

Hapton Church of England/Methodist Primary School

Manchester Road, Hapton, Burnley, Lancashire, BB11 5RF

Inspection dates 6–7 November 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well. They make good and often excellent progress, sometimes from low starting points. Standards are rising rapidly with the majority of pupils reaching nationally expected levels in reading, writing and mathematics by the end of Year 6.
- The proportion of pupils in every year group who are working above the expected levels for their age is increasing rapidly in all three subject areas.
- Pupils who have special educational needs and those who are known to be eligible for free school meals and pupil premium funding all achieve well because teaching is carefully matched to their individual needs.
- Teaching is consistently good, with some outstanding elements. As a result, pupils thoroughly enjoy their lessons and their achievement continues to improve.
- Pupils' behaviour is exemplary. They feel extremely safe and secure and enjoy trusting relationships with the adults in school. Their attitudes to learning are exceptionally positive. All of this is enabling them to learn and progress successfully.
- The last inspection identified the start of an improvement trend and the school has continued to flourish under the astute and skilful leadership of its headteacher. Over a relatively short period, effective action by leaders has brought about significant improvements in teaching and in pupils' achievement.
- A united staff team and well-informed governors all share the headteacher's firm resolve to achieve the best possible outcomes for all pupils.
- Parents expressed great appreciation of the school's work and their children's achievement.

It is not yet an outstanding school because

- There is not yet enough outstanding teaching to move the school to the next level.
- The school improvement plan does not set out clearly the school's targets for improving pupils' achievement.

Information about this inspection

- The inspector observed seven lessons. She listened to pupils read in Years 2, 3 and 6 and discussed with them the books they have enjoyed and those they are currently reading.
- Meetings were held with four members of the governing body, with the teaching staff, with senior and middle leaders and with a group of pupils. The inspector also held a discussion with a representative of the local authority.
- The inspector reviewed 22 responses to the online questionnaire (Parent View). She took account of two letters from individual parents and of the outcomes of a recent survey of parents' views conducted by the school. The inspector also met with a group of parents and with an individual parent to hear their views about the school.
- The inspector took into account the views that staff expressed in the questionnaires they completed.
- The inspector observed the school's work. She inspected the written work in pupils' books and also looked at a wide range of documentation, including safeguarding documents, the school improvement plan, records of pupils' attainment and progress and documents relating to pupils' behaviour and attendance.

Inspection team

Diane Auton, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than most other primary schools; pupil numbers are rising and the school is currently oversubscribed.
- Most pupils are White British, with a small proportion from a range of other heritages and backgrounds. Currently, all of the pupils in school speak English as their home language.
- Pupils are taught in four mixed-age classes.
- The proportion of pupils supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils known to be eligible for pupil premium funding is similar to that found in most schools. This additional government funding is provided for those pupils known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- There have been a number of changes in staffing since the school's last inspection.
- An extensive programme of premises improvement and refurbishment was carried out during the last school year.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by continuing to keep rigorous checks on teaching and by continuing to share the most effective practice.
- Ensure that the school's ambitious targets for improving pupils' achievement are set out more clearly and precisely in the school improvement plan.

