

Harby Church of England Primary School

Inspection report

Unique Reference Number	120132
Local Authority	Leicestershire
Inspection number	339607
Inspection dates	10–11 February 2010
Reporting inspector	Doris Bell

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	74
Appropriate authority	The governing body
Chair	Dr Philip Rathbone
Headteacher	Mr Richard Simpkins
Date of previous school inspection	1 October 2007
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Introduction

This inspection was carried out by two additional inspectors. They spent just over half of their time on the inspection looking at learning, observed 11 lessons and saw all teachers teach. They also held meetings with groups of pupils, governors and staff. They observed the school's work and looked at teachers' planning, pupils' books, the school improvement plan, monitoring and evaluation records, assessment records, records for pupils with special educational needs and/or disabilities, safeguarding procedures and reports of the school improvement partner. The responses from the pupil and staff questionnaires were analysed, as were the responses from the 42 parents' questionnaires.

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

- Progress in language and social development in the Early Years Foundation Stage to see how effective the school has been in improving these areas.
- Progress in writing, especially for more able pupils in Year 2, and whether there are any differences between boys' and girls' progress.
- The effectiveness of safeguarding procedures.

Information about the school

In this small school, the Early Years Foundation Stage consists of five Reception children who are taught alongside Year 1 pupils. Year 2 pupils are taught on their own. Pupils in Years 3 to 6 are taught in two mixed age classes. The proportion of pupils known to be eligible for free school meals is below average, as is the proportion with special educational needs and/or disabilities. Both fluctuate from year to year because of the small numbers in each year group. Very few pupils come from minority ethnic or mixed ethnic backgrounds. The school runs its own breakfast and after-school clubs and is involved in a 'Making Good Progress' project. It is part of a soft federation with several other primary schools and one high school, currently working on increasing the role of technology in improving pupils' learning at home and at school. This is the first inspection since the school became an all-through primary school in 2008.

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

Pupils thrive in this school because the exceptionally warm and friendly, supportive yet challenging learning environment in which they work and play, ensures that pupils of all levels of ability, regardless of gender, make the best gains possible in their learning and personal development. Children get off to a good start in Reception and make good progress in every area of learning. Standards are well above average in Year 6.

Assessment, marking and dialogue between adults and pupils are of a high quality. Outstanding teaching and an exceptionally well planned curriculum ensure work is closely tailored to pupils' individual needs. In lessons, teachers systematically and effectively check pupils' understanding, anticipate where they need to intervene and readily reshape tasks to improve learning. The content of pupils' writing is really good, but it is sometimes difficult to read and, even in Year 6, handwriting is not always joined up. This sometimes hinders the rate at which pupils can put their often superb ideas down on paper and therefore the amount of work they do.

Pupils are justifiably very proud of their school, as are their parents and carers. Pupils' views are summed up in statements like: 'We don't think we would learn as well anywhere else, because here we're surrounded by teachers and friends who are really kind and helpful' and 'learning is fun.' Effective safeguarding procedures ensure pupils are very safe and secure in school, and they in turn have an excellent understanding of how to keep themselves safe, fit and healthy. Behaviour is excellent and attendance levels are high because pupils really enjoy school, are very keen to succeed and achieve exceptionally well. Relationships throughout the school are excellent. Pupils are exceptionally confident in their ability to try new things and they are not afraid to make mistakes because they will always get help to correct them. They have a remarkably good understanding of the need to respect and value others, including those from different backgrounds and cultures, because they know that they themselves are valued and respected. The school council is highly influential in making decisions about school improvement and pupils leave the school as mature youngsters exceptionally well prepared for their future.

The school identifies accurately what it does well and where it can improve further. For example, information and communication technology (ICT) is used well to support learning across the curriculum, but the school is not yet making best use of the new technology equipment installed to help pupils learn even better at home and at school. High levels of motivation among staff and pupils arise out of very effective teamwork in which staff share and help to realise the school leadership's vision of continuous improvement. The ambition to help every pupil do as well as they possibly can is embedded in everything the school does. It is further exemplified in challenging targets

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and in the promotion of basic skills at every opportunity. It is seen too in the excellent understanding the school has of how to promote community cohesion by ensuring pupils have many well-considered opportunities to meet and engage with the local and wider community and with pupils from different cultures. All of this contributes to the school's excellent capacity for sustained improvement in the future.

What does the school need to do to improve further?

- Ensure that pupils write legibly at all times and, particularly in Year 6, use joined up writing to get their thoughts down on paper more quickly.
 - Ensure that the new ICT equipment is used effectively to enhance pupils' learning further.

