

CfBT Inspection Services T 0300 1231231
Suite 22 enquiries@ofsted.gov.uk
West Lancs Investment Centre www.ofsted.gov.uk
Maple View
Skelmersdale
WN8 9TG

Direct T 01695 566934
Direct F 01695 729320
gtunncliffe@cfbt.com
www.cfbt-inspections.com



22 June 2011

Mr S Crosier
Headteacher
Accrington Huncoat Primary School
Lynwood Road
Huncoat
Accrington
Lancashire
BB5 6LR

Dear Mr Crosier,

Ofsted monitoring of Grade 3 schools: monitoring inspection of Accrington Huncoat Primary School

Thank you for the help which you and your staff gave when I inspected your school on 21 June 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. Please pass on my thanks to your staff and pupils for the welcome they gave me and to your Chair of the Governing Body and local authority adviser.

Since the February 2010 inspection one member of staff has retired and a newly qualified teacher has been appointed. There have also been a number of changes to subject leadership, the age groups staff teach and the roles and responsibilities of teaching assistants. The number of pupils on roll has increased significantly.

As a result of the inspection on 2 and 3 February 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence, I am of the opinion that at this time the school has made good progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

The 2010 Key Stage 2 validated results represent a substantial improvement from 2009. Attainment at Key Stage 2 is now above the national average in both English and mathematics. Attainment in mathematics has improved significantly. At Key Stage 1, after three years of continuous improvement, attainment dipped to well below the national average overall and in reading. This was partly due to a higher proportion than average of pupils with special educational needs and/or disabilities and high mobility within the cohort. Additional long-term support has been provided to meet the specific needs of these pupils as they move through the school.

January 2011



INVESTOR IN PEOPLE

The school's detailed tracking data indicate that the majority of pupils who have continuous education at the school make at least good progress in their learning. A significant number of pupils join and leave the school each year, some of whom are the children of Traveller families and all of whom are supported well. The amount of progress pupils make has increased. This is because teachers make good use of robust data to ensure lessons provide appropriate challenge for different ability groups including in the mixed-age classes in Key Stage 2. Very effective use is made of teaching assistants, as well as flexible and focused interventions to accelerate progress further when necessary. The amount of progress pupils make, however, varies from class to class with pupils making good progress in the Early Years Foundation Stage and in Years 2-6. More work needs to be done to ensure all pupils make the progress of which they are capable, particularly in reading at Key Stage 1.

The monitoring of attainment and progress and the quality of teaching and learning has been given a high priority. Termly pupil progress meetings and individual raising achievement plans have been instrumental in increasing the proportion of pupils making good progress. The headteacher is striving to ensure that the quality of teaching and learning is consistently good. Rigorous monitoring of this has enabled teachers' and teaching assistants' strengths to be identified and support to be provided in areas in need of improvement. Inspection evidence confirms that the quality of teaching is more consistent than it was at the last inspection. There is scope, however, to improve planning and assessment further. Almost three-quarters of the teaching observed during the visit was good or better.

Improving attainment in mathematics and science is evident in pupils' books and in lessons. New subject leaders have been particularly effective in reinvigorating these subjects. They have successfully reviewed the curriculum and have provided more appropriate schemes of work and resources to engage and motivate pupils as well as high-quality staff development sessions to boost teachers' confidence in using less formal approaches. There is a much greater emphasis on building on pupils' prior learning so pupils are more capable of applying their mathematical skills to problem solving activities. Pupils and teachers are very positive about the new science resources and pupils' greater opportunities to engage in practical work and to conduct investigations.

Very positive relationships exist between all of the adults and pupils in the school. Pupils are enthusiastic and more actively engaged in their own learning. Attendance and punctuality issues have been addressed very effectively. As a result, attendance levels have improved significantly and are now good.

The school has responded very positively to the issues identified in the previous inspection report. The effective and purposeful leadership of the headteacher has set a clear direction for school improvement. He has a very accurate picture of the school's strengths and weaknesses and what needs to be done to secure further improvements. Expectations have been raised. There is a shared determination to move the school forward. Very effective use is being made of available human, physical and financial resources to raise attainment and increase the progress pupils make. Long-standing issues have been tackled. Subject leaders

are more accountable and increasingly effective in monitoring and improving the quality of the curriculum. The knowledgeable and experienced governing body is closely involved in monitoring the work of the school. All of these factors, together with improved outcomes for pupils, demonstrate good capacity for sustained improvement.

The local authority has provided very good levels of support and challenge. Detailed reports from the local authority adviser provide information about the quality of teaching and learning and support school improvement very well. Local authority training has raised the levels of staff skills and confidence. The work of the early years' advisers has been particularly beneficial and is evident in the more-effective provision for children in the Nursery and Reception classes and the plans to develop an Early Years Foundation Stage unit. Literacy colleagues have supported the school in developing early reading and phonics (the sounds that letters make) well.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely,

Angela Milner
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place on 2 and 3 February 2010

- Raise the quality and consistency of teaching by:
 - making sure that teaching matches tasks more closely to the needs and abilities of different groups of pupils, especially in Key Stage 2
 - monitoring the quality of teaching and learning more rigorously.
- Raise attainment in science by improving the range of resources and giving more opportunities for pupils to take part in practical work.
- Raise attainment in mathematics by providing pupils with more opportunities to apply their mathematical skills to problem solving.