

Inspection of a good school: Harris Primary School

Wychnor, Fulwood, Preston, Lancashire PR2 7EE

Inspection dates:

22 and 23 February 2022

Outcome

Harris Primary School continues to be a good school.

What is it like to attend this school?

Pupils enjoy being a part of this happy, friendly and welcoming school. They said that they have lots of friends. Pupils think that adults in school are kind. They know that staff will look after them. This helps pupils to feel safe and content.

Leaders have high expectations for pupils' achievement. This includes disadvantaged pupils and those pupils with special educational needs and/or disabilities (SEND). Leaders have designed an ambitious curriculum so that pupils achieve well.

Teachers expect pupils to behave well. Pupils explained that their classmates behave well most of the time so that they can focus on their learning. Pupils believe that staff will treat them fairly. If bullying happens, pupils are confident that teachers would resolve any issues quickly.

Pupils appreciate the opportunities that they have to take on additional roles. These include being a school councillor, a prefect and a library monitor. Older pupils enjoy having responsibilities such as reading to younger pupils.

Pupils value the wide range of clubs that they have access to, such as gardening and photography. They enjoy the trips organised by their teachers to support their learning. Parents and carers hold the school in high regard.

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

In most subjects, leaders have organised the curriculum so that pupils' learning builds logically on what they know already. Teachers are clear about what they want pupils, including children in the Reception class, to know and remember. Teachers revisit earlier learning routinely to ensure sure that pupils' prior knowledge is secure. This helps pupils to remember important knowledge and apply this to new learning. However, in a small number of subjects, leaders are not as clear about what they want pupils to know and

when this learning should take place. This hinders teachers when designing learning that builds on what pupils already know.

Teachers have received a range of appropriate training. Mostly, they have a secure knowledge of the subjects that they teach. This helps them to deliver subject curriculums effectively and ensures that pupils, including children in the early years, progress through the curriculums well. In most subjects, teachers use assessment strategies effectively to identify and resolve pupils' misconceptions. Teachers have an accurate view of how well pupils are learning the different curriculums.

Leaders have prioritised reading and ensure that staff are trained well to deliver the chosen phonics programme effectively. Younger pupils practise their phonics knowledge frequently. Children and pupils read books that are matched carefully to the sounds that they are learning. Staff identify those pupils who fall behind and provide appropriate support to help them catch up. As a result, almost all pupils can read with fluency and accuracy by the end of Year 2.

Teachers thoughtfully choose texts that will be of interest to pupils and spark their curiosity and imagination. Pupils enjoy listening to their teachers read, as well as reading their own books independently. Pupils understand the importance of reading and that it will help them to become successful learners.

Pupils with SEND are supported well by staff. Leaders ensure that pupils' needs are identified quickly, and that staff are clear about how to provide appropriate support. Teachers adapt their approaches, using resources successfully, to ensure that pupils with SEND access the same ambitious curriculum as their peers. Leaders work effectively with a range of external agencies to ensure that this group of pupils get the support that they need.

Children in the Reception class settle quickly into daily routines. Pupils across the rest of the school display positive attitudes to their learning. They are respectful of each other. Classrooms are orderly and pupils undertake their learning sensibly.

Pupils, including children in the early years, benefit from an effective curriculum that supports their well-being and wider development. They understand why democracy, tolerance and equality are important. Pupils learn about different faiths and cultures such as Christianity and Hinduism. They are proud to support a range of local and national charities such as the community food bank. Pupils are keen to receive 'star of the week' certificates in assemblies designed to promote their personal achievements.

Staff are positive about the support that they receive from leaders and governors. Staff appreciate the regard that leaders and governors have for their well-being. Members of the governing body have enhanced their skills and knowledge through a range of suitable training. This allows them to hold leaders to account for the quality of education that pupils receive.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that there are robust procedures in place to help to keep pupils safe from harm. All staff receive appropriate safeguarding training. For example, they have learned about how to identify potential concerns linked to peer-on-peer abuse. As a result, they are vigilant to the signs of abuse and know what to do if they have any concerns. When necessary, leaders work successfully with external agencies to support vulnerable pupils and their families.

Through the curriculum and assemblies, which include visitors such as representatives of the police and fire service, pupils learn how to keep themselves safe. For example, when learning online and using social media.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, leaders are not sufficiently clear about what pupils should be learning and when this should be taught. This hinders teachers in designing learning that supports pupils to make connections and build on what they know already. Leaders should ensure that, in these subjects, teachers understand what should be taught so that they can deepen pupils' knowledge over time.

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 a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in January 2012.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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	119152
Local authority	Lancashire
Inspection number	10211221
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	212
Appropriate authority	The governing body
Chair of governing body	Ben Kinley
Headteacher	Helen Brown
Website	www.harris.lancs.sch.uk
Date of previous inspection	18 January 2017, under section 8 of the Education Act 2005

Information about this school

- Leaders do not use alternative provision for pupils.

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 their evaluation of the school.
- The inspector met with two members of the governing body, the headteacher, the deputy headteacher, subject leaders and other staff. The inspector took account of the responses to Ofsted's staff survey.
- The inspector spoke with a representative of the local authority.
- The inspector spoke with pupils to gather their views about the school. He spoke with parents at the beginning of the school day. The inspector also considered the responses to Ofsted Parent View.

- The inspector checked on safeguarding procedures and related documentation. The inspector observed pupils' behaviour around school and considered information relating to pupils' attendance and behaviour.
- The inspector considered a range of other school documentation, including leaders' self-evaluation and improvement plans.
- The inspector completed deep dives in early reading, mathematics and computing. As part of this work, the inspector visited lessons and discussed the curriculum with subject leaders and teachers. The inspector reviewed pupils' work and spoke with them about their learning. The inspector observed pupils read to a trusted adult.

Inspection team

Gary Bevin, lead inspector

Her Majesty's Inspector

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