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

Children's attainment on entry varies because of the small numbers in each year group. More recently, it has been slightly below expectation for their age, particularly in aspects of literacy and personal development. Achievement is excellent and standards are well above average in Year 6. In Year 2 and Year 6, a significant proportion of pupils are working at levels higher than those expected for their age, particularly in writing and mathematics. Pupils know it is important to use different writing styles to suit different purposes, readers and situations. This is very evident, for example, in Year 6 pupils' poetry and their well researched reports on the floods in Cumbria and on the beginnings of the NHS, and the benefits it brought to the people of that time. In writing, as in mathematics, their learning benefits from the many opportunities they have to use and apply their literacy and mathematical skills in real life situations, often using their ICT skills to enhance their learning further. However, while Year 6 pupils can talk animatedly about what they want to say, a small minority do not complete as much written work as they could in lessons. This is because they lose time taking particular care over printing instead of using flowing, joined up writing to get things down on paper more quickly.

Throughout the school, pupils are extremely polite and well-mannered. They approach adults and each other with confidence and respect, often proudly showing their work. The 'family service' approach at lunchtimes encourages pupils of all ages to mix together well as older pupils help younger ones to develop their table manners and social skills. The pupils' excellent understanding of the benefits of healthy living is exemplified in their knowledge of healthy eating and of the benefits gained from taking regular exercise. They are justifiably proud of their many sporting successes, such as recently winning the Year 5 girls' cross country championship.

Pupils relish responsibility, for example, as school councillors and 'Eco Warriors'. They take their roles very seriously and fulfil them exceptionally well, contributing to school improvement and impressing on others the need to care for the environment and protect its resources. The school council's involvement in improving the range of equipment for physical education and in helping to plan the circuit around the school field brought them into direct contact with a number of conflicting priorities. These

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included cost, drainage, availability of materials and equipment, and constrictions placed on ideas by, for example, building regulations. This is excellent preparation for life beyond school.

Pupils develop an excellent understanding of the influence different cultures have had on various aspects of life in the United Kingdom today. This was observed in Year 6 as pupils discussed the materials and patterns that influenced clothes in the 1970s and learned that there are differences between cultural and religious traditions and influences. They also showed great sensitivity as they planned for the imminent visit of pupils from their link school, most of whom are from minority ethnic groups.

These are the grades for pupils' outcomes

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

How effective is the provision?

Pupils feel very well supported in their learning and personal development and they work and play in an environment free of harassment of any sort. This enables them to learn and develop exceptionally well, academically and personally. The school makes excellent use of the 'Making Good Progress' project, to help pupils who are on the borderline between two levels of attainment to reach the higher one. Pupils understand

¹ 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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in detail how to improve their work and are consistently well supported in doing so. As young as Year 1, they are involved in determining some learning outcomes and learning objectives, so they know exactly what is expected of them. Older pupils talk knowledgeably about their levels of attainment, the next steps in their learning, and about how 'ticks show we're getting it' and a highlight says 'we've got it'. All of this is the result of the exceptionally good use teachers make of assessment information in their planning. Each layer of planning informs the next and is very responsive to pupils' different ages and stages of learning, and teachers are adept at bringing subjects together to join up learning and give pupils real life experiences that further enhance it. The curriculum is exceptionally well planned to help them in this. It is further enhanced by an excellent range of visits, visitors and extra-curricular clubs and activities, the latter attended by almost 90% of pupils.

Teachers are especially vigilant in lessons, seizing the moment to adapt pupils' work in relation to how well they are doing, and virtually all pupils work with sustained high levels of concentration on all of their tasks. Teaching assistants contribute greatly to all of this, working with different ability groups at different times, dependent on need.

A good number of pupils benefit from the well run breakfast and after school clubs. In the after school club they also enjoy a snack and a hot meal before their parents and carers arrive to sign them out. They are very well looked after in both clubs where they enjoy a good range of recreational activities and further extend their personal and social skills.

These are the grades for the quality of provision

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

How effective are leadership and management?

The clarity, commitment and determination with which the headteacher, staff and governors work to achieve the best possible outcomes for the pupils create an excellent climate for continuing sustained improvement. Challenging targets, adjusted upwards when better than expected progress occurs, lead to pupils reaching higher levels and achieving better than might be expected from their starting points. Excellent partnerships with parents, the community, other schools and external agencies contribute exceptionally well to pupils' overall learning and personal development. They also ease transition between classes and schools. Development planning, adjusted in the light of changing circumstances, tackles key priorities that arise out of accurate self evaluation. Clear lines of responsibility, which include consultations with staff,

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governors, pupils and parents, ensure that progress towards the priorities is constantly assessed.