Inspection judgements

The achievement of pupils is good

- Children demonstrate a wide range of skills and ability levels when they start school in the Reception class, with a substantial minority operating at lower levels than the usual expectations for their age, especially in speech and language. Nonetheless, all of the children make outstanding progress from their individual starting points in the Early Years Foundation Stage, so that by the end of the year most are working at the expected levels for their age and some are exceeding expectations.
- The last inspection report noted that standards had started to rise in Key Stage 1 as a result of effective actions taken by the school. There is plentiful evidence to show that this improvement trend has continued. In 2013, for example, the proportions of pupils who reached the higher level in reading, writing and mathematics by the end of Year 2 were above the national average.
- During the last school year, most pupils in Key Stages 1 and 2 made the expected rate of progress in reading, writing and mathematics. A majority of pupils did better than this and made more than the expected rate of progress in all three subjects.
- Standards at the end of Key Stage 2 were broadly average in 2012 and in 2013. The proportion of pupils reaching the higher levels in reading and writing increased in 2013 and was in line with national expectations. In the current year, pupils in Year 6 are on track for above average attainment by the end of the year.
- In Key Stage 2, the school has identified gaps in some older pupils' knowledge and understanding in mathematics resulting from less effective teaching in past years. Decisive actions are currently being taken to address these issues and the evidence in lessons and in pupils' current work shows that gaps are closing rapidly. As a result, an increasing number of pupils in Years 5 and 6 are working at the higher levels in mathematics, as well as in reading and writing.
- Effective teaching across the school has resulted in raising standards in all of the classes. This means, for example, that the most-able pupils, after making an excellent start in the Reception class, are consistently given the challenge and support they need as they move up through the school. As a result, an increasing proportion of pupils are working at levels above those usually expected for their age.
- Standards in reading are rising. The proportion of pupils who met the required standard in the Year 1 check on their phonic skills, which investigates their knowledge of letters and sounds, was a little below average in 2012 but was above average in 2013. Those pupils who did not meet the standard in 2012 have been helped to catch up and were all successful in the following year. By the time pupils leave the school in Year 6 their reading skills are at and, increasingly, are often above the expected level for their age.
- In past years, there were gaps between the achievement of pupils known to be eligible for free school meals and for pupil premium funding and that of the other pupils in the school. The school's records now show that these gaps are closing rapidly as a result of effective actions that have been taken, illustrating the school's uncompromising commitment to ensuring equal opportunities for every pupil.
- Further evidence of this is seen in the good achievement of pupils who have special educational needs, who often make rapid gains as a result of the effective individual support they receive.

The quality of teaching is good

- The quality of teaching was judged satisfactory at the school's last inspection. It is now good, overall, with some outstanding practice, especially in the Early Years Foundation Stage and in the Year 5 and 6 class. This is resulting in ongoing improvements in pupils' achievement.
- Good teaching is helping pupils to learn and progress well. Typical features include: well-planned lessons with activities matched to pupils' learning needs and interests; opportunities to correct errors made in earlier work and to resolve any misunderstandings; effective explanations of what pupils are expected to do and to learn, giving them a full awareness of the purpose of lessons and of how to move their learning forward.
- Positive relationships between pupils and adults in the classroom and effective teamwork between teachers and skilful teaching assistants all contribute very strongly to pupils' learning and progress.
- Outstanding teaching and a lively curriculum in the Early Years Foundation Stage enable children to make an excellent start in their early learning and to establish the very positive attitudes that they take with them as they move up through the school.
- Where teaching is outstanding, lessons are structured and planned with great care to ensure that everyone is given the correct balance of challenge and support and so that pupils of all abilities are enabled to make excellent progress. In an outstanding mathematics lesson in the Year 5 and 6 class, for example, the class teacher had amended his plan for the lesson in the light of some unexpected errors by the most-able pupils that he had uncovered when marking their work from the previous day. With his guidance, pupils revisited the process they had been working on. Their teacher's excellent use of questioning, his clear explanations and his supportive and encouraging approach meant that by the end of the lesson everyone was back on track and feeling confident about taking the next steps in their learning.
- Where teaching is good, rather than outstanding, lessons support pupils' overall learning and progress well. Sometimes, however, relatively minor shortcomings can slow learning down a little, for example, when pupils have been sitting on the carpet listening to the teacher for too long.
- Teachers and teaching assistants work well together in providing extra support in lessons for those pupils who require it, including less-able pupils and those with special educational needs. This means that pupils in these groups are given the time and assistance they need to build their self-confidence and make progress.

The behaviour and safety of pupils are outstanding

- Pupils' attitudes to school and their work have continued to improve and develop since the last inspection, when they were judged to be good. They are now outstanding and this is having an extremely positive impact on the progress they make.
- Pupils' behaviour is exemplary and they are very polite and considerate. They say they feel very safe in school and that if they have any sort of problem help is always on hand from any member of staff. Pupils and parents also speak highly of the school's learning mentor as an important source of personal support.
- Behaviour in lessons is excellent and pupils organise themselves sensibly and apply themselves well to their work. Their books show that they take a pride in their work and try hard to present it neatly. They listen very well to their teacher's instructions in lessons. They listen to each other's ideas and views, showing a mature ability to take part in meaningful discussions and to work successfully with a partner or in a group in class.
- Pupils have a well-informed understanding of different types of bullying, including cyber-bullying and prejudice-based bullying. They say that bullying is not acceptable in their school and is most unlikely to happen, but that when people occasionally fall out with each other staff always help them deal with it quickly.
- Pupils with additional learning, health, social or emotional needs are included in everything on

