

## Harriers Ground Community Primary School

### Inspection report

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<b>Unique Reference Number</b>	122992
<b>Local Authority</b>	Oxfordshire
<b>Inspection number</b>	314446
<b>Inspection dates</b>	25–26 September 2007
<b>Reporting inspector</b>	John Earish

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	243
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Lorraine Lockhart
<b>Headteacher</b>	Miss Claire Coggins
<b>Date of previous school inspection</b>	22 September 2003
<b>School address</b>	Bloxham Road Banbury OX16 9JW
<b>Telephone number</b>	01295 263067
<b>Fax number</b>	01295 263068

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<b>Age group</b>	4-11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This average sized school admits pupils from a wide variety of social backgrounds. The nature of the intake has changed since the last inspection. Children now start school with skills, and abilities below those expected of four year olds particularly in speech and language and personal development. Just over a sixth of the pupils are from minority ethnic groups. The proportion eligible for free school meals is below the national average. The proportion of pupils with learning difficulties and disabilities is also below national figures. The school is being led by a new headteacher, in post since the beginning of the year, and senior management team.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Harriers Ground is a satisfactory school. The overwhelming majority of parents believe it is caring and friendly and the inspectors agree. The recently appointed headteacher has quickly built a strong sense of community. All the adults feel they are now part of a team and are working purposefully to improve the achievement of all the pupils.

Although standards are broadly average by the end of Year 6, the school is rightly concerned that too few pupils reached the expected higher levels in the national tests last year. However, achievement is now satisfactory as pupils of all abilities and backgrounds are making the progress expected in relation to their starting points. Assessment data shows that the proportion of more able pupils on track to achieve higher levels by the end of Year 6 has improved, particularly in mathematics, which historically has been the weakest subject. This is clear evidence that the impact of the recent changes to address underachievement is making a difference. However, there is no complacency. The new managers are already doing more to accelerate pupils' progress and to bring consistency in teaching through rigorous monitoring and evaluation.

Teaching is satisfactory and there are some good features especially in the way staff meet the needs of those with learning difficulties and disabilities. In the best lessons, teachers plan to meet the needs of all groups of pupils so their progress quickens. In other lessons, they do not always plan well enough to ensure that higher ability pupils have hard enough work and, as a result, their progress slows.

The curriculum is satisfactory, and is enriched through a wide range of out of class activities. It provides well for pupils' personal, social and health education and makes a positive contribution to their good personal development.

The quality of care, guidance and support provided for pupils is satisfactory overall, and there is strong pastoral care. However, teachers' marking and assessments are not providing enough guidance to the pupils to ensure that they all reach their targets. There are inconsistencies in teachers' marking so that the pupils are not clear about the next steps in their learning.

The leadership and management of the school are satisfactory. The leadership team has begun to act decisively to ensure that pupils make consistent progress in all classes. The school has accurately identified the most important areas for improvement and appropriate actions to tackle these issues are under way. In particular, they have rightly recognised the need to increase the influence of coordinators on the quality teaching and learning across the school. Governance is satisfactory. However, the role of governors at holding the school to account for its performance is not yet sufficiently rigorous.

## Effectiveness of the Foundation Stage

### Grade: 3

The quality of education is satisfactory overall. Children start school with skills and abilities that are below those expected of four-year-olds especially in their speech and language and personal development. They make satisfactory progress but few reach the goals expected of them by the start of Year 1. The staff take good care of the children and ensure that they work and play in a stimulating and safe learning environment. There are good induction procedures that help the children settle quickly into routines and to play with other children. Parents indicate they are very happy with the way their children are settled into school and the staff respond well to their views.

## What the school should do to improve further

- Raise standards by ensuring that teaching consistently challenges all pupils to achieve as well as they can especially for those of higher ability.
- Develop the role of all leaders and governors in improving teaching and learning and raising achievement.
- Improve the quality of marking so that pupils understand what they must do to improve their work.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Achievement is satisfactory and standards are average overall by the end of Year 6. Standards dipped last year because too few pupils reached the higher levels in the national test at the end of Year 6. This was the result of a legacy of underachievement from their well below average starting points in Year 3. Tracking information shows that all pupils are now making, and sometimes exceeding, the progress expected of them so that achievement is improving and is satisfactory overall. The school has increased the numbers of Year 2 pupils achieving the higher Level 3 in reading, writing, and mathematics from previously low levels. Inspection evidence for the current Year 2 shows this improvement continues in these three subjects. In the current Year 6, higher ability pupils are on course to reach their expected targets in English, mathematics and science. This is a significant improvement on last year's national tests results. Pupils with learning difficulties and disabilities make good progress across the school.

