

# Harvington CofE First School

## Inspection report

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<b>Unique Reference Number</b>	116819
<b>Local Authority</b>	Worcestershire
<b>Inspection number</b>	338899
<b>Inspection dates</b>	27–28 May 2010
<b>Reporting inspector</b>	Selwyn Ward

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

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<b>Type of school</b>	First
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–10
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	163
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Brian Tarling
<b>Headteacher</b>	Mrs Helen Fishbourne (Acting Headteacher)
<b>Date of previous school inspection</b>	5 February 2007
<b>School address</b>	Village Street Harvington Evesham Worcestershire WR11 8NQ
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 19 lessons and observed seven teachers. They held meetings with governors, staff and groups of pupils, and spoke with parents and carers. Inspectors looked at samples of pupils' work, the analysis of the tracking of pupils' progress, school policies and procedures, school leaders' monitoring records, school development planning and risk assessments. They also analysed the questionnaires received from pupils, staff and 59 parents and carers.

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

- any variation in progress between different classes or different groups
- the impact of measures taken by governors and school leaders to improve provision and outcomes for pupils
- the impact of the temporary leadership arrangements.

## Information about the school

In this smaller than average sized school, most pupils are White British. Of the other pupils at the school, the largest minority ethnic group is of Traveller heritage. The proportion of pupils with special educational needs and/or disabilities is above average. The deputy headteacher has been acting headteacher since September 2009. Other members of the senior management team also hold temporary leadership roles. Harvington First has Activemark and Eco-schools awards.

**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

This is a good school. The children get off to an exceptional start in the Early Years Foundation Stage, so that they attain levels above those expected for their age by the end of the Reception Year. In Years 1 to 5, good teaching and a well-focused curriculum ensure that pupils make the most of this accelerated start to their learning, so that standards throughout the school are above average.

Harvington First takes exceedingly good care of its pupils and, as a result, they feel extremely safe and are confident that staff will help them with any problems that they might have. Initiatives to discourage avoidable absence have resulted in attendance that is now above average. The school has also had impressive success in helping pupils from vulnerable backgrounds to overcome barriers to learning, so that they make the same good progress as their classmates. Pupils talk fondly of the 'Nurture Mum' who helps many, from the Nursery to Year 5, to settle into the school's orderly routines and so to make progress in their learning. Traveller children make good progress, as do those with special educational needs and/or disabilities. The most able pupils do well in English and mathematics, but they do not all make as much progress as they could in those lessons in other subjects when they are given unchallenging worksheets to complete. Throughout the school, the great majority of lessons move the pupils' learning on at a brisk rate, with the pupils getting a lot done in the time available. Pupils behave well and are attentive, but the pace of learning sometimes slows and pupils begin to fidget on those occasions when they are expected to sit for extended periods on the carpet listening to overly long lesson introductions. Although support staff are used very well to help pupils when working in small groups, they are not always fully utilised when the teacher is addressing the whole class.

Teachers know the pupils well. They keep a careful track of how well each pupil is doing, and leaders ensure that support is very quickly put in place for any child identified as at risk of falling behind. Parents and carers are particularly appreciative of this. As one parent explained, 'My child is at a lower level than expected for their age group but is making good progress thanks to their class teacher and the school's intervention schemes.' Many parents and carers remark on their children's enthusiasm for school. A typical comment described how, 'My children love going to school and are proud to be part of it.' Parents and carers like the way their children are 'encouraged to achieve and to become independent learners no matter what their ability or background'. However, some elements of pupils' independent learning are still at a relatively early stage of development. Although pupils benefit from good

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guidance from teachers on how to improve their work, they do not have regular opportunities to evaluate their own and each other's work. They enjoy the topics that are increasingly linking subjects together, but when they start a new topic they are not always involved fully in identifying what they each want to find out.

Although the present leadership arrangements are temporary, the governing body has agreed with the local authority that it is appropriate that they should continue. Parents and carers have been kept fully informed and engaged, and they voice full confidence in the arrangements. In the words of one of the parents, 'The transition to a new acting headteacher has gone very well, with many improvements made and without losing any of the good things about the school.' Another described how 'the change of headteacher has been seamless; continuity has been shown, yet differences and changes are taking place.' The acting headteacher and leadership team have a sharply accurate view of the school's many strengths and of those areas where there is scope for improvement. Their monitoring of lessons and of pupils' progress is thorough and has helped to drive the changes for the better to which parents refer and which demonstrate the school's good capacity for continued improvement.