offer and are supported extremely well. The school provides sensitive and very caring support for pupils and families whose circumstances might make them vulnerable; several parents expressed their appreciation of this. Staff work productively with a range of agencies to ensure that support is targeted accurately.

- Attendance and punctuality are above average.

The leadership and management are good

- The last inspection report recognised the good start the headteacher had made in her first year in post. She has continued to build on this, moving the school's overall effectiveness from satisfactory to good. She is clear-sighted about what needs to be done next to make the school even better; the strong staff team and the governing body wholeheartedly share her vision and ambition for excellence for every pupil.
- The assistant headteacher and senior staff all make strong contributions to school improvement and are positive role models for colleagues. Staff morale is high and there are high levels of job-satisfaction, with all staff taking great pride in the school and pupils' achievements.
- Thorough systems for checking on pupils' progress are firmly embedded. They provide staff with clear and regular information about how well every pupil is doing, enabling them to identify and support anyone who may be underachieving.
- The school checks the effect of its support for all of the different groups of pupils, including those with special educational needs, the most-able pupils and those who are known to be eligible for free school meals and the pupil premium. This is helping to ensure all pupils' good progress.
- Regular checks are made on the quality and effect of teaching. Staff work together well and share effective practice. The headteacher has been active in sharing her classroom expertise, working alongside class teachers and providing excellent support and guidance. A programme of training for all staff, including teaching assistants, is helping to keep staff skills sharp and up to date. Leaders know that further work remains to be done in order to increase the proportion of outstanding teaching in the school.
- The school improvement plan identifies well-chosen actions to enable pupils' achievement to continue improving. Although all staff and leaders demonstrate high expectations for pupils on a day-to-day basis, the plan is not sufficiently explicit about the amount of progress the school is aiming for pupils to make.
- The curriculum contributes extremely well to pupils' spiritual, moral, social and cultural development. Subjects are brought together into topics that capture pupils' interests. It is enriched by a wide range of after-school and lunchtime clubs and by visits to places of interest, including residential trips. The school's outstanding use of its excellent information and communication technology resources adds further enhancement to the curriculum and to pupils' interest, enjoyment and achievement, giving them opportunities to work successfully with a range of media.
- The school uses its primary sport funding very effectively to provide specialist coaching and tuition, employing its own sports mentor to work alongside class teachers. Pupils of all ages enjoy regular high-quality sport and physical education activities in timetabled lessons and through a good range of after-school activities.
- The local authority provides light-touch support for this good school.
- **The governance of the school:**
 - Regular reviews and comparisons of data on pupils' progress give governors a clear overview of pupils' performance and of the quality and effect of teaching. This means that they are increasingly able to hold the school to account and to ask searching questions from a well-informed standpoint.
 - Governors ensure that systems to check the performance of teachers are thorough and that leaders and staff are set challenging targets linked to pupils' progress and school priorities. They are fully aware of the link between the achievement of these targets and salary

progression.

- Governors support the headteacher well in meeting safeguarding responsibilities, particularly regarding the safety of pupils and staff appointments, and in ensuring that equality of opportunity is promoted and discrimination is not tolerated.
- Governors ensure that the pupil premium funding is spent wisely, for example on providing additional individual or small group support for pupils who need it. They keep a regular check on the impact of this expenditure on the learning and progress of this group of pupils.
- During the period since the last inspection, with guidance from the headteacher, governors have brought about significant improvements to the learning environment and to the quality of teaching and learning resources in the school.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	1194077
Local authority	Lancashire
Inspection number	426147

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	120
Appropriate authority	The governing body
Chair	Fiona Comberbach
Headteacher	Jacque Clarke
Date of previous school inspection	5 January 2012
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