

# Harefield Primary School

## Inspection report

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<b>Unique Reference Number</b>	128091
<b>Local Authority</b>	Southampton
<b>Inspection number</b>	315596
<b>Inspection dates</b>	13–14 February 2008
<b>Reporting inspector</b>	Graham Stephens

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	295
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Lisa Eade
<b>Headteacher</b>	Mr Gary Hampton
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Yeovil Chase Bitterne Southampton SO18 5NZ
<b>Telephone number</b>	02380 463240
<b>Fax number</b>	02320 474220

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a new school formed by the amalgamation of an infant and junior school. The school is larger than average. It serves a community with some areas of very high levels of social deprivation. More pupils than usual are eligible for free school meals. The proportion with learning difficulties or disabilities is well above average. There are slightly more pupils from ethnic minority groups than the national average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school. Since it opened, in 2006, the headteacher and staff have built a team that is working with determination and zeal. 'This school has improved so much over the last couple of years,' said one parent. The strong leadership and clear vision of the headteacher, well supported by his deputy and the senior management team, has been the driving force that has steered the school successfully through this period of change.

From starting points that are well below national expectations when they enter the Foundation Stage, children achieve very well and reach standards that are broadly average by the end of Year 2. They remain broadly average at the end of Year 6 and achievement in Key Stage 2 is satisfactory. Because of the good start pupils made in reception and Key Stage 1, standards at the end of Key Stage 2 should be even higher than they are. Significant improvement in teaching in Key Stage 2 is having a positive impact. Progress is now accelerating rapidly and is raising standards throughout the key stage. The needs of all pupils, including those who find aspects of reading, writing and mathematics difficult, the small minority with English as an additional language and the more able, are met well.

The quality of teaching has improved. It is now good overall with some examples of outstanding practice in Key Stage 2. Lessons are planned to take into account the varying needs of the pupils. The majority of teaching assistants are proactive and work well with teachers to promote learning. Most lessons proceed with pace, motivating the pupils and maintaining their interest.

Personal development and well-being are good. Pupils feel safe and secure and there has been a marked improvement in behaviour. This is now outstanding. Pupils welcome visitors into the school and are proud to share their work. Attendance is satisfactory and the school is exploring every avenue to improve it further.

The good curriculum is being further adapted to meet the needs of the pupils and to ensure continuity and progression. It already provides many rich experiences for the pupils to enjoy and offers opportunities to apply the skills they have been taught.

Very good systems exist to monitor and track the progress of all pupils. Teachers use this information well when either planning lessons or organising extra support for those who find aspects of English and mathematics challenging. Good support for pupils with English as an additional language and those from ethnic minority groups ensures they make good progress. The school works in close partnership with the Local Authority and the Refugee Council gaining useful advice, resources and first hand support to meet these pupils' needs.

Leadership and management are good. The school improvement plan reflects well focused priorities. The headteacher is forging a very good working relationship between all staff after the amalgamation. He is determined to raise standards further and evidence confirms that progress is accelerating. Subject leaders, including those recently appointed, have a good overview of strengths and weaknesses in their areas of responsibility. Governors know the school well and are anxious to develop their role further. Currently they do not hold the headteacher and senior managers sufficiently to account for the standards achieved and this aspect of their role needs to improve.

## Effectiveness of the Foundation Stage

### Grade: 2

The Foundation Stage presents a secure and stimulating learning environment. Very good links with the pre-school, established within the same building, ensures continuity of provision when children enter the school. Children have many opportunities to learn from the well-organised curriculum and good teaching. Activities, carefully planned and coordinated, encourage the children to gain greater understanding of the stories and concepts introduced to them. All staff are very secure in their roles and are skilled at motivating the children to describe what they are doing and to further explore the learning opportunities presented to them. There is an appropriate balance between adult led activities and those chosen and initiated by the children. They make very good progress but several still fall short of levels expected for their age when they enter Year 1, especially in writing. The geography of the building prevents a seamless transfer from indoor to outdoor activities and, on occasion, this inhibits the range of activities that staff can plan. The 'adventure trail', built for older pupils, gives children opportunities to climb and explore. Communication skills, enhanced by many opportunities for role-play and the teaching of letter sounds, develop well. Children's progress is both monitored and recorded rigorously and parents kept well informed of their children's progress.

### What the school should do to improve further

- Raise standards further in English, mathematics and science by the end of Year 6.
- Ensure that the governing body holds the school to account for the standards it achieves.

## Achievement and standards

### Grade: 2

National assessments in 2007 indicated that standards were broadly average at the end of Year 2 and that achievement, through Reception and Key Stage 1, was good. Achievement through Key Stage 2 was satisfactory and standards remained broadly average at the end of Year 6. Attainment in English was better than in either science or mathematics. Progress in Key Stage 2 is now accelerating. Currently children make good progress in the Foundation Stage and teachers continue to develop their skills, knowledge and understanding throughout Key Stage 1. Standards throughout Key Stage 2 are rising rapidly because teaching has improved significantly. The school knows that standards in writing, mathematics and science need to improve further by the end of Year 6. They have identified the individuals and groups that need to be either supported or challenged and reviewed the timetable and deployment of staff to ensure that these pupils receive the support that they need. This is having a positive impact and achievement overall is now good.

