

Inspection of a good school: Little Harrowden Community Primary School

School Lane, Little Harrowden, Wellingborough, Northamptonshire NN9 5BN

Inspection dates:

17 and 18 January 2023

Outcome

Little Harrowden Community Primary School continues to be a good school.

What is it like to attend this school?

Little Harrowden Community Primary School is a welcoming and inclusive school. Leaders have high expectations of pupils' achievement and conduct, including for those with special educational needs and/or disabilities (SEND). Pupils are happy at school and enjoy learning. Classrooms are calm and orderly. In lessons, pupils work well and are keen to take part in activities.

There are positive relationships between staff and pupils. Pupils like the behaviour policy as they say it is fair and used consistently. They say that the school is 'kind'. Pupils say that bullying hardly ever happens. If it did happen, they are confident that staff would deal with it. Children in Reception are well cared for and follow clear routines. This helps them to engage with the well-planned activities staff organise for them.

At play time, pupils enjoy using the outdoor spaces. Pupils in Year 6 can be 'playground leaders'. They help organise and supervise activities for younger pupils during lunchtime. They enjoy having this responsibility. Pupils can take part in a range of clubs that the school offers. This includes sports clubs, choir, a performing arts club and a mindfulness club. Pupils like the clubs the school provides for them.

What does the school do well and what does it need to do better?

Leaders have ensured that there is a well-designed and ambitious curriculum in place. It meets the needs of all pupils, including those with SEND. For each subject, leaders have identified the knowledge, skills and vocabulary they want pupils to learn. They have also thought about the order that pupils will learn key knowledge. This helps teachers to deliver the curriculum well. Leaders make sure that teachers have good subject knowledge.

Teachers use well-thought-out questions to develop pupils' understanding. They explain new concepts well and address any misconceptions. Teachers recap key knowledge to help pupils remember and build on what they know. For example, in mathematics they

use 'quick ten' to revisit previous work. Most pupils can recall key concepts with confidence.

Leaders have recently adopted a new approach to develop pupils' writing skills. Teachers use this approach well. It is beginning to raise the standard of pupils' writing. Leaders recognise that there is more work to do in this area.

Leaders have ensured that assessment identifies any gaps in pupils' knowledge. They use this information to ensure that pupils get extra support if they need it. As a result, most pupils achieve well.

Leaders have ensured that pupils with SEND get the support they need. Some pupils do 'sensory circuits' before lessons to prepare them for learning. Teachers adapt their teaching, so that pupils with SEND can access the curriculum. This means the pupils with SEND progress well through the curriculum.

Leaders have prioritised reading. They have ensured that staff are well trained to deliver the phonics programme. Children in Reception begin learning phonics straight away. Leaders use precise assessment to identify pupils who fall behind with their phonics knowledge. This means that pupils who need extra support to become fluent readers, get it. Pupils regularly read books that match the sounds they know. As a result, pupils become fluent readers.

In Reception children follow a well-planned, ambitious curriculum. Staff have high expectations of what the children can do. There are consistent routines that all children understand. This means they quickly engage in learning activities. Children enjoy learning new vocabulary and are confident in using the words they have learned. Children in the early years achieve well.

Pupils behave well in lessons and at other times. Staff reward pupils' positive behaviour. Leaders provide effective support for pupils who need help to manage their behaviour. This means that pupils respond well to the expectations from staff. Lessons are very rarely disrupted by poor behaviour.

Leaders have planned for pupils' personal development well. Pupils learn about different religions and cultures. They accept differences and learn to be tolerant and respectful of others. This prepares them well for life in modern Britain. The school provides a range of extra-curricular activities for pupils. Many pupils take part in these.

The school is well led. Staff feel well supported by leaders. Leaders are considerate of their workload. Leaders have worked hard to improve communication with parents. Many parents appreciate this. Trustees and governors know the school well. They are clear about the strengths in the school and what needs to improve. Staff speak very highly of the support they get from the trust.

Safeguarding

The arrangements for safeguarding are effective.

Leaders know pupils and their families well. They have ensured that there is a strong culture of safeguarding. Staff know and understand their responsibilities to safeguard pupils. They know to report any concerns they may have. Leaders keep detailed records of any concerns. They work well with external agencies, so that pupils get the support they need. Leaders ensure that staff receive regular safeguarding updates.

Pupils feel safe and cared for in school. They know who they can talk to if they have any concerns. Through the curriculum, pupils learn about road safety and how to stay safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have recently focused on improving pupils' writing. This work is still in its early stages. They are still yet to precisely check that their actions are having the intended impact. Leaders should ensure they carefully monitor the school's work in this area. This will help leaders to identify what is working well and what still needs to improve.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school, of the same name, to be good in January 2015.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	146528
Local authority	North Northamptonshire
Inspection number	10257054
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	189
Appropriate authority	Board of trustees
Chair of trust	Linda Brooks
Headteacher	Beth Renshaw (Acting headteacher)
Website	www.littleharrowdenprimary.net
Date of previous inspection	Not previously inspected

Information about this school

- The acting headteacher took up post in September 2022.
- The school became an academy, sponsored by INMAT, in December 2018.
- There have been significant changes to the leadership team since the last inspection.
- The school runs a breakfast club and an after-school provision.
- Little Harrowden Community Primary School converted to become an academy in December 2018. When its predecessor school, Little Harrowden Primary School, was last inspected by Ofsted, it was judged to be good overall.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- The inspector held meetings with the headteacher and other leaders in school.
- The inspector met with representatives of the trust and the local academy committee.

- The inspector considered the responses of parents, pupils and staff through discussions during the inspection and the Ofsted surveys.
- The inspector evaluated the effectiveness of safeguarding by meeting with the designated safeguarding lead and reviewing a range of documents, including the school's single central record.
- Deep dives were carried out in the following subjects: early reading, mathematics and art. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector spoke to leaders about the curriculum in geography and history.
- The inspector reviewed a range of documentation relating to safeguarding, the school's self-evaluation, behaviour and governance.

Inspection team

Paul Halcro, lead inspector

His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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