

East Harling Primary School and Nursery

Gallants Lane, East Harling, Norwich, Norfolk NR16 2NQ

Inspection dates

19–20 October 2016

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Leaders have secured key improvements to the quality of education and outcomes since the school's previous inspection.
- Standards have risen and pupils are making good progress across most subjects.
- Pupils develop their writing well both in English and other subjects such as science, history and geography. However, pupils' spelling is not very good in key stage 2.
- Good teaching of phonics in the early years and key stage 1 is promoting good reading skills and spelling for these pupils.
- Much work has been done to improve teaching in mathematics. Teachers are now confident and show good skill in teaching mathematics. They are aware that some pupils are not fully secure in their ability to work with numbers, and are working to close these gaps.
- Teachers question pupils well and provide them with helpful feedback which helps pupils to improve their work.
- Pupils are given work at a range of levels to suit their abilities. In most cases, pupils work at a level that challenges them and extends their thinking. However, sometimes work in mathematics is too easy for the most able.
- Pupils enjoy school and are happy to be here. They get on well with one another.
- Pupils behave well and their good behaviour makes everyone feel safe. The school takes good care of pupils and ensures they are safe.
- Children in the early years get a good start to their education. Both in the Nursery and the Reception classes, children have settled in well and are enjoying learning.
- A wide range of practical activities are particularly well used in the early years to promote children's mathematical development. Opportunities for establishing early writing skills are less well developed.
- Governors work in partnership with school leaders to promote high standards. They ask challenging questions to ensure that leaders are working on the right priorities.
- School leaders are doing the right things to raise standards further – based on good analyses of assessment information and effective checks on teaching and learning. Sometimes, however, they do not communicate their findings well to governors, for example, or on the website.
- Pupils' learning benefits from studying a wide range of subjects, including learning to play musical instruments. Trips, visits and after-school activities widen their experiences well.
- Pupils are prepared well for their next steps in education and a life in modern Britain.

Full report

What does the school need to do to improve further?

- Further develop the quality of teaching to improve the standards of work, especially in spelling and mathematics and for the most able by ensuring that:
 - the most able pupils are challenged even more in mathematics
 - the standard of pupils' spelling in key stage 2 improves
 - the remaining gaps that pupils have in their prior knowledge and understanding of mathematics are closed, especially for pupils in Year 6
 - pupils can explain their thinking and how they have solved problems in mathematics
 - pupils routinely go over mistakes in mathematics and understand what they did wrong, in line with the school's assessment policy
 - there are more opportunities for developing writing in the early years
 - the activities in the early years that the most able children do by themselves extend them enough.
- Improve leadership and management by ensuring that:
 - middle leaders are fully involved in checking the quality of teaching and learning in their areas of responsibility
 - all reports for governors or those posted on the school website are well evaluated and effectively communicate the impact that the school's work has had.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher, working with governors and leaders, has established an effective team. As a result, there is common purpose among staff and governors and a culture of high aspiration. Pupils and their needs are at the centre of the school's work.
- Thorough checks are made on the quality of teaching and learning. The headteacher leads these very effectively through her sharp focus on learning, enabling very accurate evaluation of the impact of teaching on pupils' progress.
- The information from monitoring is used effectively to provide well-targeted training and coaching for staff. Hence, staff are confident in their teaching and, for example, have improved their teaching of mathematics including their use of practical equipment. This was a recent focus for development.
- Subject leaders' roles are being developed well but these leaders are not involved enough in checking the quality of teaching in their areas. This means that they do not have first-hand information about how well teachers are delivering their subjects and the additional subject-specific help or training they may need.
- Assessment information is analysed effectively and presented well to staff and governors so that all understand the key strengths and areas for development in pupils' performance.
- Self-evaluation is accurate and school leaders know what works well and which aspects of the school's work are less effective. However, some written reports, such as the pupil premium report, do not communicate clearly enough the impact that the school's work has had.
- The school makes good use of the pupil premium funding to enable disadvantaged pupils to improve their progress and attainment. Some of the funding is also used to support some pupils to improve their attendance or behaviour.
- Staff have worked together to develop a strong curriculum model, summarised in a very visual way as 'our curriculum tree'. This combines teaching of the school's core values, skills and attitudes, such as 'trying new things' or 'critical thinking skills', with delivering the subjects required by the national curriculum.
- The curriculum tree embodies all the learning that takes place in the school, including through after-school clubs, visits and visitors as well as themed days such as 'busking day' where pupils share their talents. Exciting events are created such as the day when pupils arrived to find an alien ship had landed in the middle of the field. An outdoor classroom extends the curriculum well. The curriculum promotes pupils' personal development very effectively.
- The sports premium is used well to enhance opportunities for sporting activities in school and the local community. These are having a positive effect on the health and fitness of pupils. Pupils are also encouraged to eat a healthy diet.
- The school has strong links with a group of other local schools with which it has a partnership. Staff benefit from joint training, and sharing planning and best practice across the partnership.

