

# Harewood Infant School

## Inspection report

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<b>Unique Reference Number</b>	115491
<b>Local Authority</b>	Gloucestershire
<b>Inspection number</b>	338594
<b>Inspection dates</b>	20–21 January 2010
<b>Reporting inspector</b>	Doris Bell

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>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	210
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Joanne Franklin
<b>Headteacher</b>	Mrs Karen Howard
<b>Date of previous school inspection</b>	4 March 2007
<b>School address</b>	Harewood Close Tuffley Gloucestershire GL4 0SS
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors spent approximately half of their time looking specifically at pupils' learning. This included 21 visits to lessons and observing all teachers teach at least once. They held meetings with governors, staff, parents and groups of pupils. They observed the school's work, and looked at a wide range of documentation including teachers' planning, pupils' books, the school improvement plan, monitoring and evaluation records, assessment records, individual educational plans, minutes of meetings and the reports of the school improvement partner. The responses from the pupil and staff questionnaires were analysed as were the responses from the 61 parents' questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- attainment on entry to Reception, children's progress in their Reception year, and the provision for Reception children in the mixed-age class
- progress of pupils currently in Years 1 and 2, focusing on improvements in reading and writing
- what pupils know about different cultures, and how well the school promotes this aspect of their learning.

## Information about the school

This average sized school has eight classes, one of which contains a mix of Reception and Year 1 children. The proportion of pupils with special educational needs and/or disabilities is above average. The proportion known to be eligible for free school meals is average. The proportion of pupils from minority ethnic groups is below average. The school has a Healthy Schools Award and it has achieved the Artsmark Gold and the Activemark. It shares its site with the junior school, and it has a breakfast club and an after school club that operate jointly with that school. Two privately run playgroups use the school premises.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

This is an outstanding school. Underpinning the good progress pupils make and the well above average standards they reach in Year 2, is a very calm, purposeful learning environment, where relationships between staff, pupils, parents and governors are excellent. This emanates from the headteacher, who has developed other teachers into effective leaders and managers, as firmly committed as she is to driving improvement throughout the school. The teamwork amongst the staff, successfully fostered by the various management teams, is almost tangible as they strive to realise the whole-school ambition to help each child achieve his or her best. This is a major factor in the pupils' good progress. The whole school community is involved in evaluating the school's work and self-evaluation is rigorous and accurate. The school is constantly striving to do better. Mathematics, which was the only significant issue raised at the previous inspection, has improved significantly, as have the school's systems for assessing, tracking and improving pupils' progress. Taken together, all of this gives the school excellent capacity for further sustained improvement.

Excellent care and consistently good teaching ensure the school provides equally well for all groups of pupils regardless of ethnicity, background or ability. Pupils' learning is supported very effectively by an exceptionally vibrant, exciting curriculum that develops in them good levels of independence and a growing ability to assess and improve their own work. However, teachers' marking is not always as helpful as it might be. There are examples of excellent marking, but this is the one aspect of teaching that is not entirely consistent in all classes. Much is done to help pupils evaluate their topic work but the otherwise well-constructed self-assessment opportunities focus heavily on the pupils' enjoyment of learning, missing opportunities to encourage pupils to evaluate how well they have done. Provision for children in the mixed Reception and Year 1 class is carefully managed to ensure both groups have the right sort of work at the right level. Parents praise the school as 'second to none' and talk warmly of the 'sense of open communication between all', which benefits their children's learning. Pupils too, praise the school highly. They have an excellent understanding of how to keep themselves safe, fit and healthy, and large numbers participate wholeheartedly in the wide range of exercise activities available to them. The school is justifiably proud of being the only infant school to participate in cross-country events with other primary schools. Pupils feel exceptionally safe and secure, saying they find it easy to talk to adults about anything and that 'grown-ups in the school are very, very nice'. Their excellent behaviour and sheer enjoyment of learning are obvious during and outside of lessons. Pupils accept responsibility really well and they make an excellent contribution to the school and local community.

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The school has an excellent understanding of its own context and excellent relationships with partner schools and other agencies. It is successfully developing in the pupils a greater awareness of life beyond school, including through, for example, events in the local community, the Gloucester schools partnership and links with a school in Ghana. Overall, it promotes community cohesion well and prepares pupils effectively for their future.

**What does the school need to do to improve further?**

- Sharpen teachers' marking so that it always shows pupils how to improve.
- Encourage pupils to comment on their progress in learning as well as on enjoyment when they evaluate the outcomes of their topic work.

