

Hapton CE/Methodist Primary School

Inspection report

Unique Reference Number	119407
Local authority	Lancashire
Inspection number	379794
Inspection dates	5–6 January 2012
Lead inspector	Stephen Wall

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	112
Appropriate authority	The governing body
Chair	Fiona Comberbach
Headteacher	Jacque Clarke
Date of previous school inspection	7 October 2008
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Introduction

Inspection team

Stephen Wall

Additional Inspector

This inspection was carried out with two days' notice by one additional inspector. The inspector observed teaching and learning in eight lessons taught by four teachers. Pupils' written work was also inspected. Two whole-school assemblies were observed as well as pupils' conduct during playtimes and lunchtimes. The inspector held meetings with staff, groups of pupils, representatives of the governing body and the School Improvement Partner. The inspector took account of the responses to the online questionnaire (Parent View) in planning the inspection. He observed the school's work, and looked at a wide range of documentation including: the school's evaluation of its effectiveness; the school development plan; attendance and behavioural records; records of monitoring teaching and learning; and minutes of meetings of the governing body. The inspector analysed 82 questionnaires returned by parents and carers as well as questionnaires returned by staff and pupils.

Information about the school

This is a much smaller than average-sized primary school in which the proportion of pupils known to be eligible for free school meals is above the national average. Nearly all pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is above average. The proportion of pupils who join or leave the school at other than normal times is also above average. The Early Years Foundation Stage provides for children of Reception age. Pupils are taught in four mixed age classes. The headteacher has been in post since January 2011. A new Key Stage 1 teacher was appointed in September 2011. Floor standards, which set the minimum expectations for attainment and progress, were met in 2009 and exceeded in 2010. In 2011, however, floor standards were not met. The school has Healthy School status. It has gained the Quality Mark for Basic Skills, the Eco Schools Bronze award and the FA Football Charter standard.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall Effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key Findings

- This is a satisfactory school. It is improving rapidly and securely because new leadership has taken rigorous and effective action to tackle weaknesses, especially in the quality of teaching, learning and achievement in Key Stage 1.
- Questionnaires returned by an exceptionally high proportion of parents and carers are almost unanimous in showing very strong levels of satisfaction and support for all aspects of the school's work.
- Children make good progress and achieve well in the Early Years Foundation Stage. Until recently, pupils' progress and achievement in Key Stage 1 had faltered and declined. The headteacher has tackled this rigorously and successfully. School data and inspection evidence show that Key Stage 1 pupils are now making rapid and secure progress, although a deep seated legacy of low attainment in writing is taking time to overcome fully. In Key Stage 2, progress and achievement improve significantly.
- The quality of teaching is satisfactory over time and improving securely. Leaders monitor the quality of teaching rigorously and use the outcomes astutely to bring about improvement. This, together with much more focused use of assessment data, is enabling teaching to match tasks much more closely to the needs and abilities of different groups of pupils. However, higher attaining pupils are still not consistently challenged in all classes.
- Behaviour is good. Pupils are respectful to each other and to the adults working with them both in lessons and around school. Pupils say how very safe they feel in school.
- Leadership and management are satisfactory and improving. The headteacher provides the school with a strong sense of purpose and a sharp and successful focus on driving improvement. Strong teamwork is being promoted successfully.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise achievement in Key Stage 1 to be consistently good, especially in writing, by:
 - making sure that schemes of work provide more structured and detailed guidance for teaching and learning
 - making sure that structured units are established to develop pupils' writing skills coherently and systematically.

- Improve further the impact of teaching on pupils' learning and progress so that it is consistently good by:
 - making sure that tasks are consistently challenging enough, especially for higher attaining pupils
 - making sure that lesson objectives have a sharp focus on learning and progress so that pupils understand fully what is expected of them and how well they are doing
 - making sure that teaching encourages and expects pupils to take greater pride in the neat and orderly presentation of their written work.

- Improve the effectiveness of leadership and management so that achievement is at least good by:
 - developing and improving the impact of subject managers on teaching and learning
 - making sure that school targets are high enough for all groups of pupils, especially higher attaining pupils.

