

Accrington Huncoat Primary School

Lynwood Road, Huncoat, Accrington, Lancashire, BB5 6LR

Inspection dates 13–14 November 2012

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		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Children make a good start in the Early Years Foundation Stage classes so that they enter Year 1 with skills and knowledge almost at the expected level for their age.
- Teaching is consistently good in nearly all classes.
- Pupils make good progress throughout the school in reading, writing and mathematics.
- Standards in Year 6 rose in 2012 national tests to above average, with more pupils reaching expected, and better than expected levels, in English and mathematics.
- Pupils enjoy coming to school and this is reflected in their above average attendance.
- Pupils experience a wide range of interesting and exciting experiences throughout the year.
- Pupils feel safe in school and their behaviour is good both in and out of lessons.
- The headteacher's skill and determination has successfully brought about improvements in teaching and standards. Consequently, the school has improved since its last inspection.
- With the support of an ambitious governing body, four new staff have been appointed and an enthusiastic senior leadership team now makes rigorous checks on the school's performance.
- Parents have high regard for the school and a strong, caring team of staff provide very good pastoral and welfare arrangements which enable pupils and their families to be well supported.

It is not yet an outstanding school because

- Teaching is not consistently good across the school and not enough is outstanding.
- Marking does not always tell pupils how to improve their work.
- Teachers do not always provide pupils with work at the right level to meet their needs, especially for more-able pupils.

Information about this inspection

- Inspectors observed nine teachers and 14 lessons.
- Discussions were held with groups of pupils, members of the governing body, local authority personnel, parents and school staff.
- Inspectors listened to pupils read and discussed the work they have been doing in class this academic year.
- Inspectors took account of the 21 responses to the on-line questionnaire (Parent View) in planning the inspection.
- They observed the school's work, scrutinised a number of documents, including the school self-evaluation summary, school improvement plan, safeguarding documents and the school's own data for checking on pupils' progress.
- Inspectors analysed questionnaires completed by staff.

Inspection team

Gordon Alston, Lead inspector

Additional Inspector

Clare Daniels

Additional Inspector

Full report

Information about this school

- This is a smaller than average sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is above average.
- The majority of pupils are from White British backgrounds. A small proportion of pupils are from minority ethnic backgrounds. A few pupils speak English as an additional language.
- The proportion of pupils supported at school action and school action plus is above average.
- The proportion of pupils supported with a statement of special educational needs is above average.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.
- There have been a number of staff changes since the last inspection.

What does the school need to do to improve further?

- Ensure consistency in the quality of teaching and raise it from good to outstanding by:
 - always matching tasks to pupils' different ability levels, particularly for more-able pupils
 - sharing the good examples in teachers' marking and by making sure that feedback lets pupils know how to improve their work
 - allowing pupils time to respond to marking and to check their work against their individual targets.

Inspection judgements

The achievement of pupils is good

- Most children start school with skills and knowledge that are below those typically expected for their age. They do well because adults successfully teach them basic skills of reading, writing and number. By the time they start Year 1 they have almost achieved average levels of skills.
- Standards are rising following improvements to teaching and staff changes. Attainment in 2012 national tests was broadly average by the end of Year 2 and above average by the end of Year 6. This is the first time above average standards have been achieved. Standards are higher in mathematics than in English because there has been a sharper focus on improving the teaching of mathematics.
- Pupils' progress in writing is accelerating because the school has turned its attention to improving the teaching of writing. This is reflected in the fast pace to learning and good opportunities for pupils to write at length in a range of subjects. Writing tasks are well structured and supported, so all pupils achieve well. Reading is successfully promoted. The development of early reading skills is given high priority. Year 1 pupils did well in the national check on their knowledge of letters and the sounds they make, doing better than the national average. Pupils say they enjoy reading and are able to unlock words using their good knowledge of letters sound. Older pupils read widely and often.
- Different groups of pupils now make equally good progress from their starting points. Disabled pupils, those from minority ethnic groups, pupils learning English as an additional language and those with special educational needs do well because of effective support from well-trained teaching assistants. The same is true of pupils known to be eligible for the pupil premium; the learning mentor also provides extra one-to-one support giving pupils greater confidence. The pupil premium funding is also used to enable these pupils to take part in a wide range of after-school clubs, visits and music tuition.