**Outcomes for individuals and groups of pupils****1**

Pupils get on exceptionally well with each other and with adults. They are sure of their own place in the world and demonstrate respect for others, following the excellent role models provided by adults. Their spiritual, moral, social and cultural development is outstanding, although their understanding of cultural diversity in the United Kingdom is less well developed. Attendance is above average. Pupils go about their tasks with a high degree of concentration and they readily help each other to learn.

Having started school with skills that are below those expected for their age, pupils learn well and their overall achievement is good. Standards overall are all significantly above average by the end of Year 2, although there has been a decline in reading and writing in the past three years, which has brought reading down to above average. Speaking and listening skills are good, pupils read well and they write confidently using a wide range of descriptive vocabulary. They use connectives to join simple sentences but sometimes become confused about which personal pronoun to use. Their well-developed phonics skills help them to read and spell unfamiliar words.

Pupils very much enjoy the practical approach to learning adopted throughout the school. Their good number skills help them to solve problems in mathematics, they demonstrate good investigative skills in science and they use computers well to consolidate and extend their learning. The good support that pupils with special educational needs and/or disabilities receive ensures that they too learn and progress well throughout the school.

Pupils make healthy eating choices, assisted by the work the school does with their parents, for example, on healthy breakfasts and lunch boxes. Proud of their work in the class councils, they share and develop ideas to improve the school, take on a wide range of responsibilities, willingly help staff and each other, and raise money for charities at home and abroad.

*These are the grades for pupils' outcomes*

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

**How effective is the provision?**

The curriculum is planned across whole-school themes which link learning across subjects, and pupils are involved well in determining some of their own learning. This leads to a vibrant, exceptionally well-planned curriculum with learning closely matched to pupils' individual needs. For example, pupils use the cause and effect work they do in science to develop their understanding of how to use connectives. Incorporated into the curriculum are many opportunities for pupils to learn from experience, from visits, visitors and out-of-school activities, and to use, consolidate and extend their literacy, numeracy and information and communication technology skills. Parents praise the 'cohesive curriculum' and the 'dedication and communication' of the staff that enable it to 'run at so many levels of understanding'.

Teaching is never less than good, teachers' subject knowledge is secure and pupils' learning is exceptionally well planned. Teachers are skilled at directing questions at different pupils, challenging them to think more deeply about what they are learning. They use time well in lessons and give pupils opportunities to share views with each other before answering whole-class questions, building pupils' confidence and helping them see how they can learn from each other. All staff, including the headteacher, know each pupil really well. They work closely with the pupils and their parents and carers, setting challenging targets, rigorously tracking pupils' academic and personal progress and helping pupils to overcome anything that causes their learning to falter. This high

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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level of care ensures that pupils work and play in an exceptionally calm and harmonious learning environment, where their individual needs are paramount. Pupils have targets and they know what they need to do to reach them. Here, however, consistency falters because not all teachers mark pupils' work well enough to show them the next steps in their learning. Pupils are involved well in assessing their progress in literacy and numeracy but opportunities are missed to help them do this in topic work.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher is the steady hand at the tiller, driving improvements in teaching and learning during several maternity leave absences by ensuring systems and procedures are easily understood and properly followed by whoever is teaching the pupils. 'We like the headteacher a lot' was the spontaneous response from pupils, echoed by several parents, who praised her for greeting them and their children by name each morning. The school's relationships with parents and carers and other schools and external agencies are excellent as are its safeguarding procedures. The school is extremely vigilant in its care of all pupils, especially those it deems vulnerable for whatever reason. It works very closely with parents, carers and outside agencies to ensure the pupils' safety, health and well-being. Transition arrangements between classes, phases and schools are excellent, ensuring that pupils are as well prepared as they can be for each stage of their education and for life beyond school.

The headteacher empowers other leaders and managers to fulfil their roles well. The various management teams have clear remits to sustain high standards in the face of a declining attainment on entry and have made a good start on doing so. All staff have a clear view of their responsibilities and are open and receptive to advice that helps to improve their teaching. Governors keep a close eye on the school's work, supporting it well and sensitively challenging different aspects of its work. They have further work to do on community cohesion to make pupils fully aware of different cultures in the United Kingdom, but overall, they fulfil their roles well. All leaders and managers, including governors, successfully ensure that all pupils have equal opportunity to succeed in an environment free from discrimination or harassment of any kind.