Main Report

Achievement of pupils

Pupils' overall achievement is satisfactory and improving. In lessons pupils are eager to learn. They are industrious and strive to give of their best. Pupils are keen to answer questions. They enjoy working in pairs and in groups where they willingly contribute their thoughts and ideas. Pupils listen respectfully to the views of others. From starting points that are generally below age related expectations, pupils get off to a good start in the Early Years Foundation Stage where they make good progress and achieve well. In Key Stage 1 pupils are now making satisfactory and improving progress in mathematics and reading after a period of declining achievement. The improvement has been brought by more effective teaching and leadership. Pupils' attainment in reading by the end of Key Stage 1 and Key Stage 2 is generally in line with national expectations. Standards in writing are improving more slowly because schemes of work and structured work units are not yet fully embedded to develop pupils' writing skills systematically. In Key Stage 2 progress accelerates, although the legacy of slow progress in Key Stage 1 has dampened achievement over time. By the end of Key Stage 2 attainment varies from below average to broadly average. Significant differences in cohort sizes and ability profiles have led to volatility in meeting government floor standards over the last three years.

The proportion of pupils attaining higher levels in the end of Key Stage 1 and 2 assessments is consistently below average because teaching does not always provide sufficiently challenging tasks for this group of pupils. Teaching assistants work very

effectively with pupils who have special educational needs and/or disabilities and with pupils who join the school at other than normal times so that these groups of pupils also make satisfactory and improving progress overall. Parents and carers, as indicated in returned questionnaires, accurately show unanimous satisfaction with the progress their children are making and inspection evidence endorses this for most pupils.

Quality of teaching

In the Early Years Foundation Stage, good teaching provides children with a wide range of stimulating activities that spark their interest and imagination. The teaching of phonics (linking letters with the sounds that they make) is effective in enabling children to make good progress in their reading skills. Good use is made of the much improved outdoor facilities to promote pupils' social and physical development and children's knowledge and understanding of the world around them. Practical activities are planned astutely to encourage pupils' learning. For example, in one lesson a carousel of practical classroom activities to explore the forces of pushing and pulling encouraged children to find things out for themselves and led to good progress being made in their understanding. In Key Stages 1 and 2, lessons are planned in detail and teaching is conducted with good pace. However, learning objectives are sometimes not clear enough with the result that pupils occasionally do not fully understand what is expected of them. Teachers have good subject knowledge which they use to good effect to provide stimulating activities to support learning. Teaching is making increasingly effective use of assessment data to plan activities and tasks that match the needs and abilities of different groups of pupils, especially lower attaining pupils and those with special educational needs and/or disabilities. Teaching assistants provide good support for these pupils. However, teaching is inconsistent across classes in the level of appropriate challenge provided for higher attaining pupils with the result that these pupils do not always make the progress of which they are capable.

Pupils praise the topic work they explore in the curriculum. For example, they talk enthusiastically and knowledgeably about their topic which involved studying space travel and the solar system. They were especially enthusiastic about their attempts to build and launch a rocket and could detail the forces needed for a successful attempt. Teaching and the curriculum provide good support for the development of pupils' social, moral, spiritual and cultural development through planned activities and because high expectations are set for pupils' behaviour. Teachers mark pupils work regularly and give comments that are increasingly helpful in showing pupils what they need to do to improve their work. However, work that is untidy and poorly presented is too frequently accepted without comment or correction. Parents and carers are unanimous in their satisfaction with the quality of teaching provided. Inspectors judge that more work needs to be done to ensure that teaching is consistently good.

Behaviour and safety of pupils

Pupils say that behaviour is consistently good. This was borne out by inspection observations and analysis of the school's behavioural records. Pupils state that lessons are very rarely interrupted because of inappropriate behaviour and, if this happens, adults are quick to deal with it effectively. They are clear about what

behaviour is expected of them and any failure to live up to the high expectations is dealt with fairly and consistently. Pupils say that any aspect of bullying is very rare and, again, on the few occasions where it occurs, it is dealt with swiftly and effectively. Pupils who have physical disabilities or who are different are treated with unerring respect. 'Why should we treat other pupils differently because they are a bit different from the rest of us? They are not different on the inside!' is a telling pupil comment. Pupils have every confidence in approaching the recently appointed learning mentor with any problems or concerns.

