

Accrington Hyndburn Park Primary School

Inspection report

Unique Reference Number	119183
Local Authority	Lancashire
Inspection number	358511
Inspection dates	9–10 May 2011
Reporting inspector	Kathryn Dodd

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	445
Appropriate authority	The governing body
Chair	Mr William Greene
Headteacher	Ms Wendy Tracey
Date of previous school inspection	6 November 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors observed teaching and learning in 20 lessons involving 18 teachers. The inspectors held discussions with staff, groups of pupils, members of the governing body, external partners, and parents and carers. The inspectors observed the school's work and reviewed documentation, including a review of improvement plans, the systems for tracking pupils' progress, the arrangements for safeguarding pupils and a sample of pupils' work. The inspectors analysed 76 questionnaires returned by parents and carers, 100 from pupils and 19 from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What accounts for low attainment by Year 6 and whether it is improving quickly enough, particularly in mathematics.
- Whether pupils' progress is accelerating and if it is consistently good.
- To what extent efforts to improve attendance are paying dividends.
- The consistency of the quality of teaching, particularly how well pupils are involved in understanding how they are getting on, and whether the curriculum is adapted well to boost attainment in reading, writing and mathematics.
- The impact of leaders and managers and the governing body on school improvement and raising attainment.

Information about the school

Most of the pupils at this much larger than average school are of Pakistani heritage. The remainder are mainly White British. Although the very large majority of pupils are learning to speak English as an additional language, few are at an early stage. The proportion of pupils that join the school other than in the Nursery and Reception classes is much higher than average. This is mainly because the school takes a number of pupils from Pakistan. The proportion of pupils known to be eligible for a free school meals is well above average, as is the proportion with special educational needs and/or disabilities. The school has been accredited with the Race Equality Charter and Activemark and has achieved Healthy School status. There has been a high turnover in staff in the last year, including a new headteacher who has been in post since September 2010.

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: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. In this caring, safe and welcoming setting, pupils show good attitudes to learning. Behaviour is consistently good. Pupils are thoughtful, mature, polite and respectful. They say they feel very safe and have a good understanding of how to lead a healthy lifestyle. These good personal attributes, along with their satisfactory and improving progress from starting points that are usually well below average, ensure that they are prepared satisfactorily for secondary school. Although attendance is low, it is improving. Pupils are well aware of the importance of attending school and efforts to promote good attendance with parents and carers are starting to pay dividends, particularly for those who are persistently absent. Nevertheless, some opportunities to improve it further have been overlooked.

Achievement is satisfactory. Although attainment by Year 6 is low, pupils make satisfactory progress. In recent years, attainment has been rising steadily and securely. Attainment in Year 6 in 2010 was the highest for five years. Similarly, progress is accelerating, particularly since September 2010. The proportion of Year 6 pupils currently on track to reach the nationally expected Level 4 shows that the trend of improvement is set to continue, especially in English. Pupils' progress is accelerating because the quality of the teaching and the curriculum are improving. In good lessons, teachers make effective use of assessment information to provide activities that challenge pupils of different abilities, and involve pupils regularly in understanding what they need to do to reach their challenging learning targets. In these lessons pupils make good progress, particularly in English. These good practices are, however, not consistently well applied in all classes, and are least evident in mathematics. At present, there are not enough opportunities for pupils to develop and practise their mental calculation skills or to apply them, such as through solving problems.

The headteacher provides a very clear and effective steer. She has evaluated accurately the school's performance, pinpointing improvement priorities precisely, and has successfully enlisted the support of everyone in her quest to drive the school forward. Morale is high. Several recent initiatives aimed at strengthening the quality of teaching and curriculum provide an increasingly positive platform upon which to raise attainment, and are starting to bear fruit. The capacity to improve is satisfactory rather than good, however, because the improvements are too recent to have made a substantial impact on results in national tests. Although effective systems are now in place to track pupils' performance across year groups, classes and subjects, leaders do not use this information effectively to identify differences between pupil groups. Senior leaders, managers and the governing body, some of whom are new in post, know that their next steps are to develop their skills further so that they can evaluate information about pupils' performance and monitor the consistency of teaching practices more effectively.