- The local authority has provided good support to the school to improve its provision and pupils' outcomes since the previous inspection.
- Most parents who made written comments or were spoken to at the gate were full of praise for the school and its positive effect on their children.

Governance of the school

- Governors ask challenging questions to ensure that leaders are focused on the right priorities. They are well aware of the focus on raising attainment and well-presented assessment information means they have an effective understanding of the school's performance.
- Governors visit the school regularly to find out more about its work by speaking to staff and pupils. Consequently, they are quick to pick up on any issues or emerging concerns. However, governors are not as well informed about some aspects of the school's work because some written information or reports are not evaluated effectively enough. For example, the sections in the headteacher's reports about the quality of teaching do not give a clear enough picture of the strengths and areas for development or evaluate the impact of training.
- The governing body has been very thorough in checking how well school leaders have tackled the issues from the previous inspection and in ensuring that achievement improves.

Safeguarding

- The arrangements for safeguarding are effective.
- The school promotes a caring ethos within which pupils have a strong voice and where their welfare is of paramount importance. Consequently, staff take notice of what pupils have to say and are attuned to spot any signs that might suggest something is amiss. Issues are followed up assiduously and in a timely manner. The school works well with outside agencies to ensure that pupils are safe and happy.

Quality of teaching, learning and assessment

Good

- Teachers plan in a consistent way across the school and provide clear aims and goals for learning. They take good account of how well pupils understood key learning points from the previous lesson and adjust the next lesson accordingly.
- Teachers and support staff question pupils well to check their understanding and help them to think more deeply about their work. This helps to develop pupils' thinking further.
- Lessons include a range of challenges to match the needs of different ability groups, and pupils understand which task is easier and which more difficult. They have a choice in which activity they tackle, with appropriate guidance from teachers.
- The most able pupils know that they need to tackle the most difficult task or challenge and, in most subjects, this is usually pitched at the right level for their needs. However, in mathematics the most able pupils sometimes find that the work is too easy for them. Occasionally, work is too difficult for lower-ability pupils.

- Teaching staff have good knowledge of the subjects they teach. Training in mathematics has enabled them to be more confident and skilled, including in using practical equipment to support pupils' learning.
- The school makes good use of specialist teachers, for example in teaching music. As a result, pupils learn to sing, and play instruments. They also learn about composing music.
- Staff manage behaviour well so that pupils focus well on their work most of the time and respond quickly to teachers' instructions.
- Teaching of phonics is good so younger pupils and children in the early years develop their knowledge of letters and sounds effectively. This helps pupils to learn to read quickly and to spell accurately.
- Pupils are given good opportunities to develop their writing in subjects across the curriculum. For instance, they write letters and diaries in subjects such as history and geography. This makes the subjects more interesting but also allows pupils to practise their writing skills and bring their developing knowledge and understanding of history or geography to life.
- Teachers follow the school's marking policy and provide good feedback to pupils. Pupils usually respond and in English, for example, they redraft writing to improve it based on the feedback they receive. However, in mathematics, teachers do not ensure that pupils consistently correct work, as expected by the school's assessment policy. Hence, some remain insecure about how to tackle certain calculations or problems.
- Homework effectively supplements work in school. The homework provided is well focused on enabling pupils to learn key skills such as spellings or multiplication tables. Project work is also undertaken at home, such as making models of robots out of junk as part of topic work in Year 3.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are polite and friendly and eagerly greet visitors, making them feel welcome in their school. They get on well with one another and form good friendships at school.
- In lessons, pupils work well in pairs and small groups, cooperating with one another and contributing ideas. Most are keen to learn, and enjoy lessons.
- Most pupils work hard in lessons and get their work done. Some work at a slow pace or are slow to get started which means they do not get as much done as others.
- Pupils have good opportunities to take responsibility, for example by being a school councillor. Year 6 pupils also lead 'Pupil Voice' assemblies with others from across the school and led one exceptionally well during the inspection on the subject of listening to others.
- The active engagement of pupils in school life enables them to learn about democracy, having a voice to express views and the importance of rules. In addition, pupils learn about tolerance and respect and older pupils understand what 'discrimination' means

