



# Harris Primary School

## Inspection Report

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**Unique Reference Number** 119152  
**Local Authority** Lancashire  
**Inspection number** 291339  
**Inspection date** 28 September 2006  
**Reporting inspector** David Earley

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>	Primary	<b>School address</b>	Wychnor
<b>School category</b>	Community		Fulwood, Preston
<b>Age range of pupils</b>	4-11		Lancashire, PR2 7EE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01772 864135
<b>Number on roll (school)</b>	203	<b>Fax number</b>	01772 861292
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Mike Smith
		<b>Headteacher</b>	Mrs Amanda Gregory
<b>Date of previous school inspection</b>	1 June 2001		

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This is a smaller than average school on the outskirts of Preston. The number of pupils who claim a free school meal is below average. Attendance is above average and the proportion of pupils with learning difficulties and/or disabilities is below average. Most pupils are of White British origin with a small proportion of pupils who are from minority ethnic backgrounds. The proportion of pupils for whom English is an additional language is below average. Attainment on entry to the Foundation Stage is above expectations.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school with some outstanding features which gives good value for money.

One of the most significant features of this school is that barely a stone is left unturned in the relentless drive to improve. This is not a mechanistic striving for improvement, but one based on excitement, challenge, stimulation and encouragement. One pupil declared, 'you learn a lot every day even though you are having fun'. The exemplary leadership of the headteacher, well supported by staff, senior management team and governors, and based on a realistic appraisal of the school's strengths and weaknesses, is an important factor in the school's high and improving standards. Leadership and management are good, although subject coordinators do not have opportunities to check teaching and learning in order to raise standards further.

Care and guidance are good. Pupils are well supported and assessment is thorough, although the school does not have a consistent approach to setting targets for improvement, particularly in mathematics. As a result, not all pupils have a clear view of what they need to do to improve. Pupils and their families are well known to staff and well cared for. Most parents are confident about approaching the school and feel that their voice is heard. A parent commented, 'there is a warmth when you enter the school and it is always a pleasure to see the children smiling and laughing'.

On entry to the Foundation Stage, standards are above expectations. By the end of the Foundation Stage, standards are well above expectations because teaching is good and children make good progress. Teaching and progress continue to be good so that by the end of Years 2 and 6, pupils achieve well and standards are significantly above average and improving.

Personal development is outstanding. Children make a very good start in the Foundation Stage and settle in very quickly. The school is intent on developing well rounded people and in this it is very successful. Pupils enjoy school, attend well and show high self-esteem and confidence. They are extremely well prepared for the world of work and know how to keep healthy and fit. Spiritual, moral, social and cultural development are good. Pupils have a very strong sense of community, get on well with each other and feel safe.

A significant element in the school's improving standards is the good quality of teaching. Lessons are lively and interesting so that pupils want to learn. Relationships are very good and this helps to give pupils a confidence in their learning and to share the teachers' commitment to improvement. Teachers have high expectations and challenge pupils at their own ability levels so that they make good progress. Alongside the stimulating teaching is the rich curriculum. Pupils experience a wide range of learning activities in and out of the classroom and this, together with the wide range of extra-curricular clubs, helps to extend and deepen learning. There is a good focus on the development of literacy and numeracy skills. However, the school is only beginning to develop opportunities to extend these skills in other areas of the curriculum.

## **What the school should do to improve further**

- Provide targets for improvement which are clear and consistent, particularly in mathematics.
- Extend the role of subject leaders in checking teaching and learning.

## **Achievement and standards**

### **Grade: 2**

Children enter the Foundation stage with standards above those expected. They make a good start so that by the end of Foundation Stage standards are well above what would be expected. Good teaching leads to continuing good progress and achievement. In the 2005 tests at the end of Year 2, standards in reading, writing and mathematics were significantly above average overall. School data indicates that in 2006 test results were better, with particular improvements at the higher Level 3 in writing. This good progress continues through the rest of the school. In the 2005 tests for pupils in Year 6, standards in English, mathematics and science were significantly above average. School records show that standards improved in these subjects in 2006, particularly at the higher Level 5 in writing. Standards are improving because the school is quick to address any weaknesses and implement strategies to bring about improvements. For example, writing was identified as a weakness in both key stages, strategies for improvement were implemented and standards in writing now match those for reading and mathematics. The school's culture for improvement is helping to drive standards even higher.

## **Personal development and well-being**

### **Grade: 1**

The school modestly grades personal development as good. The findings of the inspection are that it is outstanding. The principles inherent in the school motto, 'Happy together, learning to grow' are evident in an extremely strong thread that runs through the life of the school. The school has created a safe and calm environment where pupils achieve well. Spiritual, social, moral and cultural development are good, with social development outstanding. Pupils behave well and get on very well with each other. The commitment to developing independence is exemplary so that they are confident, have high self-esteem and say that they feel safe and happy. Pupils eagerly take responsibility for helping with the smooth running of the school, for supporting younger children and make a real contribution to the community. They understand the importance of leading a healthy lifestyle because they are offered healthy choices in their meals and have lots of opportunities for sport, where they are very successful. The school's focus on extending basic skills, in encouraging teamwork and through enterprise projects, means that pupils are exceptionally well prepared for the world of work. Personal development is further enhanced by weekly themes such as 'celebrating diversity' and by the 'aspirations wall' where pupils record their hopes and dreams for the future, including professional aspirations and those for ending strife and poverty in the world.