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Up to 40% of the 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 attainment and accelerate progress to a good rate, particularly in mathematics, by:
 - making better use of assessment information so that activities always match pupils' individual needs and challenge pupils' thinking
 - making sure that pupils are clear about the steps they need to take to attain their learning targets
 - providing more opportunities for pupils to develop their mental calculation skills and to apply them through solving problems.
- Improve attendance still further, particularly of the pupils whose attendance falls between 85% and 95%, by:
 - improving written and verbal communication with parents and carers
 - reviewing attendance information with even greater rigour.
- Strengthen the quality of leadership and management by:
 - developing the skills of senior and middle leaders and the governing body so that they make an effective contribution to reviewing pupils' performance and ensure the quality of the teaching is consistently good or better
 - extending the systems to track pupils' performance in order to pinpoint differences in the performance of pupil groups.

Outcomes for individuals and groups of pupils

3

In lessons, pupils behave well and are keen to learn, and most respond enthusiastically to teachers' questions. They show good levels of concentration and enjoy their work, especially when discussing learning together. Pupils often learn at a good rate when working alongside adults. Progress sometimes slows when pupils sit for too long listening to their teacher or when working independently, particularly when activities are insufficiently challenging or exciting. In mathematics lessons, pupils are not all able to make quick mental calculations, which impacts on their ability to progress at a good rate. Pupils' low starting points, the high proportion of pupils with special educational needs and/or disabilities, along with the arrival of pupils from Pakistan partway through the school all affect attainment at the end of Year 6, which is low. Achievement, however, is satisfactory. Pupils, including those with special educational needs and/or disabilities, and those who speak English as an additional language, make satisfactory progress, and their rate of progress is improving securely and quickly. For example, the current attainment of pupils in Year 2 in reading and writing, although below average, is higher than in previous years because of the good progress they have made in those subjects.

Pupils learn together in a harmonious school community, showing respect for one another's similarities and differences. They are eager to contribute to their school, for example, as school councillors. Opportunities to engage with diverse groups beyond their

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immediate community, however, are still developing. Pupils' good understanding of how to lead a healthy lifestyle is reflected in the enthusiasm with which they participate in sporting activities and in organising games at break times. Pupils participate in many activities aimed at developing the skills needed for their future, such as enterprise days. Although attendance is improving, extended holidays abroad, coupled with absences during religious festivals, impact on overall attendance rates.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers' enthusiasm, positive relationships and pupils' good behaviour make a strong contribution to learning. Appropriate deployment of support staff enables pupils with special educational needs and/or disabilities to make satisfactory progress. In good lessons, teachers regularly discuss the lesson objectives, ensuring pupils are clear about what is expected of them if they are to achieve them. Teachers' planning takes good account of pupils' different needs. This is reflected in the tailored questioning of individuals, which keeps them on their toes, and in practical activities that challenge their thinking. Marking of work is effective when teachers indicate precisely what pupils need to do next to improve, particularly in literacy. These good practices are not consistently applied across the classes. The curriculum is satisfactory and improving. Pupils' enjoyment of school is enhanced by the good and increasing range of activities beyond day-to-day lessons which broaden their life experiences. Attainment in writing is rising because

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opportunities for pupils to practise their skills across a range of curriculum subjects are good. The grouping of pupils by ability between Years 1 and 3 for reading activities is also enabling pupils to make accelerated progress. Pupils' progress in mathematics is not improving as rapidly as in other subjects because there are not enough opportunities for them to develop their calculation skills or to use and apply them by solving problems.

Staff meet pupils' welfare needs effectively. Productive partnerships are forged with external support agencies, enabling pupils with special educational needs and/or disabilities to make satisfactory progress. Pupils with additional social and emotional needs are well supported through a good range of specialised nurture programmes. Procedures to promote better attendance with parents and carers have recently improved. As a result, attendance, particularly for those pupils whose attendance fell below 85%, is improving. Advanced plans are now in place to strengthen this aspect further through various written and verbal channels of communication.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

Despite the challenges arising from recent high staff turnover, the school is improving. Staff say that, 'The school has undergone an amazing transformation.' and that they are keen to rise to, 'new and higher expectations'. Partnerships beyond school, such as with the local authority and with other schools, are also helping to secure improvement, particularly by providing professional development opportunities for staff. Partnerships with parents and carers are also strengthening. New opportunities for them to find out about how their children learn and to provide them with support for learning at home, such as in reading, have been welcomed.