## Personal development and well-being

### Grade: 2

Pupils benefit from the secure, caring and inclusive environment, which supports their learning and personal development. Most pupils behave well and demonstrate positive attitudes towards their work. Pupils' spiritual, moral, social and cultural development is good. They know right and wrong, show respect for and value the beliefs of others. They have a good awareness of what they should do to maintain a healthy lifestyle and know how to stay safe. Pupils are involved in organising fund raising activities for a variety of charities and appeals including the Young Homeless Project and Christmas Gifts for Beslam. These reflect the pupils' strong sense of responsibility for each other and the wider community. They are keen to take on extra responsibilities and believe they make a positive difference to school life through acting as school councillors and play leaders. The school's success in developing sound levels of basic skills by the end of Year 6 prepares them satisfactorily for later life. Attendance is satisfactory because of the school's rigorous monitoring of attendance and punctuality.

## Quality of provision

### Teaching and learning

#### Grade: 3

The satisfactory overall quality of teaching enables pupils to make satisfactory progress throughout the school. Teachers have high expectations for behaviour and they have established

positive relationships with their classes. In the better lessons, teachers set a good pace, structure the learning well, show enthusiasm for the subject and make good use of resources, particularly information and communication technology. This helps pupils to make good progress. However, in some lessons, teachers fail to ensure that pupils have work that closely matches their individual needs and is challenging. This slows pupils' progress, especially for pupils of higher ability.

## **Curriculum and other activities**

### **Grade: 3**

There have been good improvements to the quality of the curriculum since the last inspection. Links between subjects are helping to make learning more interesting and purposeful, drawing on pupils' different skills and experiences. The school has rightly identified the need to increase the opportunities for pupils, particularly the higher achievers, to apply their investigative and enquiry skills in mathematics and science. The curriculum provides well for pupils' personal, social and health education and makes a positive contribution to pupils' personal development. Enrichment of the curriculum is good. Visitors, visits and other activities help capture the interest of pupils such as visits to outdoor residential centres and French lessons for the older pupils. A good range of after school clubs increase pupils' learning and add much to their enjoyment of school.

## **Care, guidance and support**

### **Grade: 3**

The school cares well for its pupils and this ensures they enjoy all it provides and are enthusiastic learners. Parents fully appreciate the good level of care their children receive. The school caters well for those pupils with learning difficulties and disabilities by meeting their needs through good links with their parents and carers and effective support within the classroom. Procedures to ensure the safety and well-being of pupils, including child protection, are securely in place.

The school tracks pupils' progress systematically and is now using this information to ensure pupils make more even progress across the school. However, although pupils have targets for improvement the systems for providing academic guidance on a daily basis are not rigorous enough. For example, work is not always consistently marked to show pupils what they need to do to improve.

## **Leadership and management**

### **Grade: 3**

The new headteacher and staff are working well as a team to raise standards and improve the achievement of all pupils. Clear systems for appraising the school's work have identified key priorities for development. These are manageable and well directed where they are needed most. There is scope for improvement to ensure that senior managers and subject leaders have a greater influence on increasing the proportion of good or better teaching to ensure greater consistency in pupils' progress in all classes.

Governance is satisfactory. The recent work of the governors shows they are much more involved in the strategic management of the school and have addressed the school's deficit budget well through a detailed three year plan. Although they are starting to hold the school to account for its work, they are not checking on the school's progress robustly enough. There is satisfactory capacity to secure further improvement.

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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?	3
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	3
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
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	3

### The quality of provision

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

8 October 2007

Dear Pupils

Inspection of Harriers Ground Community Primary School, Banbury, OX16 9JW

Thank you very much for making us so welcome when we visited your school recently. We were impressed with your friendliness and good behaviour and your sensible and helpful attitudes towards each other. We think that your school, overall, is satisfactory and you make satisfactory progress in lessons.

Here are some of the good things we found about your school:

- you told us that you enjoy school and we could see that you do!
- all the adults work hard to make sure that the school is safe and you are well cared for
- the school council represents your views well and you all help the school to run smoothly
- you have a good knowledge about how to stay safe and to live healthily
- you enjoy taking on responsibility such as being playground buddies and maintaining Hayley's Garden.

Your school is giving you a satisfactory education. Your teachers check on the progress you make in English and mathematics and give you special help if they find you are falling behind. However, we have asked them to do this more regularly so you can make even better progress. We have also asked them to make sure that your work is always interesting, challenging, and regularly marked. Your headteacher, teachers and governors have agreed to find ways of checking on how well the school is doing and of making sure that everyone is as successful as possible.

You can all help by continuing to work hard and to meet the targets set for you. I am sure that you are ready for this challenge!

With best wishes,

John Earish

Lead Inspector