pupils make satisfactory progress in Years 1 to 6 and attain average standards. The difficulties that some pupils experience with language and literacy have a negative impact on the progress they make across the curriculum. Many new pupils have joined the older classes in recent years and have therefore not had continuity of learning. Progress is uneven between classes due to inconsistencies in the quality of teaching. Pupils with learning difficulties are supported well, especially in literacy. Although they make good progress, most attain standards that are below average. The school has identified a weakness in pupils' ability to solve

problems in mathematics and this is directly related to the difficulties that some pupils have with comprehension. Teachers set targets to help pupils to improve their work and pupils are successful in meeting their targets. However, targets are not always challenging enough to stretch all pupils. The school has not established clear systems to plot pupils' progress. Consequently, teachers do not have enough information to set appropriate targets.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good. Pupils' understanding of how to maintain healthy lifestyles is exceptionally good. They eat healthily and take part in a good number of sporting activities and after school clubs. Relationships are good. Pupils show respect for each other. The Year 6 pupils take pride and delight in acting as 'buddies' for the younger children. Pupils behave well in lessons and around the school. Pupils feel safe and know who to ask for help. They are eager to learn and keen to succeed. They have very positive attitudes towards school and attendance is good. Pupils enjoy undertaking responsibilities, such as representing their class on the school council, as they know their views will be taken seriously. Pupils' spiritual, moral, social and cultural development is good. They know the difference between right and wrong and are very sociable. They play well together at break times and co-operate in lessons. Pupils are developing a good understanding of other cultures. Pupils contribute effectively to the community. The school council has raised a significant sum of money to support the education of children in India. This has contributed to the pupils' social and cultural development well. The budget delegated to the school council and other initiatives help to develop citizenship. Pupils are learning key skills satisfactorily for their future schooling and lives.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory. The school has been working towards a consistent approach to teaching and has been largely successful but some inconsistencies remain. There are examples of very good teaching but procedures to share this good practice are under-developed. Teaching is particularly good where new skills are taught systematically and where the teacher's explanations are so clear that pupils understand exactly what is expected of them. However, some teachers do not always explain exactly what they want pupils to learn. Consequently, some lessons lack a clear enough purpose. The use of projectors linked to computers to support teaching and learning is developing well. Most teachers mark pupils' work carefully and the best marking shows pupils what they should do to improve. Teachers set targets that help pupils to understand what they need to do to improve their work. These are not always sufficiently demanding or securely linked to the stages that pupils have reached in their learning. Classroom assistants are experienced and well trained.

They make a strong contribution to the quality of teaching and learning. They are particularly skilled at helping pupils with learning difficulties. Parents are encouraged to help in class and they provide valuable support.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a broad and balanced curriculum. There is a strong emphasis on developing pupils' literacy skills to compensate for the difficulties that many experience. The curriculum is enriched by a large number of after school clubs as well as by educational visits and interesting visitors to the school. Good links are made with local industry and commerce. Pupils create an excellent newspaper that is printed in the office of a local estate agent. Good attention is paid to supporting pupils' future economic well-being. They sell their newspaper and help to count money and calculate the profit made in fund-raising events. There is a strong emphasis on encouraging pupils to adopt healthy life styles. The curriculum encourages pupils to develop an understanding of ecological issues. Children in the Reception class have established an organic garden where they grow vegetables to be sold to parents. Pupils wholeheartedly support many recycling initiatives. There is a strong emphasis on developing pupils' range of skills in information and communication technology so that the curriculum is relevant to pupils' needs.

## **Care, guidance and support**

### **Grade: 3**

The care, guidance and support provided are satisfactory with good features. It is very evident that pupils are happy and secure in school. There are good arrangements for ensuring pupils' safety and health. Child protection procedures are clear and known by all staff. Pupils are given good support to promote their personal development and have very good opportunities to take on responsibilities. Playground mentors help younger pupils join in games and older pupils help the younger ones with such things as reading. Pupils with learning difficulties and disabilities get expert help and make good progress. The school has acknowledged the weakness in tracking pupils' progress rigorously as they move through the school. Currently there is a lack of a cohesive system to identify whether pupils are making enough progress.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory overall. The amalgamation of the two schools has been handled well. The leadership of the headteacher is effective and makes a strong contribution to the school's capacity to improve which is good. He has a clear vision for improving the school and has shared this with staff, governors and parents who wholeheartedly support the school's plans to improve standards. The school environment is calm and a good climate for learning has been established. There is a strong commitment among all associated with the school to improve provision.

However, subject leaders have not developed effective strategies to improve teaching and learning and to raise standards in the subjects for which they are responsible. The school's self-evaluation accurately identifies the key priorities for improvement and reflects inspection findings. The overwhelming majority of parents who returned questionnaires are very pleased with the education provided for their children. The school seeks parents' views and takes them into account when planning improvements. The school improvement plan is good and shows clearly how the school intends to raise standards. The governing body is well informed about all school issues. Governors support the school well and one helps to organise the library extremely well. However, they are not sufficiently rigorous in finding out why the school's performance in national tests is not better.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

We enjoyed visiting your school. Thank you for being so polite, friendly and helpful. We think that it was a good idea to join the first school with the junior school in 2003 and that your new school has been improving ever since. You are very enthusiastic about learning and you work hard. We like the way that you all get on so well with each other. You are well behaved, kind and thoughtful. You are good at making friends and are sensitive to the needs of others. You have an excellent understanding of how to eat a balanced diet and you know how important it is to take regular exercise and keep fit. You like the good range of clubs and extra activities that the teachers organise for you. Many of you are good at sports and gymnastics. You are also developing a good range of computer skills. We know that the headteacher and all the staff are determined to make more improvements and to help you to reach high standards in your work. We think that there are four things that could improve standards further. We think that the teachers should make sure that all of you make as much progress as you possibly can in literacy, numeracy and science. We have asked the school to develop a system that shows everybody exactly how much progress you are making and that helps to set challenging targets for you to aim at. There is some really good teaching in your school and we think that this could now be spread into every lesson. We know that teachers who are responsible for developing particular subjects are improving the way you work so that all classes can reach a high standard. We wish you every success in the future.