Procedures to promote attendance have been tightened and, as a result, attendance has risen significantly since the previous inspection when it was identified as a key issue for further improvement. Pupils' attendance levels are now above average. Pupils say how safe they feel in school. They talk knowledgeably about the dangers inherent in using the internet. They are enthusiastic about the personal, social and health education lessons which 'help us understand what dangerous situations are and how to deal with or avoid them'. Parents and carers are unanimous in showing their satisfaction with behaviour in school and how effectively the school promotes good behaviour.

Leadership and management

Leadership and management are satisfactory and improving. The governing body is very supportive and is increasingly confident in asking the necessary questions to hold the school rigorously to account. Since the previous inspection, improvements to the quality of teaching and achievement, especially in the Early Years Foundation Stage and Key Stage 1, and much improved attendance demonstrate the school's strong capacity to improve further. The headteacher provides the school with a clear vision of where the school should be and a clear focus on how to get there. Teaching and learning are monitored regularly and accurately. Professional development of teachers is managed well. Weaknesses are tackled rigorously and, as a result, achievement is rising securely and rapidly, especially in Key Stage 1. Self-evaluation is accurate and the ensuing outcomes are used to form the basis of good quality strategic planning for improvement.

Subject leaders welcome the increased responsibilities they are being given. Their roles have been more clearly defined. However, their considerable expertise is not yet fully exploited to model best practice in teaching, for example, nor is it used to full effect to identify and tackle specific weaknesses such as writing in Key Stage 1. Leaders and managers have tightened procedures for tracking the progress of groups of pupils and individuals more accurately. The headteacher is keen to use the data more effectively to set higher targets, especially for higher attaining pupils, and thus raise attainment further. The curriculum is satisfactory. The range of topics has been extended to provide pupils with more stimulating activities to engage their interest and support their learning. However, many of the improvements are at an early stage and more time is needed before their full impact is felt on raising overall achievement. Pupils' spiritual, moral, social and cultural development is good as a result of the effective provision. Pupils work and play harmoniously. Their good behaviour shows their strong understanding of right and wrong. They talk knowledgeably about other cultures and understand the importance of respecting difference. Their first hand knowledge of diversity is growing as the school develops its partnership with another, ethnically diverse, primary school. Procedures for safeguarding meet statutory requirements. Staff training in child protection is regular

and of good quality. The governing body ensures that policies relating to safeguarding are in place and reviewed regularly. The school promotes equality of opportunity and tackles discrimination effectively.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils' well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils'.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils'. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the child's work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils' acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils' are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



9 January 2012

Dear Pupils

Inspection of Hapton CE/Methodist Primary School, Burnley BB11 5RF

Thank you for your warm welcome when I inspected your school recently. Your school is providing you with a satisfactory and improving standard of education. Your headteacher is driving your school forward effectively and, as a result, important aspects such as the quality of teaching and learning in Key Stage 1 and your attendance are improving securely and rapidly. It was pleasing to see how well you behave and how safe you feel in school.

In order to help your school improve further, I am asking the headteacher and staff to do the following things:

- Raise achievement in Key Stage 1 to be consistently good, especially in writing, by:
 - making sure that schemes of work provide more guidance
 - making sure that structured units are in place to develop your writing skills step by step.
- Improve your learning and progress so that they are consistently good by:
 - making sure that tasks are consistently challenging enough, especially for those of you who are quick learners
 - making sure that lesson objectives show you clearly what is expected of you and how well you are doing
 - making sure that you take more care and pride in presenting your work.
- Improve the effectiveness of leadership and management so that your achievement is consistently good by:
 - developing and improving further the effectiveness of subject managers
 - making sure that targets are more challenging, especially for those of you who learn quickly.

I am confident that you will continue to work hard to make sure your school goes from strength to strength in the coming years and I wish you all well for the future.

Yours sincerely,

Stephen Wall
Lead inspector

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