The governing body makes a satisfactory contribution. It has a good understanding of the school's strengths and areas needing development, but has not developed the skills needed to hold it fully to account for its performance. A strong emphasis is placed on the inclusion of everyone, with pupils' welfare a priority. Leaders track pupils' progress regularly and rigorously and this demonstrates the commitment to providing equality of opportunity, particularly to ensure pupils reach more challenging learning targets. However, the systems to identify differences in the achievement of different pupil groups, by ethnicity or ability for example, are underdeveloped. Safeguarding procedures have recently been reviewed and strengthened and are satisfactory. Good procedures are securely in place to safeguard those at most risk. The school makes a satisfactory contribution to community cohesion. It has a clear understanding of its context and of the

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challenges facing the local community although it has yet to evaluate fully the impact of this area of its work.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

When children start in the Nursery or Reception classes their skills are well below those typical for their age. Children settle well into school life. Warm and caring relationships between adults and children and the welcoming learning environment ensure that they are happy and feel safe. Adults encourage children to get on well together, to take turns and share, to behave well and develop their confidence and independence. A good emphasis is given to developing children's language skills. Opportunities for children to talk about their learning are extending. Teachers are making increasingly good use of the information they collect about children's small steps in achievement. They use this well to ensure the planned activities during adult-led sessions with small groups of children take account of the full range of learning needs. Opportunities for taking learning forward are overlooked when children play independently because the purpose of some activities lacks clarity. Furthermore, opportunities to extend language and literacy skills during these times, including outdoors, are missed. Nevertheless, the new leaders are using information about children's progress well to ensure that provision is adapted and improved where necessary. By the time children start Year 1 only a minority reach the goals expected for their learning; however, a greater proportion of children than before are now on track to do so.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Although a below-average proportion of questionnaires were returned, parents and carers express their overwhelming support for all aspects of the school's work. They all agree that their children enjoy school and that their children are safe. Parents and carers, particularly of children in the Early Years Foundation Stage say that staff are, 'friendly, approachable and always willing to help'.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Accrington Hyndburn Park Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 76 completed questionnaires by the end of the on-site inspection. In total, there are 445 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	47	40	53	0	0	0	0
The school keeps my child safe	40	53	35	46	1	1	0	0
My school informs me about my child's progress	29	38	46	61	1	1	0	0
My child is making enough progress at this school	27	36	48	63	0	0	1	1
The teaching is good at this school	34	45	41	54	1	1	0	0
The school helps me to support my child's learning	23	30	51	67	2	3	0	0
The school helps my child to have a healthy lifestyle	30	39	44	58	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	27	36	43	57	0	0	1	1
The school meets my child's particular needs	23	30	48	63	3	4	0	0
The school deals effectively with unacceptable behaviour	28	37	43	57	1	1	0	0
The school takes account of my suggestions and concerns	20	26	50	66	2	3	0	0
The school is led and managed effectively	26	34	42	55	3	4	0	0
Overall, I am happy with my child's experience at this school	34	45	38	50	0	0	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



11 May 2011

Dear Pupils

Inspection of Accrington Hyndburn Park Primary School, Accrington BB5 1ST

Thank you for the warm welcome you gave us when we inspected your school. We thoroughly enjoyed our time with you and finding out your views. You go to a satisfactory school. By Year 6, your attainment is lower than that expected for your age; however, you make satisfactory progress. Lots of things are changing in your school and so you are now learning more quickly. We were particularly pleased to:

- see your good behaviour and how mature, polite and courteous you all are
- find out that you know how important it is to come to school every day
- hear that you feel very safe and that if you have concerns or worries you always have someone to talk to
- find out just how much you know about how you can keep yourself healthy.

We have asked that some improvements be made. These are to make sure that:

- your attainment improves and that you all make consistently good progress, particularly in mathematics
- you are all given work that makes you think really hard
- you are all clear about what your learning targets are
- you are given more chances to practise your calculation skills
- some of you come to school more often than you do at present
- the adults with special responsibilities and the governing body check more carefully that you learn equally well in all your classes.

You can help by making sure that you tell your teacher if your work is too easy or hard and by always checking what you still have to do to reach your learning targets. Of course, you should make sure that you always try your best, and all come to school every day.

Yours sincerely

Kathryn Dodd
Lead inspector

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