The quality of teaching is good

- The quality of teaching over time is good. In the lessons seen almost all the teaching was good, some with outstanding features, but there were not enough lessons where the teaching was judged to be outstanding overall. There has been a strong focus by senior managers on improving teaching across the school and new ways of working introduced.
- In the best lessons, both teachers and pupils understand what they are going to learn and good relationships motivate pupils to try their best. Lessons are well planned to make sure all pupils are given interesting and challenging work in order to get the best out of them. However, at times, tasks given to more-able pupils are too easy, which slows down their progress.
- Most of the time, teachers use information about pupils' progress well to plan lessons. Pupils have targets that teachers expect them to achieve but the impact of these on pupils' progress varies between classes. Where it is effective pupils talk confidently about their targets and can show where they have been successful in achieving them.
- The teaching of reading skills is good throughout the school with well-structured lessons on letters and sounds and sessions where reading is guided to give pupils the skills they need to do well. Speaking and listening skills are well developed in these sessions and is helping to develop pupils' love of reading.
- The teaching of writing is now a focus for further improvement and the impact can be seen in pupils' books. There are lots of opportunities to write at length and pupils are making good use of the guidance on what they need to include in their writing. Before they begin to write, pupils often talk to their teacher, and to each other, about their ideas which helps them to organise their thoughts.
- Teachers mark pupils' work regularly and give pupils helpful encouragement about where they have succeeded. The most effective marking also gives feedback on the next step in their

learning and pupils are given time to respond to these comments. However, this good practice is inconsistent across the school. Pupils say they are not always given helpful feedback or the time to reflect on it.

- Teaching in the Early Years Foundation Stage is good because it provides a wide range of interesting and challenging experiences and good opportunities for children to write, count and use computers as well as extending their physical and creative development.

The behaviour and safety of pupils are good

- The good behaviour and safety of pupils help to build a strong communal feeling. Pupils contribute to, and benefit from, a very positive ethos. Staff expect high levels of behaviour around school and in lessons. Pupils respond positively displaying respect and courtesy to adults and pupils alike. Consequently, school is a happy, friendly place to be.
- Pupils display good attitudes to learning when working on their own or in groups. They work very well together, share ideas and resources willingly and readily help one another when necessary. These qualities contribute greatly to their good achievement.
- Parents have great confidence in the care the school provides and pupils agree that they feel happy and safe in school. Virtually all parents who responded to the online questionnaire or spoke to inspectors judged behaviour to be excellent.
- Discussions with pupils show they understand about different types of bullying. They said that, although squabbles sometimes arise, there is no 'real bullying' in school and confidently said that, if it did occur, teachers would quickly sort it out.
- Many pupils also help each other as buddies, monitors, through an active school and eco-council.
- The laughter and chatter around school exemplifies how much the pupils enjoy school. This is reflected in their above average attendance and the rarity of pupils arriving late. The learning mentor is central to improvements in attendance and provides emotional support to pupils and parents who need a helping hand.

The leadership and management are good

- An ambitious, industrious headteacher has successfully driven the school forward since its last inspection with determination and skill. He has used regular checks on the work of staff and the appointment of new staff to good effect. He has reshaped responsibilities within the school and brought about improvements in the quality of teaching and standards. Staff morale is high and there is a strong consensus of opinion that all pupils whatever their ability or background should have an equal chance to find success.
- Rigorous systems evaluate the school's effectiveness, such as the procedures to check on pupils' progress at regular intervals throughout the year. Pupils who appear to be falling behind are identified and actions taken to help them catch up. This is helping to eliminate underachievement.
- Lesson observations by senior staff ensure they have a good understanding of the quality of teaching across the school. Teachers receive feedback and pointers for improvement are agreed and ways forward highlighted. This has helped to raise the quality of teaching.
- The local authority provides a critical friend to the school and regular visits provide opportunities to evaluate the school's performance alongside the headteacher. Written reports help the governing body in holding the school to account.
- Improvement plans clearly identify areas for improvement with clear long-term priorities indicating how the school will go about these changes. Appraisal procedures are now well established and staff comment on how this has had a positive impact on their performance.

- The curriculum is being adapted to better meet pupils' needs and focuses on the development of pupils' literacy and numeracy skills. Regular visits and visitors for each class make the curriculum more interesting and provide a wide range of experiences. Pupils' spiritual, moral, social and cultural development is developed well through lessons and assemblies.
- The school involves parents very well and they like the openness of the school and the warm welcome they receive from all staff.
- Safeguarding arrangements meet requirements and are a high priority for the school, as reflected in the pupils' good behaviour and safety.
- **The governance of the school:**
 - The governing body has a well-developed understanding of the strengths and weaknesses of the school and is involved in its daily life through visits and meetings. Attendance at local authority training sessions has helped governors to provide good challenge and support for the school's work, as shown through their involvement in recent staffing changes. Governors regularly scrutinise the school's data, are aware of performance management systems and link this information together when carrying out the headteacher's appraisal. The governing body make important budget decisions, for example, in approving the use of pupil premium funding to provide staffing for support programmes, to remove mixed-age classes and to employ a learning mentor and attendance manager. As a result, pupils who benefit from this funding achieve as well as other pupils.

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	119182
Local authority	Lancashire
Inspection number	401819

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	196
Appropriate authority	The governing body
Chair	J Hayselden
Headteacher	S Crosier
Date of previous school inspection	2 February 2010
Telephone number	01254 233369
Fax number	01254 301628
Email address	head@huncoat.lancs.sch.uk

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