### **What does the school need to do to improve further?**

- Further accelerate pupils' learning in lessons by:
  - ensuring that lesson introductions do not go on for too long and that support staff are fully utilised during these periods of whole-class teaching
  - reducing the reliance on worksheets in geography, history and science in order to better match work in these subjects to pupils' different capabilities.
- Build on pupils' enthusiasm by involving them more in their learning through:
  - giving them more opportunities to evaluate their own and each other's work
  - routinely encouraging them, at the start of each topic, to set out and share the questions that they would each like to find out about.

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

<b>2</b>
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Throughout the school, attainment is above average in reading, writing and mathematics. This is because pupils of all abilities and backgrounds are helped to become enthusiastic learners who make good progress in lessons. Their books show that their work over the past year mirrors the picture of good progress seen during the inspection. Their work also shows the success of initiatives introduced to boost performance in writing. Pupils rise to the challenge of their teachers' high expectations. Confident spellers in Year 1, for example, are learning words such as 'camouflage'.

The good behaviour seen in lessons and in the playground represents a notable

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achievement, given that Harvington First includes some pupils who join the school with behavioural difficulties. Pupils get on well together and they work together well when partnering each other on shared tasks. They enjoy the opportunities that they have to take responsibility, including as ‘Eco warriors’ developing an understanding of environmental concerns. Parents and carers recognise the positive impact of the school’s work to encourage pupils to adopt a healthy lifestyle. One reported that, ‘My child used to be a fussy eater, but the time taken with him by lunchtime staff means he loves his hot dinners and now eats well at home.’ The school’s Activemark award attests to the success of the school’s work in encouraging pupils to take physical exercise.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	2
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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils’ behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils’ attendance <sup>1</sup>	2
<b>The extent of pupils’ spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Lessons are well planned, with varied activities that keep the children interested and involved. Good use is made of the ‘forest school’ facilities, which enable staff to take lessons outdoors when the weather is fine. Work is mostly well matched to pupils’ different capabilities, especially in English and mathematics. In some other subjects, however, there are occasions when all are given similar worksheets to complete. These often provide a helpful template to guide the writing of lower attaining pupils but they overly constrain the creativity of more able pupils. The school is moving towards greater integration of different subjects into cross-curricular themes. This transition is further advanced in Key Stage 1 than Key Stage 2, although some of the topics in Key Stage 2, such as Ancient Egyptians in Year 3, are already bringing together history with writing, art, and design and technology. Pupils have some

<sup>1</sup> 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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involvement in identifying what they want to find out when they start a new topic, but leaders recognise that they have not developed this enough to fully capitalise on the pupils’ enthusiasm. Likewise, pupils have not been much involved in evaluating their own and each other’s work, although they benefit from helpful guidance from teachers’ marking. Parents and pupils alike voice praise for the wide range of clubs and other extra-curricular activities on offer. Music is especially popular. ‘My children are musical and the school offers a good range of opportunities for them to practise and perform at school’, explained one parent. ‘The ethos that every child can learn an instrument is excellent.’

Among the features that stand out about Harvington First is the high quality of care, guidance and support provided to the pupils. Parents describe how, ‘All the children are treated as individuals and made to feel important.’ Nurture groups and individually targeted support are especially successful in helping vulnerable pupils to settle into school and to achieve well. A parent of a child with medical problems also explained to inspectors how pleased they were that these were handled ‘discreetly and sympathetically’.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

‘The acting management team are doing a fantastic job of driving the school forward.’ This comment from a parent, one of many received by inspectors, shows the success that leaders and governors have had in maintaining the confidence of parents and carers during what might otherwise have been seen as a potentially unsettling period. The acting headteacher’s monitoring of lessons and of pupils’ work and progress has been both regular and thorough. Again, this has not gone unnoticed by parents. One wrote to say, ‘I regularly hear from my children that she has been visiting their class to see the work they are doing, which I know spurs them on to do well.’ Such monitoring has helped teachers in identifying and learning from best practice and so has raised the quality of teaching and learning.

