

Little Harrowden Community Primary School

School Lane, Little Harrowden, Wellingborough, NN9 5BN

Inspection dates 13–14 January 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- All leaders and managers, including governors, have ensured that teaching and achievement remain good, despite many recent staffing changes.
- Positive relationships, between pupils themselves and with staff, mean the school is a harmonious community where all pupils thrive academically and socially.
- Pupils make good progress whatever their circumstances or ability.
- Teachers usually give different work to pupils of different abilities, so that it is challenging but manageable.
- Disabled pupils and those who have special educational needs achieve particularly well because the provision for them is of high quality.
- A previous weakness in writing standards, compared to those in reading and mathematics, is being rapidly eliminated.
- The new National Curriculum has been successfully introduced, while maintaining existing strengths in what is taught. Teachers prepare activities for pupils which greatly interest and enthuse them.
- Provision for pupils' spiritual, moral, social and cultural development is particularly strong. Pupils are given a secure understanding of positive values to support their lives in modern Britain.
- Pupils enjoy school and feel safe there. Their behaviour is good. They are keen to learn and work hard.
- The staff use the school's assessment system well to keep a careful track of pupils' progress. They step in quickly with extra help if any groups or individuals are not doing as well as they should.
- Children settle quickly when they start Reception, and feel confident and secure. They achieve well and enjoy learning.

It is not yet an outstanding school because

- Occasionally, the work given is too easy or too difficult for some pupils.
- At times, the adults do not keep a close enough track of how well all pupils are coping during lessons. This can slow progress for those who have not fully understood the task in hand.
- The improvements in writing standards are not fully established, particularly with regard to handwriting.
- Although a good start has been made, the school has not fully adapted its systems for checking on pupils' progress, to make sure they meet the demands of the new National Curriculum.

Information about this inspection

- Inspectors observed 11 lessons, several of these as joint observations with the headteacher or the deputy headteacher.
- Inspectors held discussions with groups of pupils from Years 3, 5 and 6. They also heard a number of pupils in Year 1 and Year 6 read.
- The inspectors examined a range of documentation, particularly that concerned with pupils' progress, the management of teaching and keeping pupils safe.
- Work in pupils' books was analysed.
- Discussions were held with staff, representatives of the governing body, and with a representative of the local authority.
- Inspectors took note of 105 replies to the online survey, Parent View, and an inspector spoke informally to several parents at the start of the school day. Replies to a survey of staff views were also analysed.

Inspection team

Steven Hill, Lead inspector

Additional Inspector

Nicola Woolf

Additional Inspector

Full report

Information about this school

- The school is slightly below average in size for a primary school. There is a separate class for each age group, including for Reception children, who attend full time.
- Most pupils are White British, with a below-average proportion coming from a range of minority ethnic heritages. Very few speak English as an additional language.
- The proportion of disadvantaged pupils who receive support from the pupil premium is about one in eight, which is below average. Pupil premium is extra government funding to support the education of pupils who are known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs is about one in ten, which is below average.
- The school runs a daily breakfast club and an after-school club for its own pupils, as well as a holiday club outside term-time.
- The school meets the current government floor standards, which are minimum expectations set for pupils' attainment and progress in reading, writing and mathematics.
- There have been significant changes in staffing over the last 18 months.

What does the school need to do to improve further?

- Improve teaching and so raise achievement to be outstanding, by ensuring that:
 - work given to pupils is always suitably demanding without being too difficult
 - adults monitor pupils' progress more systematically during lessons, so that any misconceptions are identified more quickly, and pupils are helped to make better progress
 - the improvements made recently in the teaching of handwriting are consolidated, particularly with regard to the consistent use of joined handwriting to improve pupils' fluency and spelling.
- Finalise and implement a new system to track pupils' attainment and progress that:
 - meets the requirements of the new National Curriculum
 - still provides teachers with clear information to plan work that is at the right level of difficulty for all pupils
 - continues to give leaders and managers a clear overview of the progress of different groups and individuals.

