

# Hapton Church of England/Methodist Primary School

## Inspection report

---

<b>Unique Reference Number</b>	119407
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	327022
<b>Inspection dates</b>	7–8 October 2008
<b>Reporting inspector</b>	Gordon Alston

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

---

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	86
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Wallace Barnett
<b>Headteacher</b>	Mrs Kathryn Marney
<b>Date of previous school inspection</b>	1 October 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Manchester Road Hapton Burnley Lancashire BB11 5RF

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	7–8 October 2008
<b>Inspection number</b>	327022

**Telephone number**  
**Fax number**

01282 771657  
01282 773021

<b>Age group</b>	4-11
<b>Inspection dates</b>	7-8 October 2008
<b>Inspection number</b>	327022

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This small rural school admits pupils from Hapton, an area that has signs of social and economic disadvantage, close to Burnley. The proportion of pupils eligible for a free school meal is slightly higher than that found in other schools. The percentage of pupils with learning difficulties and/or disabilities is above average. There is a very small number of pupils from minority ethnic heritages. It has Early Years Foundation Stage (EYFS) provision for children from the age of four. The school provides before and after-school facilities which have their own management committee.

Hapton Primary has recently achieved Healthy School status, gained an Eco Award and received a Race Equality Mark.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Hapton is a good school, providing good value for money. Since it was last inspected, hard work and effort by all staff spurred on by an enthusiastic headteacher has enabled the school to improve the quality of education it provides. This is an inclusive school where meeting the needs of every child is foremost in everyone's mind. As a result, it is a very happy, caring place where pupils develop well on all fronts. Parents' strong support for this view is shown in a typical comment, 'A brilliant school at the heart of our community, our children are lucky to have such a great place to go to every day.'

Pupils enjoy school, they are very friendly and polite, and their behaviour is good. A positive feature is the respect and care pupils show for their peers and adults alike, reflecting the school's successful promotion of community cohesion. They are keen to learn because good teaching provides them with interesting tasks and activities to challenge them. Pupils have the confidence to ask and answer questions because teachers are skilled both in managing pupils' behaviour and in encouraging them to participate fully in lessons. The clarity of pupils' targets and teachers' comments after marking their work are effective, and, as a result, pupils are clear on how to improve their work.

Pupils achieve well, reaching challenging targets. Pupils make good progress through both Key Stages 1 and 2 and teachers' assessment data indicates broadly average standards by the end of Year 2 and above average standards by the end of Year 6. However, standards in writing lag behind reading at the end of both key stages. Teaching pupils in small groups of similar ability and regular lessons with focused teaching of basic skills are two initiatives beginning to impact positively on writing standards.

Pupils talk enthusiastically about the rich range of activities both in and out of lessons. The pupils have a good understanding of a healthy lifestyle and they are safety conscious. They make a good contribution to the school community, for example, through the school council, which helps with aspects of school life such as designing an outdoor shelter. Pupils have a good understanding of cultural diversity through its work to achieve a 'Race Equality' charter. They are well prepared for the next stage of their education because of the school's successful concentration on developing their basic skills.

The quality of care is good and the school has good procedures to monitor learners' achievements. The good links with parents, the local community and outside agencies provide good support for learners. The school goes out of its way to implement ideas suggested by pupils and parents. For example, there have been fundraising activities to support charities, new computer equipment and projects to encourage gifted pupils to share and develop their talents with other pupils. Despite the school's determined efforts to improve attendance it remains stubbornly below average.

The strong leadership of the headteacher results in all staff being very enthusiastic and totally committed to school improvement. Teachers take a full part in the accurate analysis of where improvements are needed. This team effort has been central to school improvement. Governors are involved in the life of the school; they effectively balance their roles of support and of holding the school to account. The school is in a good position to maintain its strengths and develop further.

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

On entry to Reception, children's skills and knowledge are below what is typical for four-year-olds. They make sound progress, especially in language and personal and social education, because their learning is carefully tailored to develop their basic skills. However, many do not reach expected levels in all areas of learning. The class is a happy place where children enjoy their learning. Parents say their children settle quickly because of good induction arrangements, helping children to feel secure. Warm relationships create a supportive environment in which children can thrive. However, space both indoors and outdoors is limited. As a result, staff struggle in finding space to provide lots of activities for children to investigate and make choices. This restricts the time children have to explore things that interest them and to fully develop their independence. Efforts are being made to address this situation. The staff keep a close track of each child's progress and use this information well to plan what children need to learn next.

### What the school should do to improve further

Raise pupils' achievement and standards in writing.

Improve provision in EYFS in order to extend the opportunities children have to explore and learn for themselves.

Improve levels of attendance.

## Achievement and standards

### Grade: 2

Most children enter school with skills below those expected for their age and leave having reached above average standards. This is good achievement evidenced in the challenging targets pupils reach over time. Results of national tests at the end of Year 2 and 6 have fluctuated greatly over the past three years and reflect the great variability in the size and ability of the different groups of pupils. Higher than average numbers entering and leaving school in Key Stage 2 also impact on results. This limits the value in comparing year-on-year results as a means of gauging school performance. The school's own comprehensive tracking of pupils' progress shows good progress is being made year-on-year. It also enables strengths and weaknesses in pupils' achievement to be identified early. Appropriate intervention strategies are effective in raising achievement. Teachers' assessment data for Year 2 indicates broadly average standards in reading and mathematics but below in writing. Similarly, teachers' assessment data for Year 6 indicate above average standards in reading and in mathematics, but writing standards are not as strong. Pupils with learning difficulties and/or disabilities also make good progress, due to effective support from staff.