*These are the grades for leadership and management*

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

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<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Good leadership and management, characterised by an excellent understanding of how young children learn, set a clear vision for this age group, to which all staff subscribe. The rapid improvement in children's language, social and emotional development means that, having started school with underdeveloped skills in these areas, children achieve well and leave Reception well prepared for their work in Year 1. Effective induction procedures also ensure that children and their parents and carers are well prepared for starting school.

Most children talk confidently to adults and to each other, often discussing their work in pairs before sharing their thinking with the class. They very much enjoy the excellent activities prepared for them indoors and outdoors, saying, for example, 'I love my teacher because she lets me do some lovely things'. They are proud of what they do, confidently showing how well they mix paint to match the colours in a Van Gogh picture, demonstrating their well developed information and communication technology skills, sharing books or reading what they have written. Children listen carefully to adults and to each other, and set about their activities with a sense of purpose and independence that belies their age.

Here, as in the rest of the school, the curriculum is exceptionally well planned, linking learning in different areas and providing a good balance between adult-directed and child-selected activities. Occasionally, there is too little adult intervention in child-selected activities to move learning on as it occurs. Usually, however, staff are vigilant in assessing, noting down and tracking progress and encouraging children to think about how well they are doing. As they did this at the end of one session, most children showed 'thumbs up' for their learning but shining faces and a call of 'double



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thumbs up for that' came from several when asked if they had enjoyed the session.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

An administrative error meant that parents and carers had to be asked to fill questionnaires in twice but they responded well, giving inspectors overwhelmingly positive views about the school. Comments such as 'the school is a warm, friendly and creative place to be', 'staff are extremely supportive and understanding' and the school has 'an upbeat, positive and creative approach to teaching, making classes fun' typify the responses on the questionnaire. A small number of parents felt their children were not making enough progress, or they did not have enough information about how to help their children. Inspectors found pupils' learning and progress are good and that the school goes the extra mile to keep parents informed about what their children are doing, how well they are progressing, and how parents can help. Homework books and home/school reading books bear testimony to this, as do the Friday morning open sessions when parents come in to see and celebrate what their children have been learning throughout the week.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Harewood Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 61 completed questionnaires by the end of the on-site inspection. In total, there are 210 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	72	17	29	0	0	0	0
The school keeps my child safe	50	82	11	18	0	0	0	0
The school informs me about my child's progress	38	62	21	34	2	3	0	0
My child is making enough progress at this school	44	72	13	21	4	7	0	0
The teaching is good at this school	46	75	14	23	0	0	0	0
The school helps me to support my child's learning	41	67	18	29	2	3	0	0
The school helps my child to have a healthy lifestyle	40	66	20	33	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	36	59	18	30	2	3	0	0
The school meets my child's particular needs	40	66	18	30	1	3	0	0
The school deals effectively with unacceptable behaviour	33	54	24	39	0	0	0	0
The school takes account of my suggestions and concerns	37	61	21	34	2	3	0	0
The school is led and managed effectively	47	77	13	21	0	0	0	0
Overall, I am happy with my child's experience at this school	49	80	11	18	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



22 January 2010

Dear Children

Inspection of Harewood Infant School, Tuffley, GL4 0SS

I want to say thank you very much for the very warm welcome you gave all of us when we visited your school. We very much enjoyed our visit and it was a real delight to talk to you and find out about all the exciting things you do and how well you learn. Yours is an outstanding school. There are so many good and excellent things about your school that we want to share with you. Here are some of them:

- All the adults in your school look after you really well and want to do their best for you.
- Your behaviour is excellent and you care a lot about each other.
- You make good progress in all of your learning because, as Reception children said, your teachers let you do 'some lovely things'.
- You do really well in reading, writing and mathematics in Year 2 and you are very well prepared for your work in the junior school.
- Everybody in your school is always trying to find ways to make it even better.
- You and your parents are really pleased about how the headteacher runs your school and how well she knows each one of you.

You have made a really good start in understanding how you can improve your own learning but there are a couple of little things we have asked your school to do to help you understand this even more. They are:

- to improve the way teachers mark your work so that you always know what the next steps in your learning are
- when you fill in the sheets at the end of each topic to say what you enjoyed about it, make sure that you also say what you have learned.

Thank you very much once again. Keep up the good work and we are sure that if you do this, you will continue to enjoy learning for a long time to come.

Yours sincerely

Doris Bell

Lead Inspector

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