Inspection judgements

The leadership and management are good

- The headteacher, working closely with her deputy, provides a very clear direction to the school's work. All the staff form an effective team which is focused on providing the best for all pupils, both socially and academically. As a result, they all achieve well and enjoy school. A dip in results in national tests last year, due to staffing disruption and other problems beyond the school's control, was minimised by the school's well-judged actions. Follow-up work has ensured that results this year are on track to be strong again.
- The work of leaders, including the governing body, is concentrated on ensuring that all pupils make good progress. The school has made use of very effective systems to track pupils' progress, so that staff quickly spot any problems and address them quickly. This contributes to the school's good provision of equal opportunities for all pupils. Because of changes to national requirements, including a new National Curriculum, these systems have to change. Leaders are carefully considering, in consultation with colleagues in other schools, how this may best be done without losing the benefits provided by the current arrangements.
- Leaders ensure that the quality of teaching is managed well. Individual staff members are set clear targets based on the progress of pupils, their responsibilities within the school, and their professional development needs. Their progress towards these targets is monitored regularly and they are given good guidance and training to ensure that they succeed. Targets are appropriately linked to pay, so that good performance can be rewarded.
- The school's curriculum has long had a successful programme for developing pupils' skills in different subjects in a systematic way, so that good progress is supported. This has recently been enhanced in writing, with clear impact shown in pupils' books this year. The school has adapted its approach well to encompass the requirements of the new National Curriculum, while maintaining existing strengths that enthuse pupils and keep their interest.
- A strong emphasis on pupils' spiritual, moral, social and cultural development is very successful, and provision is monitored carefully by leaders. Pupils are developing strong values. They treat each other with respect, and value diversity. They have a very good understanding of democracy, illustrated by their work in electing representatives to the school council. All this prepares them well for life in modern Britain. Staff ensure that pupils understand fairness, and do not tolerate discrimination.
- 'Middle leaders', such as subject leaders, make a strong contribution to the quality of education. Leaders provide good support and advice to colleagues, and monitor teaching and standards in their areas of responsibility. The work of the leader for special educational needs is of high quality and results in these pupils making excellent progress.
- Pupil premium funding has been allocated well to ensure that eligible pupils do as well as others academically, and also are able to be involved in all aspects of school life, such as visits, music lessons or after school clubs.
- Leaders have used the primary sports funding very effectively to improve teaching and to extend and enhance pupils' experiences. This has increased pupils' involvement in a greater variety of sports and improved their enjoyment and participation.
- Systems to keep pupils safe are good and meet current requirements.
- The local authority provides good support to the school, particularly through brokering partnership arrangements with other schools. It also makes good use of the headteacher's skills in assessment to support developments in other local schools.
- The school has good systems to involve parents in their children's education. Most parents are supportive of the school and pleased with what is provided. A minority of parents expressed some concerns about different aspects of the school, mostly centring on behaviour, or on the staffing changes and particular

incidents last year. The evidence during the inspection shows that behaviour is good. The problems last year, including staffing, were handled well by the school. The school has made a number of changes to provision to meet parental concerns, and is currently working with parents to improve homework.

■ The governance of the school:

- Governors have a good understanding of the school's strengths and weaknesses. They make sure that systems to manage teachers' performance are in place, and this gives them a good overview of teaching quality. Governors use data well to understand how well pupils are making progress. They use their knowledge effectively to provide a good balance of challenge and support to staff. The governing body has no permanent chair at the moment, and is currently being reconstituted. It is functioning very effectively under the astute leadership of the vice chair. Governors ensure that statutory duties are met, including those concerning keeping children safe.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. They treat each other and adults with respect, and form good relationships. Boys and girls work and play together well, from Reception onwards, whatever their background. They collaborate extremely well together, sharing equipment sensibly and discussing ideas with enthusiasm. This was exemplified by an observation in the breakfast club, when pupils' behaviour was outstanding and relationships excellent.
- Older pupils are kind and considerate towards younger ones, looking after their 'buddies' in Reception very thoughtfully, for example.
- Pupils show strong moral and social understanding in the various jobs they undertake around school, such as librarians. They are developing a strong sense of British values such as democracy and tolerance.
- Pupils themselves are positive about behaviour and say that any incidents are quickly resolved by adults if they cannot sort them out for themselves.
- Pupils work hard in class and take a pride in their work. They generally concentrate well and listen attentively to their teachers and each other. Concentration occasionally lapses for some pupils if they are puzzled by a task and adults do not realise that they are confused.
- Pupils have a good understanding of bullying in its different forms, such as cyber bullying, and know how it differs from other poor behaviour. They say it is very rare in the school, but that they would have confidence that they would know what to do if it occurred and that the adults would rapidly deal with it.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe in school and say that this is principally because they know that the adults and their friends make sure of this. They contribute well to safety through their sensible behaviour and their care and concern for each other.
- Pupils have a good understanding of how to keep themselves safe in a variety of situations, and can explain what should be done in case of fire, for example, or if there are problems on the internet. Year 6 cite learning about water safety and 'bikeability' as ways the school has taught them to keep safe '...since we were in Reception.'

The quality of teaching is good

- Teachers are skilful in engaging pupils' interest so that they concentrate well and work hard. They explain things well and often show pupils just how to do things, so that they know exactly what to do. This was seen particularly effectively in a gymnastics lesson when pupils make good progress because the adults

demonstrated precisely what was expected of them.

