

John Harrison C of E Primary School

Inspection report

Unique Reference Number	118005
Local Authority	North Lincolnshire
Inspection number	312777
Inspection date	11 December 2007
Reporting inspector	Lynne Read

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3-11
Gender of pupils	Mixed
Number on roll	175
School	
Appropriate authority	The governing body
Chair	Mrs Kay Sargeant
Headteacher	Mr Peter Croton
Date of previous school inspection	1 March 2004
School address	North Street Barrow-upon-Humber DN19 7AP
Telephone number	01469 530350
Fax number	01469 530350

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Introduction

The inspection was carried out by an Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: achievement and standards in the Foundation Stage and both key stages; teaching and learning; personal development and well-being; the quality of the curriculum in meeting all needs; procedures for safeguarding and caring for pupils; the quality of academic guidance for pupils, and the quality and impact of leadership and management. Evidence was gathered from: observations; assessment data; records and documents, parents' replies to the questionnaires, and discussions with staff, governors and pupils. Other aspects of the school's work were not investigated in detail but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

Description of the school

This smaller than average sized primary school serves families from the village of Barrow and the surrounding rural areas. Pupils come from mixed socio-economic backgrounds; the proportion of pupils claiming free school meals is below average. The vast majority of pupils are of White British heritage. The proportion of pupils with learning difficulties and/or disabilities is below average overall.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

John Harrison Church of England Primary is a good school and pupils' personal development is outstanding. The school provides good value for money. Parents have very positive views of the school and like the small class sizes. Comments received include praise for the 'friendly, approachable staff' and the 'good progress in education and social skills'. Links with other school and agencies are good and result in many benefits for pupils learning. For example, an arts project supports creative development and the local sports partnership enhances provision for physical education.

Standards are above average and achievement is good. On entry to Year 1, pupils' attainment is more advanced than is typical for their age with strengths in personal development and early reading skills. They make good progress through Key Stage 1 and standards in the Year 2 teacher assessments are significantly above average. Standards for Year 6 in the 2007 national tests were above average. This group entered Key Stage 2 with a lower starting point than usual and made much better progress than the national average. This has sustained the trend of very good progress over Key Stage 2 for the past three years. The progress in reading and science is particularly good. Standards in mathematics are above average but are relatively lower because progress is slower in the lower juniors with fewer pupils attaining the higher level by Year 6 in 2007. Writing has been a focus for development over the past year because, although above average, standards have been lower than in reading. An additional emphasis on teaching spelling, better quality texts to inspire pupils, and a new writing project for the juniors have led to better progress. Some good work was seen in books with pupils on track to achieve the very challenging targets set by their teachers. Pupils who have learning difficulties and/or disabilities make equal progress to their peers. The school keeps a watchful eye on the progress of boys and girls and works hard to ensure that topics and books interest them both.

Pupils make good progress because they are taught well. They strive hard and persevere because 'teachers help us learn one step at a time and don't overload us'. This helps create confident learners. Marking is good and includes helpful comments. Teachers provide useful guidance for pupils through individual targets which show them what needs improving. Some older pupils are encouraged to evaluate their own progress and develop targets for themselves. This promotes independent learning very effectively but is not extended to all age groups. Pupils' work is assessed very regularly. Tasks are generally well planned to cater for pupils' differing abilities but this is not consistent practice across all classes and subjects. In particular, more able pupils are not systematically challenged in mathematics. Staff actively encourage parents to be involved in their children's learning and help them to support the homework programme well.

The good curriculum is another important factor underpinning good progress. Lessons provide a good balance in developing pupils' creative, physical and practical skills, as well as their academic skills. Older pupils say they especially enjoy French, their practical science work and art. Opportunities for pupils to practise and consolidate numeracy and computer skills are good and staff are seeking more ways to integrate writing tasks into other subject studies. There is good enhancement for learning through visits and expert visitors, both of which inject excitement into the curriculum. Pupils especially appreciate the selection of out-of-school clubs which provide opportunities for pupils of all ages to try out new activities and extend their talents.

