

# Inspection of a good school: Harpley CofE VC Primary School

School Lane, Harpley, King's Lynn, Norfolk PE31 6DY

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Inspection dates:

15 July 2021

## Outcome

Harpley CofE VC Primary School continues to be a good school.

## What is it like to attend this school?

This is a small school with a big heart. Staff take care to provide a nurturing environment for everyone. This contributes to pupils being happy. Pupils look forward to going to school, seeing their friends and teachers. It is also an environment where pupils look after each other. As one Year 2 pupil said, 'We look after each other. When someone is sad, we make them feel better.'

There is an enthusiasm for learning that runs through the school. For example, many pupils spoke excitedly about their upcoming performance in 'A Midsummer Night's Dream' and the many clubs on offer. Other pupils stated that school trips are fun, and they can't wait for next year when they can do more again.

Pupils behave well throughout the school. Older pupils said they like to look after the younger ones, for example through reading to them. However, there were fewer opportunities this year due to pupils keeping to their 'bubble'. Pupils understand how important it is to be kind. Therefore, bullying is rare. Parents are also of the view that there is an 'ethos to be the best you can be'.

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

Staff support pupils effectively when they are learning to read. They know pupils well, spotting quickly when a pupil does not understand. Staff use a range of strategies that help pupils to engage with books and to help them practise their phonics, for example using plasticine with a pupil with special educational needs and/or disabilities (SEND) while reading, or using a discovery box with the youngest children to create interest and excitement. The phonics programme is well sequenced, and books match the sounds that pupils know. This means that pupils learn to read quickly and easily. Pupils enjoy reading a range of texts, authors and genres. For example, Year 5 pupils spoke animatedly and in detail about the twists and turns of 'Coraline', the class novel that they are currently reading.

The mathematics curriculum is also carefully considered. Leaders have planned clear sequences of learning from Reception to Year 6. Younger children get a good foundation in number. This helps in key stage 1, where pupils start to learn more complex concepts. Staff give suitable attention to accuracy and fluency in mathematics. They regularly revisit mathematical content to help pupils secure their understanding. For example, Year 3 pupils spoke confidently about time and their learning in Year 2, and Year 6 pupils of learning symmetry in Year 5.

Elsewhere in the school's curriculum, leaders have ensured that there is breadth and quality in what pupils learn. In science, plans outline what pupils need to know and how they will build their scientific knowledge. In physical education (PE), pupils develop a repertoire of knowledge and skills in a range of sports. This is also the case in modern foreign languages where pupils can learn Spanish and French.

Not all subjects are as fully implemented. The curriculum plan for computing has been rewritten and the teaching of this plan begins in September. The new curriculum plans for art and history are also in the early stages of being put in place.

Some of the curriculum leaders for the foundation subjects are new in post. During the pandemic, they received training for their role. They have not had the opportunity to check the quality of the delivery of the new curriculum plans. Similarly, during the pandemic, governors have focused particularly on how well English and mathematics is being delivered and have not checked all other areas of the curriculum.

Pupils with SEND access the same curriculum as their peers. Classroom assistants regularly chat with teachers about the best strategies to use to support pupils. For example, staff will adjust support if a pupil is having a difficult morning. The special educational needs coordinator ensures that pupils, who are waiting for diagnoses or the outcome of an education, health and care needs assessment, get the support they need to access their learning successfully.

Identification of pupils' needs begins in the early years. Staff keep a watchful eye as children learn to communicate and socialise. Where needed, children have access to speech and language therapy. Children quickly learn the routines of the shared classroom with Year 1 and Year 2 pupils. They confidently get the equipment they need for their learning and are happy to chat to visitors about what they are doing and why. Their older peers are good role models for the children.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff know their pupils very well and are quick to pick up on any concerns. They receive regular training and know the risks their pupils face. Staff work closely with families and other agencies to ensure that the right support is provided. Record-keeping is well organised and reviewed regularly. Governors diligently monitor safeguarding processes in the school.

Pupils feel safe and know how to keep themselves safe. They confidently discuss the dangers of gaming online and recall well their learning in personal, social and health education.

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

### **(Information for the school and appropriate authority)**

- Some subject plans are in the early stages of being put in place. Some new curriculum leaders have not checked the quality of the delivery of the new curriculum plans. Leaders need to check that all subject areas are delivered effectively so that pupils learn well over time across the curriculum.
- While governors are aware that the curriculum for some foundation subjects is being developed, they have not yet checked the impact of this work. Governors need to monitor more closely the curriculum development in all the foundation subjects to ensure that they know what difference leaders' actions are having on the quality of education.

## **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. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that a good school could now be better than good, or that standards may be declining, 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 convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good on 14 February 2011.

## **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 Ofsted Parent View information 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 [here](#).

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

<b>Unique reference number</b>	121092
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10197314
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	52
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Bev Randall
<b>Headteacher</b>	Kirsten Stibbon
<b>Website</b>	<a href="http://www.harpley.norfolk.sch.uk/">www.harpley.norfolk.sch.uk/</a>
<b>Date of previous inspection</b>	7 June 2016, under section 8 of the Education Act 2005

## Information about this school

- The headteacher was appointed in September 2018.
- The school is federated with Great Massingham Church of England Primary School. Both schools share the same governing body and some leaders have oversight of both schools.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with the school, and have taken that into account in their evaluation.
- We met with senior leaders, staff, pupils and members of the governing body. We also spoke with a representative from the local authority.
- We did deep dives in three subjects: reading, mathematics and PE. We met with curriculum leaders, visited lessons, looked at pupils' work, listened to pupils read and met with teachers and pupils.

- We looked at the curriculum plans for science and computing. We spoke with leaders and teachers about curriculum plans for art, history, music and modern foreign languages.
- To evaluate the effectiveness of safeguarding, we viewed the school's website and policies, met with the designated safeguarding leader, spoke with pupils, staff and governors, checked relevant documentation and safeguarding records.
- We took account of the 21 responses to the Ofsted survey, Parent View, and 17 written comments from parents. We considered the views of staff and pupils during our meetings with them.

### **Inspection team**

Liz Smith, lead inspector

Her Majesty's Inspector

Marc White

Her Majesty's Inspector

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