## Personal development and well-being

### Grade: 2

Pupils' spiritual, moral, social and cultural development is good. In spite of the school's best efforts, attendance is below average. This is because of a few pupils whose attendance is very low. Most pupils enjoy school and attend regularly. Behaviour is excellent and pupils have good attitudes to their learning. By the time pupils leave school, they have good self-esteem and are polite and thoughtful. They have a good understanding of how to stay safe and know who to talk to if they are worried. Their understanding of how to stay healthy by eating a good diet and being active is good. Pupils' involvement in their own and the wider community is

satisfactory. The school council is involved in putting forward suggestions for improvement but their work is at an early stage of development. By the time pupils leave the school in Year 6, taking into account their good personal skills and improving numeracy and literacy skills they are well placed to move on to secondary school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Staffing is now more stable and teachers, recently appointed in Key Stage 1, are becoming familiar with school routines and expectations. Year 6 pupils talk with enthusiasm about their lessons, particularly when they are practical, for example, when making ice cream and cocktails to learn about ratios. One parent said of her daughter, 'She was full of excitement over things they learnt that day.' When children were asked if they were ready for learning in one class, they cheered! Classrooms are harmonious and relationships good, encouraging pupils to behave very well. Work is planned well to meet the needs of the pupils. Good questioning and many opportunities to work with partners and in groups, helps pupils develop their speaking, listening and thinking skills and ability to cooperate with others. Most lessons proceed at a good pace so that pupils make good gains in learning. However, pace in learning slows when teachers do not check frequently enough on pupils' progress in independent work. Support for pupils who need extra help with aspects of English and mathematics is usually good although occasionally teaching assistants, whose overall support is good, could be more proactive in the support they provide.

### **Curriculum and other activities**

#### **Grade: 2**

The well planned curriculum supports the pupils' personal and academic development well. It provides a good balance between the learning of basic skills and promoting creative and physical opportunities. Links made between subjects ensure that pupils enjoy their learning in a meaningful way. Parents' and pupils' views are taken into account. This ensures that the curriculum is meeting the needs of the community. One result has been the constructive use of visits and visitors to widen the pupils' awareness of the wider world. This is having a positive effect on their learning, particularly their writing skills. In addition, the school makes good use of outside and school expertise to provide a wide range of musical, sporting and social extra-curricular activities to enrich the pupils' personal development. All curriculum development focuses well on raising standards. There are good opportunities for using information and communications technology to enhance and extend the pupils' learning experiences.

### **Care, guidance and support**

#### **Grade: 2**

The school provides a safe environment for pupils. Child protection procedures are securely in place. The school works well with a wide range of agencies to meet the learning, behavioural and emotional needs of pupils. The emotional literacy support assistant works well with pupils so that they are able to learn satisfactorily. Parents' involvement in the work of the school is encouraged through the SHARE initiative. Procedures for improving attendance are rigorous and are having a positive impact, although attendance remains below average. Pupils' progress is monitored and tracked well. This ensures any underachievement is identified and the

appropriate support put in place to give pupils the opportunity to catch up. Most teachers mark pupils' work well but this is not consistent throughout the school. Pupils, particularly in Year 6, make good use of their personal targets for improvement and understand what they need to do in order to improve.

## **Leadership and management**

### **Grade: 2**

The headteacher has successfully overseen the amalgamation of two schools. He has established an experienced senior management team (SMT) that has supported him well in the process. Effective monitoring and tracking procedures give the SMT an accurate understanding of the impact of teaching and learning on achievement and standards. Systems to ensure that the quality of teaching continues to improve are rigorous. The headteacher has utilised the strengths of his staff, empowering them to lead by example and support colleagues effectively. His clear thinking, determination and drive is infectious, motivating staff to make the raising of standards their primary goal. Parents are informed of changes as the school continues to develop and grow. 'There is a marked improvement in communication between staff and parents,' said one parent. Some middle managers are new to their roles but they are developing a clear vision and establishing priorities for action. The support and advice of outside agencies is sought when required. The new governing body has a good understanding of the strengths and weaknesses of the school and its committee structure is secure. It does not yet hold the headteacher and his staff sufficiently to account for standards achieved.

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## 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	NA
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 <sup>1</sup> reached by learners	3
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?	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	1
The extent to which learners make a positive contribution to the community	3
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

<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>	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	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

28 February 2008

Dear Pupils

Inspection of Harefield Primary School, Southampton, SO18 5NZ

I would like to thank you for being so polite, friendly and helpful when inspectors came to visit your school. We enjoyed meeting you, looking at your work and hearing about all the interesting and exciting things that you do.

We think you go to a good school and this is why.

- Your teachers plan really exciting and challenging things for you to do.
- You work hard and do well.
- You care about each other and help each other when you can.
- You play very well together and your behaviour is outstanding.
- All the adults work very hard to make sure you are well looked after.
- Your headteacher and all the other people who help to run your school are doing a good job.

Every school, even yours, has something that could be better. We have asked your headteacher, staff and governors to make sure that you improve your work even more and to raise standards further in English, mathematics and science. We have also asked that your governors frequently ask the headteacher to give an account of how well you have responded to the teachers' efforts to encourage you to improve your work.

With very best wishes for your future success.

Graham Stephens

Lead Inspector