## Personal development and well-being

### Grade: 2

Pupils learn to respect and understand their own feelings well and those of others. Relationships in the school are good and pupils are extremely polite, friendly and courteous. Their good behaviour and good attitudes to work create a happy, productive and enjoyable learning environment. The majority of pupils show their enjoyment of school through their good attendance. Despite efforts made by the school, a small number of pupils have significant

amounts of absence and attendance is well below the national average. School council meetings involve pupils in making decisions, such as deciding on the design of the recently built outdoor play shelter. All pupils show great initiative in lessons because teachers provide many opportunities for them, helping them develop confidence in being responsible for their own learning. They successfully adopt safe and healthy lifestyles and know the benefits of regular physical activity and healthy eating. Learners' spiritual, moral, social and cultural development is good. Their good grounding in social and basic skills prepares them well for the next stages of learning and life in their community.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils achieve well because the quality of teaching is good. Teachers' caring relationships with pupils generate very positive attitudes to learning. Their good subject knowledge, conscientious planning and sensitive questioning ensure that pupils clearly understand tasks. Good class management and stimulating environments contribute to pupils' enjoyment of learning. Teachers and classroom assistants work very well together to support pupils in their learning. Pupils strive to achieve their targets which are clear and are regularly reviewed. 'If I remember to use adjectives in my writing then my arrow will hit the bull's-eye', was a comment from one determined pupil. Pupils reflect on how well they feel they have achieved themselves at the end of lessons. Teachers check on pupils' progress regularly and accurately and effectively use the information to plan suitable work. The usefulness of written comments in marking pupils' work is effective, providing clear guidance on how to improve their work.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum enables pupils to enjoy their education and achieve well. Recent changes have made sure that it places a strong emphasis on developing literacy, numeracy and other basic skills. Staff are working together successfully to explore the ways in which subjects can be linked to enhance pupils' learning and enjoyment of lessons. The well planned personal development programme helps pupils to develop mature attitudes towards healthy lifestyles, their future well-being and relationships with others. The curriculum gives good opportunities for learning through first-hand experiences; for example, in science lessons that use the school grounds. It is enriched through visitors to school, such as poets, authors and members of public services. A good range of popular after-school clubs, such as music and sporting activities also enrich the curriculum.

### **Care, guidance and support**

#### **Grade: 2**

This aspect is good with strong features. Pupils say they feel very safe and secure in school and know there is always an adult to turn to with any worries. This is because there is a very caring ethos, safe environment and very good relationships. A typical parental comment, 'We know the school goes out of its way to support our children', is a fine summary of the school's approach. New systems ensure pupils' academic progress is regularly monitored enabling teachers to identify where extra support or challenge is needed. Pupils say they feel well supported in lessons by adults who reward successes and boost self-esteem. Child protection

and all other risk assessments are in place. Pupils with specific extra needs are well supported by skilled staff and outside agencies, ensuring they achieve to the best of their capabilities. Pupils make a happy transition to and from school because of good liaison with outside agencies and parents.

## **Leadership and management**

### **Grade: 2**

The headteacher provides good leadership and sets a clear direction for the school, maintaining high expectations for standards and the quality of provision. All staff members, governors and parents share that vision and contribute fully to the school's continuing success. The school lies at the heart of its community, creating the context in which pupils at all levels are able to progress well, both academically and personally. Improvement since the previous inspection has been good and indicates a good capacity for further improvement. The headteacher, very well supported by staff, has successfully steered the school since its last inspection and improved all aspects of school life, creating a good school. Self-evaluation is rigorous and accurately assesses the school's performance. The school is justifiably recognised by the parents as 'a fantastic place for children to be'. Governors understand the school's strengths and where the school can do better. They have a clear role in school self-evaluation holding the school to account for its performance.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	4
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Annex B

### Text from letter to pupils explaining the findings of the inspection

8 October 2008

Dear Pupils

Inspection of Hapton Church of England/Methodist Primary School, Lancashire, BB11 5RF

Many thanks for the friendly welcome you gave me when I visited your school. I had a wonderful time and greatly appreciated the way you chatted to me. You are correct to be so proud of your school. It is a good school! I was very impressed by how well you are doing in your reading, mathematics and science. You play a large part in this by your good behaviour, hard work and eagerness to please your teachers. I agree that your lessons are exciting and you are lucky to be taught by such good, caring teachers. The staff take good care of you and it is pleasing to hear that you feel safe and secure. It is very clear that you enjoy all of the sporting activities and know how to keep healthy.

Your school is led well by the headteacher and you benefit from a wonderful variety of activities. I saw how much you enjoy challenging work which makes you do your best.

I'm sure your teachers always say, 'This is good but you could make it even better if you...'  
Well, this is what I am telling your school. To be even better, it needs to make sure that you all do as well as you can with your writing. I have asked the school to provide better facilities for the children in the Reception class, both inside and outside their classroom, particularly with a safe, secure play area for them to use at all times. The school has also been asked to improve attendance rates.

I am sure you will all continue to enjoy your time in school. Congratulations to you all and best wishes for the future.

Gordon Alston

Lead inspector