

East Harling Primary School and Nursery

Inspection report

Unique Reference Number	121019
Local Authority	Norfolk
Inspection number	339830
Inspection dates	2–3 December 2009
Reporting inspector	Steven Hill

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	201
Appropriate authority	The governing body
Chair	Danny Moon
Headteacher	Amanda Yates
Date of previous school inspection	0 April 2007
School address	Gallants Lane East Harling Norwich
Telephone number	01953 717221
Fax number	01953 717977
Email address	head@eastharling.norfolk.sch.uk

Age group	3–11
Inspection dates	2–3 December 2009
Inspection number	339830

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at a variety of documentation, particularly that related to safeguarding pupils and tracking their progress. Questionnaires from pupils and staff were scrutinised, and 92 questionnaires from parents were analysed.

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

- Are pupils at Key Stage 2 now making good progress?
- How good is teaching? In particular, are teachers using assessment information sufficiently well in matching work to the different needs of pupils in lessons?
- Has the school maintained the many strengths in pupils' personal development since the last inspection?
- How well does the school contribute to community cohesion beyond the immediate locality?

Information about the school

This is an average sized school in a large village, which draws its pupils from the village, other nearby villages and the surrounding rural area. The very large majority of pupils come from a White British background, with a few coming from a range of other ethnic heritages. Almost all pupils speak English as their mother tongue. The proportion of pupils who have special educational needs and/or disabilities is broadly average, but the proportion who have a statement of special educational needs is high.

The school makes provision for Nursery-aged children in a class which runs each morning. Another class caters for older children of Reception age on a full time basis. Younger Reception children attend this class in the mornings only, until January, when they attend full-time.

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?

2

The school's capacity for sustained improvement

2

Main findings

The school has consolidated its excellent work to promote pupils' personal development since the last inspection, and has improved their progress at Key Stage 2 significantly. This has been accomplished by excellent leadership from the headteacher, very effective teamwork by the whole staff, and good support from the governing body.

Self-evaluation has been strengthened and the school has an accurate understanding of its strengths, and a clearer picture of how well pupils are making progress. It is well placed to sustain the improvements of the last two years.

Results of national assessments show that, for several years, although pupils made good progress to reach significantly above average standards in the younger classes, their progress often tailed off considerably in Key Stage 2. From 2006 to 2008, too many pupils who reached the end of Year 6 had not made the progress they should since Year 2. Attainment at the end of the school was broadly average and declining. There was a dramatic upturn in the 2009 results, which were significantly above average, and show that this group of Year 6 pupils had made good progress during Key Stage 2. Attainment overall for the last three years is average. However, the current attainment of pupils in the school is above average, including in the present Year 6 class. Pupils throughout the school are now making good progress, and this is confirmed by both the school's tracking and inspectors' observations of their progress and standards in lessons.

The key to the upturn in results is the school's much improved system to assess pupils' attainment and so track their progress more rigorously. Teachers have a much clearer picture of how pupils are doing, and use the information to give pupils work that is tailored well to meet their individual needs. Pupils who start to slip behind are now quickly identified, and the school ensures that such pupils are provided with extra support to help them catch up. As a result of these improvements, achievement in the school is good.

Children in the Early Years Foundation Stage also make good progress and the adults assess and record their achievements diligently. However, because the systems used in Nursery and Reception are different, records do not give a clear enough picture of how well individuals and groups are progressing. This has been identified as a problem by the school's leaders, and all the Early Years Foundation Stage staff are already taking action to introduce a national assessment system into Nursery to complement one used in Reception. The adults make good use of the outdoor areas to promote children's learning, despite the fact that the area for the Reception class has considerable shortcomings. It is cramped for space and is not directly accessible from the classroom. The most striking elements of this school include how enthusiastic pupils are, their

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

commitment to the school and each other, and their excellent behaviour. As the chair of governors accurately summarised, 'This is a happy place to be'. The school's outstanding provision for care, support and guidance ensures that pupils feel completely safe and they thoroughly enjoy their learning. They have an excellent understanding of healthy lifestyles. Responses to pupils' questionnaires were overwhelming positive that adults in the school care about them. The recent improvements to the curriculum, which focus on meaningful links between different subjects, are enhancing pupils' enthusiasm as well as their learning. Pupils' spiritual, moral, social and cultural development is good. They get on extremely well with each other, regardless of gender, ethnicity or ability. However, their understanding of the wide range of cultures within this country is only satisfactory, and they have too few opportunities to interact directly with people beyond the immediate locality. The promotion of equal opportunities is excellent. Pupils with special educational needs and/or disabilities are fully included in all aspects of school life, helped by the very good links the school has with a variety of outside partners.

Many aspects of leadership and management are good and some are outstanding. For example, the excellent management of teaching and learning has underpinned the major improvements to assessment and progress at Key Stage 2. The promotion of community cohesion is satisfactory. The school itself is a thriving and harmonious community, and there are strong links with the village and the local area. However, as a recent evaluation by senior staff has identified, links with other communities in the United Kingdom or abroad are in their infancy.