and why it is wrong. In discussion, pupils talked about the importance of being allowed to practise your own beliefs. As a result, pupils are well prepared for life in modern Britain.

- The school effectively promotes healthy eating and keeping active.

Behaviour

- The behaviour of pupils is good. Pupils conduct themselves well as they move around the school. At lunchtime, pupils socialise with one another, chatting happily over their lunch, or go outside to play together amicably.
- Pupils behave well in lessons, though sometimes a few lose focus or become easily distracted. They know and abide by rules and understand the consequences for not following them.
- Pupils say that they feel safe at school and they are safe. Bullying is rare and pupils are confident that staff will deal with this, and any other more minor issues, quickly and effectively should it occur. They are confident to go and speak to a member of staff if they have any concerns.
- Staff manage effectively the sometimes challenging behaviour of a small number of pupils. Pupils with behavioural needs are given the right support and help to improve their behaviour over time.
- Pupils are taught about how to keep safe and to assess risks for themselves. They know how to use the internet so that they do not expose themselves to danger.
- Attendance is improving and it is now in line with the national average.

Outcomes for pupils

Good

- Pupils achieve well. The results of assessments at the end of key stage 1 in 2016 were above average in reading, writing and mathematics, indicating good progress for these pupils from their starting points. In comparison to national results, pupils did better in 2016 than previous years.
- Results at the end of key stage 2 in 2016 were also above the national average in relation to the proportion of pupils reaching the expected standard in reading, writing and mathematics combined. Pupils' performance at the higher standard was in line with national results.
- In 2016, Year 6 pupils did better in reading and writing than in mathematics, making particularly good progress in writing. Their results in the grammar, punctuation and spelling test were below average, largely due to weak spelling.
- Pupils currently in the school are making good progress and pupils are coming up through the school with higher standards. Their progress across key stage 2 has improved markedly since the previous inspection, when this was an issue.
- Good foundations are laid in reading and writing in key stage 1. Effective teaching in phonics has ensured that pupils' spelling is accurate and that they are reading fluently by the end of Year 2.
- Reading and writing develop well across key stage 2. Spelling, however, continues to be weak for many pupils, especially in Years 5 and 6 as these year groups did not have

the quality of phonics teaching that is now in place in key stage 1. The school is actively working to improve this area of work.

- Pupils are making good progress in mathematics but many still have gaps in their knowledge and understanding from previous years, especially older pupils. Some have difficulty in choosing the right method or using a particular method and need to practise more. Many are not good at explaining how they solved a problem.
- The current Year 6 pupils have wider gaps because of the unstable staffing they experienced last year, though effective assessment is helping to rapidly identify and address these gaps.
- Disadvantaged pupils are making good progress in the school. Differences between these pupils' progress and that of others nationally, from past results at the end of key stage 2, have been diminishing. Currently in the school, there are no significant differences in the attainment or progress of disadvantaged pupils and others.
- The most able pupils, including the most able disadvantaged pupils, are achieving well in reading and writing. Their spelling in key stage 2 is generally accurate and more so than it is for others. The most able pupils are increasingly making good progress and more are working at, or beginning to work at, a good standard in mathematics. However, they are not being extended consistently enough to develop even greater depth of understanding.
- Pupils who have special educational needs and/or disabilities are supported well in lessons and, where appropriate, through specialist teaching in small groups or individual tutoring. Hence, they make good progress from their starting points. Regular use of practical equipment in mathematics helps them to better understand how to work with numbers.
- Pupils are making good progress in other subjects as well. They are developing good knowledge and understanding in subjects such as science, history and geography. Pupils' skills in art, design and technology, and music are developing well as they move through the school.
- The small number of pupils from minority ethnic backgrounds, including any who are learning English as an additional language, do well in their work and make good progress.