Pupils' personal development and well-being are outstanding. Attendance is above average and punctuality is good. Spiritual, moral, social and cultural development is also outstanding:

it is supported very well by the school's religious foundation, good links with the church and an excellent programme of personal, health, social and citizenship education. Pupils thoroughly enjoy coming to school and behave extremely well. Older pupils demonstrate very good self-discipline and have a strong work ethic. Excellent attention is given to care, support and guidance for personal development, and academic guidance is good. Safeguarding procedures are in place. Therefore, pupils feel very secure and say that teachers always 'listen and take action'. The National Healthy Schools Award recognises the excellent work done in teaching about healthy living. As a result, pupils take very good advantage of the wide range of sporting and physical activities provided. There is a strong community spirit in school with pupils helping others and taking on responsibilities, such as being buddies and members of the school council. Performances and presentations, both in school and church, are highly regarded by parents and community members. These activities, together with good basic skills, prepare pupils well for future education and work.

Leadership and management are good. Senior and subject managers constantly check on provision and learning, taking action where needed. Records track pupils' progress well. They provide a reliable source for checking the performance of the school. The headteacher provides good leadership and has the confidence and respect of staff, governors and parents. The school provides a supportive and stimulating environment for learning; administration is very effective and standards of maintenance and cleanliness are good. These factors reflect the shared sense of pride among all adults at the school and their commitment to providing the best for the pupils. Governors have a good overview of standards and achievement. Led by a knowledgeable and enthusiastic chairperson, they bring a good range of expertise and experience to enhance management. They take an active and critical role in the process of monitoring the school's performance and planning for improvement. Governance is good and all statutory requirements are met. The school has made good improvements since the previous inspection, particularly in raising standards. It has a good capacity for future improvement.

Effectiveness of the Foundation Stage

Grade: 2

Individual assessments show that when children join the school their development is typical for the age group. They make a good start to their education in the Foundation Stage. Children learn well in the adult directed groups, and are encouraged to explore their world and become independent through an interesting range of free choice activities, both inside and outdoors. Behaviour is very good and children are well versed in class routines. Children thoroughly enjoy their work and collaborate well. By the end of the Reception year, their development is above that typical for their age and there are particular strengths in their personal, social and emotional development and in early reading skills.

What the school should do to improve further

- Improve achievement in mathematics at Key Stage 2, especially for the more able pupils, by ensuring that they are fully challenged in every lesson.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

12 December 2007

Dear Pupils

Inspection of John Harrison C of E Primary School, North Lincolnshire, DN19 7AP

Thank you for the very warm welcome you gave me when I visited your school. I thoroughly enjoyed my day and I appreciated all the help you gave me and the interesting conversations we had. In return, I would like to tell you what I found out.

John Harrison Church of England Primary is a good school. Some of the main things that impressed me were your excellent behaviour, your willingness to persevere and work hard, and your friendliness. You get on very well together and take very good care of each other. You are a credit to your families and your school. Your school council members ensure that your views are known and are good at putting your case forward. The cash being donated by the Friends Association will provide a good start in the fund-raising for your new playground equipment. I also think you do a good job in raising money for charities, which shows that you care about those who are less fortunate in the world.

The school is a safe and happy place and, you say, adults 'always listen to you'. It is good to know that bullying does not happen although 'some people fall out sometimes'. I agree with the person who said, 'we have good teamwork and learn to respect each other' and the one who described the school as 'like a big family'. Please thank your parents for sending lots of replies to the questionnaire. They are very pleased with the school, especially the good progress you make, the good teaching and the friendly atmosphere.

You are keen to learn and are making good progress. I think that some of you would benefit from harder work in mathematics to make your progress even better. I know how much you like a challenge so I am sure you will enjoy stretching your brains a little further.

Thank you once again for the interesting conversations I had and for letting me share your day. There is a great deal about your school of which you and the staff can be proud. Please accept my best wishes for the future.

Yours sincerely

Mrs Lynne Read

Lead inspector