What does the school need to do to improve further?

- Improve aspects of both pupils' cultural development and the school's promotion of community cohesion by:
 - providing more opportunities for pupils to develop a better understanding of the different cultures in the United Kingdom and across the rest of the world
 - finding ways for pupils to interact more directly with people who come from different ethnic and religious heritages.
 - Improve the provision in the Early Years Foundation Stage by:
 - developing a more compatible system to track children's progress across the Nursery and Reception classes
 - providing a better outside learning area for children in the Reception class.

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

All groups of pupils are now making good progress regardless of ability. Progress in English has always been secure, but progress in mathematics improved dramatically at Key Stage 2 last year, and also improved in science. In class, pupils work hard, concentrate well and are keen to succeed. They have exceptionally good collaborative skills, discussing their work sensibly together, listening to each other carefully, and offering their own ideas with confidence. They use information and communication

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

technology (ICT) competently, and have a good understanding of applying their basic skills in real situations, such as when planning and budgeting for their own 'restaurants' and shopping for ingredients in a local supermarket.

Pupils' enjoyment of all aspects of school is reflected in their attendance, which is above average and rising. Pupils are very confident that they are safe in school, with Year 2 pupils telling an inspector that this was because of both the adults and their friends. Their outstanding behaviour in class strongly supports pupils' learning, and their immaculate behaviour outdoors, or indoors during wet playtimes, contributes greatly to the positive ethos of the school. Pupils have excellent relationships with each other and staff. Pupils are kind and caring towards each other. They take their responsibilities seriously, but enjoy doing them. This was seen when 'playground friends' led large groups of younger children in a lively game at playtime. This example of a strong contribution to the community is just one of many. The school council plays a significant part in putting forward pupils' 'voice' and pupils contribute in a variety of ways to the village community. The choir greatly enjoyed singing to the local luncheon club during the inspection, for example. Pupils participate enthusiastically in a wide range of physical activities and have a good knowledge of health issues. Year 2 pupils already have a very good understanding of the need for a balanced diet. When the opportunity presents, pupils reflect thoughtfully about important issues and show respect for the views of others. Their good basic skills and exceptionally positive attitudes mean they are extremely well prepared for their future lives in education and beyond.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
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
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

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

<p>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</p> <p>Please turn to the glossary for a description of the grades and inspection terms</p>	
<p>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</p> <p>Taking into account: Pupils' attendance¹</p>	1
	2
<p>The extent of pupils' spiritual, moral, social and cultural development</p>	2

How effective is the provision?

Almost all lessons are good and a few are outstanding. Classroom management is very good in all year groups. This is because of consistent expectations and, above all, positive relationships. Teachers treat pupils with respect and kindness, so pupils like their teachers and are keen to please them by working hard and behaving well. Building on the improved planning for linking different subjects, teachers provide exciting and interesting activities, often using practical work, discussion, drama or other strategies to involve all pupils and generate enthusiasm. Good use is made of interactive whiteboards to enhance or clarify teachers' explanations. Teachers make increasingly confident assessments of pupils' attainment, and use the results increasingly effectively to plan work that is matched to their different needs. This usually means that pupils get work that is at just the right level of challenge, although occasionally some pupils get work that is too hard or too easy for them. Marking is good and shows pupils how well they have done and, in the best examples, how they can improve in future. Pupils have individual targets, although some younger pupils are very vague about what these are.

The pastoral care and support for all pupils is of a high quality, and this is seen particularly in the help provided for those who have special educational needs and/or disabilities, or those whose particular circumstances make them vulnerable. Wide links with outside agencies are used very effectively to enhance pupils' learning and well-being, and to ensure that they are fully involved in all aspects of school, and make good progress. The school has rightly developed a reputation for providing extremely well for pupils with significant special educational needs. The large proportion of pupils with statements of such need do really well in the school, socially and academically, as some of their parents wrote to tell the inspectors.

The school has greatly improved the interest and relevance of the curriculum through introducing topics that link different subjects in a meaningful way. This has improved pupils' involvement and enthusiasm, and is contributing well to their improving progress. The school is still developing, evaluating and embedding the new planning, including how ICT can best be integrated with other subjects. A good range of extra-curricular activities is well attended and enhance pupils' social development as well as their skills and understanding. Year 6 pupils are particularly enthusiastic about their 'amazing' residential trip to the Lake District.

These are the grades for the quality of provision

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	
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

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

How effective are leadership and management?

