

Inspection of Harting CofE Primary School

Tipper Lane, South Harting, Hampshire GU31 5QT

Inspection dates:	7 and 8 January 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

The school is a nurturing community where pupils flourish. The school's values of 'love and respect' run through everything it does. Pupils are happy. Behaviour around school and in lessons is positive. From the start of Reception Year, children benefit from caring relationships. This helps them to settle quickly, learn to share, listen to others and take turns. Pupils are confident that if they have any worries, there is always an adult in the school who will listen and help. Any rare issues of unkindness are dealt with quickly and effectively.

Pupils achieve well across the curriculum. Recent changes to the curriculum mean the school's expectations of what pupils will achieve are on the rise. Disadvantaged pupils, including pupils with special educational needs and/or disabilities (SEND), are placed at the forefront of the school's ambition for all pupils to succeed.

The school provides pupils with a broad range of experiences. These include after-school clubs, sports competitions, and trips that enrich the curriculum. In particular, all pupils in Years 5 and 6 thrive on the opportunity to learn a brass instrument and are all proudly part of the school's brass band. This has performed nationally and hosts an annual 'Proms in the Playground' event. This is an event enjoyed by the whole school community.

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

The school has designed a broad and ambitious curriculum which starts in the early years. This clearly defines the key knowledge that pupils should learn in each subject. The school has organised each subject so that knowledge is taught in a logical order. This means that teachers know what to teach and when. Consequently, pupils successfully build knowledge over time and achieve well.

Teachers have good subject knowledge. They present new information clearly and make good use of resources to help pupils understand new concepts. Typically, teachers check what pupils do and do not know, and they use this information to adapt teaching. However, the curriculum is new in some subjects, and sometimes staff do not deliver it as the school intends. For example, occasionally, language is not modelled as precisely as it could be. Also, in mathematics, pupils do not regularly use reasoning in their learning.

The school has prioritised reading. Its phonics programme is ambitious and well structured. Staff are well trained and have good subject knowledge. This enables them to deliver phonics with confidence. Pupils practise reading from books that match the sounds that they know. Regular checks on what pupils know and remember are used to identify and support pupils at risk of falling behind. A well-thought-out reading curriculum ensures that pupils throughout the school are exposed to a high quality and diverse range of books. This helps pupils grow a love of reading.

Pupils with SEND receive effective support. This work starts promptly in the early years. They receive targeted help where needed, including in their lessons and individual

intervention sessions. Staff are skilled at identifying pupils' educational needs and making necessary adaptations, which mean that pupils with SEND flourish and achieve well.

Behaviour is positive across the school. Pupils know the rules well and understand why these are important. In lessons, they respond promptly to teachers' instructions and follow clear routines. Attendance is high. Pupils enjoy coming to school. The school quickly supports families needing additional support to ensure regular school attendance.

The school's work to promote pupils' personal development is strong. This work includes educational visits, residential trips, and after-school activities that pupils enjoy attending. Pupils speak fondly about learning outside, where they learn about local wildlife. They are enthusiastic about visits, including one to a local museum where they learned about life in a Victorian household. The school's personal, social, health and economic education curriculum is delivered well and ensures pupils learn about essential topics such as bereavement, relationships and healthy eating. However, many pupils' understanding of different religions is limited, and not all pupils are developing an age-appropriate understanding of the fundamental British value of democracy. The school is alert to this and is ambitious about what it can do further to ensure that pupils are as well prepared for life in modern Britain as they can be.

The school is outward looking and makes effective use of external support. Governors support and challenge the school effectively. Staff, including those new to teaching, feel valued and are proud to work at the school. They appreciate leaders' support for their workload and well-being, enabling them to focus on delivering the school's improved curriculum. Parents are overwhelmingly positive about the education and care their children receive.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some aspects of the school's personal development offer have not yet been addressed by the school's recent improvement work. This means that pupils are not consistently building an understanding of different faiths and cultures over time. The school must ensure that its plans to further develop its personal development offer are implemented successfully so that pupils are well prepared for life in modern Britain.
- In some subjects, the curriculum is new and not always delivered as leaders intend. This means that there are occasions when learning is not as strong as it could be. The school must now work to ensure consistency in the quality of implementation to ensure pupils achieve as well as they can across the curriculum.

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	126017
Local authority	West Sussex
Inspection number	10341626
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	99
Appropriate authority	The governing body
Chair of governing body	Jeff Ace
Headteacher	Nick Tidey
Website	www.harting.w-sussex.sch.uk
Date of previous inspection	29 and 30 June 2022, under section 5 of the Education Act 2005

Information about this school

- This school is part of the Wealden and Downlands Federation.
- The school is a Church of England school in the Diocese of Chichester. The last section 48 inspection took place in June 2018. A date has not yet been set for the next inspection.
- At the time of inspection, the school was not using any alternative providers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements quality of education; behaviour and attitudes; personal development; and leadership and management and early years. Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met and spoke with school leaders, trust leaders, staff, pupils, parents, governors and representatives from the local authority.
- The inspection team conducted deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors considered the responses to the Ofsted Parent View questionnaire. They also considered the responses to the confidential Ofsted staff survey and the views of pupils gathered throughout the inspection.
- To evaluate the effectiveness of safeguarding, the inspectors: 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.
- Inspectors considered information about pupils' attendance, behaviour and wider learning. They also met with the school's special educational needs and disabilities coordinator.

Inspection team

James Stuart, lead inspector

His Majesty's Inspector

Richard Blackmore

Ofsted Inspector

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