

Inspection of a school judged good for overall effectiveness before September 2024: Harnham Infants' School

Saxon Road, Salisbury, Wiltshire SP2 8JZ

Inspection dates:

5 and 6 November 2024

Outcome

Harnham Infants' School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Harnham Infants' School thoughtfully meets the needs of every pupil. The school provides care and education tailored to the young children who attend. All pupils, including disadvantaged pupils, those with special educational needs and/or disabilities (SEND), and pupils who speak English as an additional language, are very well cared for.

Pupils enjoy their time at school. They get on beautifully together and are enthusiastic about their learning. Pupils think that everyone would enjoy coming to Harnham because of the fun they have and how well they all get on together. One child summed this up by saying, 'Everyone at my school is friends.'

The school strives to ensure all pupils do well. The school's vision of 'enjoy, explore, learn' is experienced by the pupils throughout their time in the school. Whether it is indoor fireworks, sitting round the campfire or the hotly anticipated trip to the pantomime, the school provides vibrant activities that really engage the pupils.

Parents and carers cannot speak highly enough of the school. They appreciate the warm and nurturing environment and value the care their children receive from the staff. Many parents are aware of the lengths the school will go to, to help and support pupils and their families. One parent said, 'I'd recommend Harnham Infants to anyone.'

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

The school wants the very best for every pupil. They achieve this because they have a well-thought-out curriculum and staff know the pupils well. This results in carefully chosen activities that pupils find interesting and engaging. Staff then skilfully teach the pupils

while they are enjoying the activity. For example, when learning science and religious education in the school woods.

Pupils are well supported to become fluent readers, writers and mathematicians. The school works hard to ensure that all pupils learn to recognise letters and sounds accurately. Pupils also regularly practise forming the letters and words they are learning to read. There is a sensible approach to the teaching of writing that ensures that writing activities closely match pupils' phonic knowledge. Pupils develop a secure understanding of mathematical ideas through lots of practise and regular opportunities to think more deeply about what they are learning.

Leaders and staff have worked together to clarify the most important knowledge pupils need to learn in each area of the curriculum. In most subjects, the school has carefully considered the order in which things are taught, creating a learning 'pathway'. This makes it easier for teachers to focus on the most important information to be learned in each activity. The success of this can be seen in many subjects. For example, in mathematics pupils are gaining secure knowledge and regularly explain their thinking to staff. In some subjects, the learning pathway has not been identified. This makes it more difficult for staff to focus on the most important knowledge to be learned. This can result in some pupils not progressing as well through the curriculum as others.

There is a highly effective approach to identifying and supporting pupils who need extra help, including those with SEND. Leaders have clear systems to check that pupils are learning the information they need to do well. Staff ensure that pupils get the additional support they need. As a result, all pupils, including those with SEND, learn the curriculum well.

The school gets to know the pupils very well. This starts with the home visits before children start in the Reception class. The well-being of pupils is closely monitored, and staff act quickly when pupils need help. The school provides additional support if they think pupils would benefit from it. Groups such as the Little Heroes, for children in military families, give pupils valuable, additional opportunities to talk and play.

Pupil's attendance at school is improving. The school wants every pupil to learn as much as they can. This means that good attendance is given a high priority. The school has rightly strengthened their approach to ensuring that all pupils attend school regularly. For example, the school now contacts parents as soon as attendance issues arise.

There is a comprehensive approach to pupils' personal development. This ensures that all areas of pupils' wider development, including their spiritual, moral, social and cultural development, are supported. Thoughtfully considered activities ensure that pupils are able to understand values and different beliefs at an appropriate level. For example, the use of the story of 'Elmer the Elephant' to help Reception children to understand what is meaningful and special about them.

The staff are proud to work at the school. They appreciate that leaders consider their well-being when making decisions about the school. Governors know the school well and

have a good knowledge of the pupils. They are ambitious for all pupils, wanting them to achieve academically and have the care and opportunities they need.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the school has not considered the order in which pupils need to learn key knowledge. This means that teachers are not always clear about the most important knowledge that pupils need to learn. When this happens, some pupils do not make the progress that they could. The school should ensure that teachers can concentrate on the key information in all subjects so that all pupils learn as much as they can.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in March 2019.

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.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	126206
Local authority	Wiltshire
Inspection number	10344554
Type of school	Infant
School category	Maintained
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	224
Appropriate authority	The governing body
Chair of governing body	Beth Evans
Headteacher	Natasha Dorrington
Website	www.harnhaminfants.org.uk
Dates of previous inspection	12 and 13 February 2019, under section 5 of the Education Act 2005

Information about this school

- The school uses one registered alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector met with the headteacher and other leaders, members of the governing body, and a representative of Wiltshire local authority.

Inspection team

Phil Minns, lead inspector

His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024