

Inspection of Harrison Primary School

Harrison Road, Fareham, Hampshire PO16 7EQ

Inspection dates:

13 and 14 December 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since March 2010.

What is it like to attend this school?

Pupils get an excellent start to school life. The school's ethos, underpinned by the 'Harrison Learning Tree', is one which supports all pupils to achieve their best both academically and pastorally. Pupils also play their part in ensuring a happy and safe school. One pupil summed their school up beautifully by saying: 'We're all separate musical notes. Together, we make a harmony.'

Pupils' learning starts strongly in the Reception Year. This high-quality provision continues throughout the school. The school focuses on the individual needs of its pupils. Staff know the pupils very well and give them the precise support they need to flourish. This is especially true for disadvantaged pupils, including those with special educational needs and/or disabilities (SEND).

Pupils have very positive attitudes towards their learning. They listen to their teachers extremely attentively and aim to put their learning into action in all subjects. The effort that pupils show is remarkable. Throughout each day, well-mannered pupils demonstrate high levels of self-control. Over time, pupils build a very strong understanding about respecting others. Older pupils discuss elements of growing up with maturity as they prepare for secondary school.

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

The school is highly ambitious and provides a very high-quality education for pupils. Staff ensure that the whole curriculum is engaging and effective. This means that by the time they leave the school, pupils have learned very well across the full range of subjects.

Staff make sure that all pupils learn to read well and develop a love for reading. Well-trained staff teach phonics lessons expertly. This gives pupils an excellent start when learning to read. On the very rare occasion that pupils struggle to learn early sounds, staff swiftly provide the additional support they need in order to catch up. Pupils continue to enjoy reading a wide variety of texts long after they have learned phonics. As they grow older, pupils continue to develop their reading skills. They develop strong comprehension skills through accessing and analysing well-chosen, quality texts.

Knowledgeable staff craft the curriculum carefully in all subjects. Pupils learn key knowledge, skills and vocabulary that give them an excellent foundation in every subject. This starts promptly in early years, when staff get to know the children very well. Staff ensure children adopt the school's routines quickly. Throughout the school, staff meticulously check how well pupils learn, including pupils with SEND. They use this information to adapt lessons to make sure that pupils learn effectively. Pupils' achievement in mathematics is very strong. In other subjects, such as music, physical education (PE) and computing, the school has devised curriculums that pupils love to learn. Pupils show this through their strong engagement in lessons and their pride in the excellent work that they produce.

Pupils' behaviour is excellent. They conduct themselves very well in school. Classrooms are calm and corridors are orderly. The school has developed what pupils can do at playtimes and lunchtimes exceptionally well. This attention to detail means pupils have pleasant, productive playtimes because staff have thought through the use of social spaces and equipment carefully. Older pupils are excellent role models for younger pupils. They demonstrate the school's values of collaboration, honesty, equality, respect and responsibility with natural ease. The school is fully inclusive, and pupils make everyone feel welcome at the school. Pupils have a very strong understanding of fundamental British values and protected characteristics. On the rare occasions pupils fall out with one another, there is a genuine maturity from pupils around trying to resolve issues amicably.

At all levels of the school, leadership is very strong. All staff want to achieve their very best for the pupils. The governors share this ambition and work diligently to fulfil it. Staff receive a very strong offer to develop their careers, both individually and collectively. This helps to drive everyone forward and raise achievement for the pupils even further. Parents recognise how the dedicated staff ensure all pupils achieve highly. For example, one parent, who reflected the feelings of so many parents, commented: 'I have been so impressed by my child's educational journey at Harrison. My child is thriving at school and that is down to the ethos, care and commitment of the staff team. I couldn't be happier as a parent and would recommend Harrison to everyone.'

Safeguarding

The arrangements for safeguarding are effective.

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	115990
Local authority	Hampshire
Inspection number	10256351
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	607
Appropriate authority	The governing body
Chair of governing body	David Moorman
Headteacher	Sara Gmitrowicz
Website	www.harrisonprimaryschool.co.uk
Dates of previous inspection	3 and 4 March 2010, under section 5 of the Education Act 2005

Information about this school

- The headteacher took up post in September 2017.
- The school does not currently use any alternative providers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, computing, music, PE and religious education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors met with the executive headteacher, the head of school and other leaders within the school. The lead inspector also met with members of the governing board, including the chair, and an education representative from the local authority.
- 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.
- The inspectors reviewed a range of the school's documentation, including self-evaluation reports, minutes of governing body meetings and behaviour incident logs.
- The inspectors considered the views of parents shared through Ofsted Parent View, and three inspectors also talked with parents on the first day of the inspection.
- The views of staff were gathered through interviews and discussions conducted throughout the inspection, as well as through the staff survey.
- Inspectors gathered pupils' views throughout the inspection, including through the online pupil survey and during classroom visits, as well as at playtimes and lunchtime.

Inspection team

Chris Parker, lead inspector	His Majesty's Inspector
Neil Pilsworth	His Majesty's Inspector
Deborah Gordon	Ofsted Inspector
Clare Wilkins	Ofsted Inspector

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