- Lessons are orderly and behaviour is managed well. Routines are well established and relationships good, so that pupils get on sensibly and quickly and get a lot done in the time available. Teachers treat pupils with care and fairness, so they like and respect their teachers, and are keen to please them by working hard and behaving well.
- A strength of many lessons is that teachers use the data about previous attainment to prepare different work for pupils of different ability. This is particularly successful in ensuring that both the most able and those who struggle with academic work all find the work challenging and interesting, but manageable. Occasionally, this is not done accurately enough, so some pupils find the work too difficult or too easy, and progress is slower.
- Mathematics and reading are taught well. Pupils are particularly enthused by reading, and read widely and frequently. During the summer, pupils from this school were the highest performers in a reading challenge organised by the local library service.
- Writing is taught systematically, with many innovations from this year showing a positive impact in pupils' rapid progress in their books. The new aspects are not all fully consolidated in teachers' practice, particularly with regard to a consistent approach to handwriting.
- Good use is made of extra adults, who are well-briefed to support pupils' learning. This is particularly effective in supporting the excellent progress made by disabled pupils and those who have special educational needs.
- Pupils' books are marked systematically, and they are given clear pointers to help them improve, which they respond to well. Teachers ensure that older pupils are very clear about their targets in English and mathematics, and they respond enthusiastically to this, and are keen to do well. At times, teachers do not keep a close enough eye on the progress all pupils are making in lessons, to make sure all are doing as well as they can.

The achievement of pupils is good

- Children start in Reception with skills and understanding that are broadly typical for their age. They make good progress and go into Year 1 with attainment that is generally better than average.
- Pupils continue to achieve well across the school with standards at the ends of Years 2 and 6 generally better than average. This varies from year to year, depending on pupils' abilities when they start and the proportion in each year who are disabled or who have special educational needs.
- In 2014 there was a temporary decrease in standards at the end of Year 6. Pupils did not make as much progress as they should have done, because of disruption to their teaching. The picture was also slightly distorted because of pupils who started at, or left, this school during the key stage. The school succeeded in accelerating standards later in the year, particularly in mathematics and reading, but writing results, which had historically been weaker than in reading and mathematics, were low. However, the school's data show that progress in all the other classes was good in all three subjects over the last school year.
- The school has taken very effective action to address writing standards this year by modifying the curriculum, and progress has been more rapid. Pupils have been taught a joined style of handwriting which is helping improve their fluency and spelling. However, teachers are not insisting sufficiently on pupils using this across their work, and too many pupils are not consistent in their handwriting.
- Progress is good in a range of subjects, and inspectors saw some high-quality work in pupils' sketch books, for example. Computing is taught well and pupils have good skills in this subject. Skills in physical education are developing quickly, showing the positive impact of the sports funding.

- Disabled pupils and those who have special education needs make outstanding progress, with many having made almost five terms' progress over the course of last year, for example.
- The most able pupils do well. Almost all these pupils in the current Year 6, for example, have already made the expected progress from Key Stage 1 to Key Stage 2, with two terms still to go. They are regularly challenged by being given more demanding work than their classmates.
- Disadvantaged pupils make similar progress to their classmates and to pupils nationally. There is no significant difference between their standards and those of others, with these pupils outperforming their classmates in some year groups, and being a little behind them in others. There were too few disadvantaged pupils in last year's Year 6 to compare their results with those of their classmates without the risk of identifying individuals.

The early years provision is good

- The good start children get in the Reception class prepares them very well for their time in school. They are ready for the move to Year 1 when the time comes, because many have reached a good level of development in their learning.
- Behaviour is good and this underpins much of the children's success in the class. They get on well with each other and show unusually high levels of cooperation for their age, discussing ideas together animatedly and sharing equipment as they play.
- Teaching is good. A wide range of interesting activities hold children's interest and keep them involved in learning throughout their play, both inside and out. The adults question children thoughtfully, consolidating their understanding and developing their vocabulary.
- A good balance is maintained between activities chosen by children and those directed by adults. Children are engaged by both and make good progress. However, at times, opportunities are missed to enhance children's learning when they play independently, and sometimes spend a long time without any adult intervention to extend their thinking or develop their understanding.
- Children's progress is monitored regularly and records maintained so that activities build on their previous learning and their interests. This underpins their good achievement.
- The provision is led and managed well by the deputy headteacher. She has provided good support to the teacher, who is new to the class this year, to ensure that provision continues to be lively and exciting, and adults are helping all the children to make good progress.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	121842
Local authority	Northamptonshire
Inspection number	449626

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	206
Appropriate authority	The governing body
Chair	Sharon Hadley
Headteacher	Jacinta Foo
Date of previous school inspection	18 May 2010
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