Governors regularly check the school's work and are influential in determining its strategic direction. They seek and act on the views of parents and pupils, for example, through questionnaires and by meeting with the school council. They very successfully ensure that pupils and staff are safe in school but recent changes mean there are a number of new governors who still have to complete some training in this area. The school does a great deal to promote and celebrate pupils' different talents and it very successfully ensures equality of opportunity for everyone. This is evident too in its excellent promotion of community cohesion. The school has an excellent understanding of its own context, it is influential in the local community and it takes decisive action to ensure pupils learn to value and respect different faiths, ethnicities and cultures in this country and abroad.

These are the grades for leadership and management

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

Early Years Foundation Stage

Effective induction procedures and excellent partnerships with parents ensure children settle well and make good progress. Detailed planning arises out of a very well structured curriculum that caters effectively for Reception children in the mixed age class. Leadership and management are good. Staff are vigilant in ensuring children's health, safety and well-being, although they sometimes miss opportunities to grab the moment to move their learning on in lessons, for example, in phonics and role play. Literacy and personal development skills are rightly given high priority and progress is

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rapid in these areas. Behaviour is excellent. Children take turns, share resources and listen well to each other and to adults. They become increasingly independent and already contribute to some aspects of their own learning. They know and can match a good range of letters and sounds and they enjoy many exciting activities, such as searching for letters outdoors and matching them to objects. Their faces were a joy to behold as they put their coats, hats and gloves on to go out and do this in the snow. Assessment procedures are excellent and children's progress is tracked very effectively indeed. The 'Learning journey' booklets demonstrate this really well.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Parents are overwhelmingly pleased with the school, typically describing it as 'amazing' and 'excellent', saying their children have 'grown in confidence, understanding of others as well as educationally'. They also say that 'The school has a warm and caring atmosphere and children and teachers genuinely seem to have fun and enjoy their time at school.' Inspectors agree.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Harby C of E Primary 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 42 completed questionnaires by the end of the on-site inspection. In total, there are 74 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	74	9	21	1	2	0	0
The school keeps my child safe	35	83	6	14	0	0	0	0
The school informs me about my child's progress	28	67	13	31	0	0	0	0
My child is making enough progress at this school	27	64	14	33	0	0	0	0
The teaching is good at this school	32	76	9	21	0	0	0	0
The school helps me to support my child's learning	29	69	12	29	0	0	0	0
The school helps my child to have a healthy lifestyle	23	55	19	45	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)	22	52	17	40	0	0	0	0
The school meets my child's particular needs	28	67	14	33	0	0	0	0
The school deals effectively with unacceptable behaviour	24	57	17	40	0	0	0	0
The school takes account of my suggestions and concerns	29	69	11	26	1	2	0	0
The school is led and managed effectively	34	81	7	17	0	0	0	0
Overall, I am happy with my child's experience at this school	32	76	10	24	0	0	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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



12 February 2010

Dear Pupils

Inspection of Harby Church of England Primary School, Melton Mowbray, LE14 4BZ

What a delight it was to visit your school and see all the exciting things you do there. Thank you very much for the extremely warm welcome you gave both of us. I can fully understand why your parents say that your school is 'amazing', and why you think you could not learn better anywhere else. As you said, your school is indeed outstanding. Here are some of the reasons why.

You make excellent progress because you work really hard, your teachers plan really exciting things for you to do and you know how to improve your own work.

All adults at your school care very deeply for each one of you and you clearly care deeply for each other. Your behaviour is excellent.

You know how important it is to keep yourselves safe, fit and healthy, and you are right to be proud of your many sporting successes.

You make a very valuable contribution to improving your school and are clearly passionate about protecting the environment and respecting everyone, including those who come from different backgrounds and cultures.

I saw some really 'wow' writing in every class. I noticed, however, that some of your handwriting is not easy to read. I also noticed that because some of you older pupils are not doing joined up writing at all times, you do not always get your superb ideas down on paper in the time available. You can help by writing more clearly and joining your writing up so you can write faster. I have asked the school to help you with this. Also, I know the school is looking forward to using its new ICT equipment to help you with your learning at school and at home, and that it has been prevented from doing so for a number of reasons. I have asked your headteacher to find ways around this so that you can benefit from the new technology.

Thank you once again and keep working hard. I very much hope that you will continue to enjoy learning as much as you do now, for the rest of your lives.

Yours sincerely

Doris Bell

Lead Inspector

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