The governing body also knows the school well. Governors’ regular visits mean that they are not just dependent on staff for information about what happens in school. They have ensured that all statutory requirements are met. Arrangements for safeguarding are especially thorough, with, for example, the record of checks on adults working with children going beyond the basic regulatory requirements. Equality of opportunity is promoted well. Boys and girls from different backgrounds

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or with additional learning needs are helped to overcome any difficulties they might have, enabling them to achieve well. Not least through its links with the church, the school plays an active role within the local community, and many local people come in to school to attend performances. Pupils also learn about different cultures and ways of life. Among the charities they support, pupils raise funds for the education of a boy in The Gambia, and they follow his progress with interest. The school is beginning to broaden pupils’ awareness of the diversity of other parts of the United Kingdom. Earlier this year, pupils in Year 3 visited a school in Dudley and took part in their Cultural Diversity Day.

*These are the grades for leadership and management*

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

**Early Years Foundation Stage**

Children start school with language and social skills that are below the levels expected for their age. They make rapid progress so that, by the end of the Reception Year, they attain standards that are above average. These good outcomes are the result of outstanding provision in a stimulating indoor and outdoor environment. Systems are rigorous, ensuring that teachers and support staff carefully monitor each child’s progress and plan activities that ensure that they are continuously developing and applying new skills. Adult questioning and the examples they set result in active learning through purposeful play. In the outdoor area, for example, the chance discovery of what appeared to be a frog under a log prompted much excitement among the Nursery children. Already accustomed to looking at books for reference, however, one little girl pointed out authoritatively that it was not a frog but a toad because it had bumps on its back like those shown in her picture book. In Reception, the children are pushed to extend their skills and build on what they have learnt. Having visited, with their teacher, the storytelling area in the ‘forest school’, the most able writers in Reception produced accurate and very full recounts

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of the story of *Goldilocks and the Three Bears*. The teacher gave well-deserved praise, but also explained how the writing could be made even better through the use of full stops, demonstrating how these showed the reader when to take a breath.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

**Views of parents and carers**

Parents and carers voice strong appreciation of all that the school provides. A minority express concerns about behaviour, but inspectors saw consistently good behaviour and confirm that there are very good systems for managing the small number of pupils who have behavioural difficulties. Some parents and carers indicated that they would like to see better school-home communication. Others, however, wrote particularly to applaud the quality and frequency of information provided by the school. One said, 'Communication to parents has improved 100%.' Inspectors were impressed with the weekly newsletters, message books, website and other communications.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Harvington CofE First 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 59 completed questionnaires by the end of the on-site inspection. In total, there are 163 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	63	20	34	2	3	0	0
The school keeps my child safe	46	78	13	22	0	0	0	0
The school informs me about my child's progress	21	36	33	56	4	7	0	0
My child is making enough progress at this school	27	46	28	47	2	3	0	0
The teaching is good at this school	33	56	25	42	1	2	0	0
The school helps me to support my child's learning	24	41	33	56	2	3	0	0
The school helps my child to have a healthy lifestyle	31	53	26	44	1	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)	32	54	26	44	1	2	0	0
The school meets my child's particular needs	25	42	32	54	1	2	0	0
The school deals effectively with unacceptable behaviour	20	34	31	53	6	10	1	2
The school takes account of my suggestions and concerns	21	36	33	56	2	3	0	0
The school is led and managed effectively	43	73	15	25	0	0	0	0
Overall, I am happy with my child's experience at this school	41	69	17	29	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



29 May 2010

Dear Pupils

### **Inspection of Harvington CofE First School, Evesham, WR11 8NQ**

Thank you for welcoming us to your school and helping us on our visit. Many of you, and your parents, told us that you think Harvington First is a good school. We agree. It is a well-run school where staff take excellent care of you so that you feel very safe. You get on well together and behaviour is good. That helps to make your school such a happy, friendly place to be. Good teaching, and the interesting range of things you get to learn about, result in you making good progress to attain above average standards throughout the school. The children in the Nursery and Reception classes make exceptionally good progress to reach such standards.

Your acting headteacher, staff and the governing body are all keen to make your school even better. To help them with that, we have suggested that they make sure that lesson introductions are not too long so that you can quickly get on with your individual and group work. Teaching assistants give you good support in these group activities, but we would like them always to be similarly well used when the whole class is being taught together. We were pleased to see that you are usually set work in English and mathematics that is at just the right level for each of you, but that is not always the case in other subjects, especially when you are all given similar worksheets to complete. We have also suggested that the school makes the most of your enthusiasm in lessons by giving you more opportunities to assess your own and each other's work. This will help you to check your work and to improve still further. We would like you to be involved more, too, in sharing at the start of every new topic what each of you would like to find out about.

Thank you again for being so polite and friendly, and our best wishes for the future.

Yours sincerely

Selwyn Ward  
Lead inspector

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