## Quality of provision

### Teaching and learning

#### Grade: 2

Good teaching is central to the school's high standards and achievement. Pupils respond well to the lively and interesting lessons so that they are eager to learn. In the Reception class, children were fascinated by a puppet show designed to increase their understanding of rhyme. Teachers make sure that work is suited to different abilities so that pupils are challenged to improve and care is taken to ensure that pupils with learning difficulties and/or disabilities and those for whom English is an additional language are well catered for. Pupils share teachers' ambitions to raise standards. They respond eagerly to their high expectations: 'Give me a better word'; 'Show how you can use inverse operations to solve a problem'. The foundation for rigorous teaching and learning is based on careful planning and the use of assessment and tracking of progress so that teachers know where pupils are and where they need to be. This information is not always shared consistently with pupils, for example, by the setting of targets. As a result, they do not always know what they need to do to improve. Teachers are well supported by teaching assistants with whom they work closely. All staff work well together as a team and the school's shared vision for improvement is seen in their day-to-day high expectations and commitment to raising standards.

### Curriculum and other activities

#### Grade: 2

Complementing the good teaching is the curriculum, enriched by a wide range of interesting activities in lessons in and out of school. French and numerous musical instruments are taught and extra-curricular activities range from knitting clubs to Aikido. Children in the Foundation Stage settle in quickly because their curriculum is rich and stimulating and this is continued throughout the school. Further enrichment is provided by numerous visits out of school and visitors to school. There is clear emphasis on the development of skills in English, mathematics and information and communication technology (ICT). The school's relentless urge to improve is evident in its adaptation of the curriculum to accommodate different learning styles. This is beginning to enhance learning opportunities and helping to raise standards. Planning is generally good, however, the school's move towards developing links between subjects is just beginning to help to make work more purposeful.

### Care, guidance and support

#### Grade: 2

Care, guidance and support are good. This is a very caring school, providing a good level of support for all its pupils, including those with learning difficulties and/or disabilities and those for whom English is an additional language. There are good links with outside agencies in supporting these pupils. Government recommendations for safeguarding children are carefully followed. Procedures for child protection and risk

assessment are in place and the school works hard to keep parents informed and to involve them in the life of the school. They receive a weekly newsletter, half-termly newsletters from each class and have regular parent-teacher meetings. The school has thorough systems for assessing and tracking progress but there are inconsistencies in setting pupils targets for improvement. Although pupils have targets for improvement in English, no targets were seen in mathematics in any classes. Consequently, opportunities are missed to guide pupils towards even higher standards.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The dynamism and determination of the headteacher, well supported by the senior management team and staff are significant features in the improving standards and provision. They work well as a team with a very strong shared vision centred on raising standards and in providing a very inclusive and caring community. The momentum for improvement is sustained by the school's thorough and comprehensive self-evaluation. This gives a detailed indication of priorities for inclusion in the School Improvement Plan which helps to raise standards and extend provision, for example, in writing and building refurbishments. The senior management team carefully monitor challenging class targets to raise standards. Subject leaders have a good knowledge of their subjects but do not have opportunities to check teaching and learning regularly in order to raise standards further. Governors are very supportive. They act as critical friends and have a good understanding of the school's strengths and weaknesses. Their commitment to improvement is seen in their willingness to undertake training in order to extend their skills. Issues from the previous inspection have been successfully addressed and astute budgetary management has enabled the school to embark on refurbishment programmes. Outstanding leadership by the headteacher, the shared vision, ambition and commitment of staff and governors, based on rigorous self-evaluation, give the school good capacity to improve.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

29 September 2006

The Pupils

Harris Primary School

Wychnor

Fulwood

Preston

Lancashire

PR2 7EE

Dear Pupils

Thank you for making me so welcome when I visited your school. It was a pleasure to talk to you and learn how much you enjoy coming to school. You tell me that your teachers are friendly and make work interesting so that you want to learn. I was very impressed by your politeness and courtesy and how you go out of your way to help one another and visitors. You told me that your school is a safe and friendly place and that if you have a problem, adults in school will help to sort it out. I was very pleased to see that you work hard and behave well in lessons and around school.

These are some of the things that your school does well:

- the excellent way your headteacher leads the school helps you to improve your learning
- teachers make lessons really interesting and exciting, including going on trips and having visitors in school, so that all of you want to learn and this helps you to make good progress
- children who find learning difficult and those who use another language as well as English are well supported and this helps them to do well
- you like going to after-school clubs and know about healthy eating and keeping fit
- you make good progress in your lessons, learn to live together and learn about how businesses are run and this helps you to prepare for when you become adults.

These are some of the things that the school could do better:

- provide all of you with targets to help you to improve your work, especially in English and mathematics
- give teachers more opportunities to check how you learn in the different subjects.

Thank you again for your warm welcome

David Earley

Lead Inspector