Strong leadership and management underpin the many positive aspects of the school. In particular, rigorous monitoring of progress and teaching, and clear feedback to staff, have improved teaching and raised achievement. The promotion of equal opportunities is embedded in everything the school does and ensures that different groups are all fully included in school life. Community cohesion is promoted very well locally, but is not sufficiently established with respect to the wider world. The governing body has greatly increased its effectiveness since the last inspection. It is better organised, and much better monitoring means governors have a secure understanding of the school's strengths and weaknesses, and are well placed to hold the school to account. This has been achieved despite many changes in personnel, because of clear guidance and support from the headteacher. Excellent partnerships with a variety of local organisations in the village and beyond support pupils' learning and well-being. Apart from the many strong links that help pupils with special educational needs and/or disabilities, links with other local schools in joint ventures benefit everyone. A project on A Midsummer Night's Dream with the theatre in Norwich gave pupils experiences which no school could provide unaided. Good and improving links with parents have been enhanced by the work of the cluster's parent support adviser. Safeguarding procedures are good, training for staff and governors has a high profile, and documentation is up to date. Parents and children alike are confident that the school is a safe environment. The school's resources are managed well so that it provides good value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	1
	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	2
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

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	
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Good leadership from the headteacher and all the Early Years Foundation Stage staff means that the most important elements of provision that need development have already been identified; assessment systems in the Nursery and outside provision in the Reception class. Plans are in place to address these, with the improved role of the key stage leader playing an important role in managing the process. Children make good progress in both classes because of good teaching and an interesting and exciting range of activities that engage their enthusiasm. For example, in an excellent drama session in the Reception class, children made great progress in their social skills as well as their understanding of stories, when they took the part of the three Owl Babies. They worked very well in threes to show a variety of emotions with great skill and enthusiasm. There is a good balance between activities that are adult directed and those that children choose for themselves. A careful track is kept of children's involvement, so that they all receive a broad and relevant curriculum. Relationships with adults are extremely good, so that children settle in quickly and feel safe and happy. They join in activities with great enjoyment, behave extremely well, and show good concentration for their age. Good use is made of the outside facilities in both classes, and adults in the Nursery are extremely good at integrating indoor and outdoor play. The limited outdoor provision in the Reception class prevents such 'free-flow', but adults make the best possible use of the limited facilities available.

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

The very large majority of parents and carers are extremely positive about the school. They particularly value that the children are safe and happy, and that the teaching is good. A few expressed some concerns, in particular about how bad behaviour is managed and about leadership and management. The inspectors saw excellent

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

behaviour during the inspection, and pupils report that they are very confident that any misbehaviour is dealt with quickly by the adults. Inspectors judge the leadership and management of the school to be very effective. Staff work together well to improve provision, and have greatly improved pupils' progress in the last two years.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at East Harling Primary School and Nursery 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 92 completed questionnaires by the end of the on-site inspection. In total, there are 201 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	61	66	29	32	2	2	0	0
The school keeps my child safe	56	61	35	38	1	1	0	0
The school informs me about my child's progress	43	47	45	49	4	4	0	0
My child is making enough progress at this school	41	45	46	50	3	3	0	0
The teaching is good at this school	48	52	39	42	2	2	0	0
The school helps me to support my child's learning	39	42	50	54	2	2	0	0
The school helps my child to have a healthy lifestyle	37	40	53	58	2	2	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)	30	33	50	54	6	7	0	0
The school meets my child's particular needs	35	38	53	58	3	3	1	1
The school deals effectively with unacceptable behaviour	35	38	46	50	5	5	2	2
The school takes account of my suggestions and concerns	28	30	50	54	5	5	2	2
The school is led and managed effectively	32	35	48	52	7	8	1	1
Overall, I am happy with my child's experience at this school	42	46	46	50	4	4	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.



4 December 2009

Dear Pupils

Inspection of East Harling Primary School and Nursery, East Harling
NR16 2NQ

Thank you for all your help and your very warm welcome when we visited your school. Your school provides you with a good education. One of the best things about the school is you! We were very impressed by your excellent behaviour and by how hard you work. The adults are very keen to ensure that everyone in your school feels included in what is happening, and you are a big help in this because you all get on so well together. You are very good at working in pairs and groups, and this really helps your learning. Although you are very welcoming and caring to everyone in your school, we found that you don't have enough chances to learn about people from different communities in this country and around the world, and to get to know more about them. The adults had already spotted this, and we have agreed that they will do something about it as soon as you can.

You are making good progress because the adults are good at helping you to learn. This has got better in the last two years because the teachers have better systems to keep an eye on how you are doing. This means that they can give you work that is just right for you, and if anyone falls behind the adults can help them catch up. They have also made the curriculum more interesting by linking different subjects in topics, and I know that you have enjoyed these.

It is obvious that you all enjoy school, right from the start in Nursery and Reception. The youngest children are very happy in school. We have asked the teachers to help them do even better by providing a better outside area for the Reception class, and by making sure they can keep a more careful track of how much children are learning in these two classes.

The adults are extremely good at taking care of you and they make sure you are all safe. They are keen to make the school even better, and you can help by keeping up your hard work and outstanding behaviour.

We hope you all carry on enjoying your time in school.

Yours sincerely,

Steven Hill

(Lead inspector)

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.