Early years provision

Good

- Children make good progress in the early years. They typically begin Reception with skills and knowledge that are in line with their ages, though these vary from year to year. By the end of the early years, most have achieved a good level of development.
- Children have good opportunities to develop their learning through practical activities across Nursery and Reception. Staff make sure that the activities they provide reflect children's personal interests well. This promotes good engagement.
- Themes link activities and the learning together well. In Reception, for example, the theme of a bakery was well established by turning the role play area into a bakery. Children made dough, measuring quantities of flour and water using cups. They developed good mathematical skills as well as related vocabulary such as 'half a cup'.

- Adults question children well, getting them to extend their thinking and vocabulary. The most able are challenged effectively during interactions with adults but are not given sufficiently challenging activities when working on their own.
- Staff carefully observe how well children are developing and capture key moments in photographs to record in children's learning journeys.
- The outdoor areas are well organised and used effectively to develop learning across most areas. Children enjoy the outdoor areas a great deal, especially the boys.
- Children behave well and are developing good social skills. Most work well with others and share resources happily.
- The small number of children who speak English as an additional language are well supported and make good progress.
- Both indoors and outdoors, opportunities for mathematical development are strong. However, activities to promote children's early writing skills are not as well developed. Consequently, boys in particular spend less time practising writing skills.
- The early years area has been well led and managed by the headteacher. A new leader has taken over recently and is being well supported in her new role by senior staff and the local authority.
- Links with parents are good and parents are very positive about their children's experiences in the early years.
- Children are well looked after and cared for. Safeguarding arrangements are effective.

School details

Unique reference number	121019
Local authority	Norfolk
Inspection number	10019609

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

Type of school	Primary
School category	Foundation
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	234
Appropriate authority	The governing body
Chair	Ingrid Sykes
Headteacher	Amanda Yates
Telephone number	01953 717221
Website	www.eastharlingprimary.co.uk
Email address	head@eastharling.norfolk.sch.uk
Date of previous inspection	12 November 2014

Information about this school

- The school does not meet requirements on the publication of information about governance, the use of the sports premium funding, and contact information on its website.
- East Harling is broadly similar in size to other schools nationally. There are more girls than boys on roll, though this varies among different year groups.
- The proportion of pupils eligible for free school meals is below average.
- Most pupils are White British. A few are from minority ethnic backgrounds and a very small number speak English as an additional language.
- The proportion of pupils who have special educational needs and/or disabilities and the proportion who have a statement of special educational needs or an education, health and care plan are above average.

- The school met the government's floor standards for 2015. These are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- The inspection team observed learning in all classes. A number of these observations were conducted jointly with the headteacher and the deputy headteacher.
- Inspectors held meetings with the headteacher, other members of the senior leadership team, subject leaders and other middle leaders. They also met with a group of governors, which included the chair and vice-chair, and a local authority officer.
- Members of the inspection team spoke informally to pupils in lessons and around the school as well as holding discussions that were more formal with two groups of pupils.
- Inspectors listened to a group of pupils reading to check how well they were developing their reading skills.
- In carrying out the inspection, the inspection team took account of 48 responses to the Ofsted online questionnaire (Parent View). One member of the team also spoke with parents as they dropped off their children at school.
- The inspection team took account of the responses to an Ofsted questionnaire completed by 13 staff.
- Members of the team observed the work of the school. They looked at the school's improvement plan, a range of policies and procedures, documents relating to the work of the governing body and the arrangements for ensuring that pupils are safeguarded. Documentation reviewed included records of assessment information relating to pupils' attainment and progress, behaviour and attendance. The school's website was also checked.

Inspection team

Gulshan Kayembe, lead inspector	Ofsted Inspector
Lyn Beale	Ofsted Inspector

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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. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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