

# Accrington Hyndburn Park Primary School

Park Road, Accrington, Lancashire, BB5 1ST

## Inspection dates

6–7 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Pupils enjoy coming to this very happy and caring school, where they find learning interesting and exciting.
- Achievement has improved rapidly over the past three years. Most pupils now make good progress in reading, writing and mathematics. Standards have risen at the end of both key stages.
- Teaching is good and some is outstanding. Teachers have excellent relationships with pupils and want them to do as well as they can. Pupils therefore work hard and are keen to do their best.
- Pupils feel safe, behave well and care about each other. They feel valued and respected.
- There is a wide range of activities which help pupils learn basic skills and which stimulate their enjoyment of learning. Their spiritual, moral, social and cultural awareness is developing well.
- The headteacher provides strong leadership. Her vision and determination are shared by other senior leaders. Since the last inspection, they have taken highly effective action to improve teaching and achievement. All staff are equally ambitious for the school.
- Governors know the school well. They are very supportive and have helped to drive improvements since the last inspection. The school is well placed to improve further.

### It is not yet an outstanding school because

- Teaching is not yet outstanding and the best practice seen is not consistent across the school.
- Not enough pupils reach standards higher than those expected for their age in reading, writing and mathematics.

## Information about this inspection

- The inspectors observed teaching in 28 lessons, including two joint lesson observations with senior leaders, and lessons in intervention groups. Inspectors listened to pupils reading and observed the teaching of early reading skills. They also looked at examples of pupils' work to get a view of teaching and progress over time.
- Discussions took place with pupils, parents, the Vice Chair of the Governing Body and one other governor, a representative from the local authority, senior leaders and other staff.
- Inspectors took account of the school's analysis of the most recent parent and pupil surveys carried out by the school, and 38 staff questionnaires. There were no published responses to the on-line questionnaire (Parent View).
- The inspectors looked at a range of documents, including data on pupils' progress throughout the school, the school's evaluation of its effectiveness and its development planning, records of the quality of teaching and learning, records relating to behaviour and attendance, and documentation in relation to safeguarding.

## Inspection team

Christine Potter, Lead inspector

Additional Inspector

Sheila Mawer

Additional Inspector

Zahid Aziz

Additional Inspector

## Full report

### Information about this school

- This is a much larger than average-sized primary school.
- Most pupils are of Pakistani heritage. The remainder is mainly White British. The proportion of pupils who speak English as an additional language is well above average.
- The proportion of pupils in the school who are supported through the pupil premium is above the national average.
- The proportion of pupils supported by school action is above average. The proportion supported by school action plus or with a statement of special educational needs is also above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the previous inspection there have been a significant number of staffing changes.
- The headteacher is an associate school adviser within the local authority.

### What does the school need to do to improve further?

- Improve teaching so that its overall quality is outstanding, by:
  - making sure that lessons always move quickly enough to keep pupils interested
  - always explaining clearly to pupils exactly what they are expected to learn at an early stage of the lesson
  - giving pupils activities and asking them questions which are always at exactly the right level for them
  - ensuring that teaching assistants are always used as effectively as they are in the best lessons, to support pupils' learning.
- Increase the numbers of pupils reaching the higher levels in reading, writing and mathematics, by:
  - setting aspirational targets for all pupils' achievement
  - making sure that pupils, particularly the most-able, are always provided with sufficiently challenging questions and activities during lessons
  - giving pupils more opportunities to carry out investigations and to work on their own
  - ensuring that marking in all subjects gives pupils clear guidance, linked to their learning targets, about how to improve their work and move to a higher level.

## Inspection judgements

### The achievement of pupils is good

- Most children start school in the Early Years Foundation Stage with skills that are well below those typically expected for their age. Many are at a very early stage of learning English.
- Children make good progress in the Early Years Foundation Stage. Pupils continue to build on their learning and their progress accelerates through Key Stages 1 and 2. Most pupils reach the expected levels in reading, writing and mathematics at the end of Year 6. However, not enough pupils reach levels which are above those expected for their age.
- Early reading skills are taught systematically. The youngest children learn about the links between letters and sounds through games such as 'Pass the hat'. An average proportion of pupils in Year 1 reach the expected standard in reading words. Year 4 pupils relax and enjoy a range of books in their class 'reading tent'. Older pupils read with expression and 'get into' the characters. Many pupils regularly use the local library. Pupils say they love reading and progress in reading is particularly strong.
- Pupils apply their skills in writing, mathematics and information and communication technology (ICT) effectively in different subjects. Opportunities to write in themed work, involving a range of subjects, extend the skills being taught in literacy lessons and contribute to pupils' good progress in writing.
- Disabled pupils and those with special educational needs make good, and often outstanding, progress from their individual starting points.
- Pupils who speak English as an additional language make good progress and reach standards which are slightly above those of other pupils, and higher than those for this group nationally.
- The school uses pupil premium funding well to provide additional individual teaching, and support from the learning mentor, for eligible pupils. They make similar progress to that of other pupils. Pupils known to be eligible for free school meals reach the same levels as other pupils in both English and mathematics at the end of Key Stage 2.

### The quality of teaching is good

- Teachers plan in detail to meet the needs of all pupils. In the best lessons, teachers give pupils at different levels a clear idea of exactly what they are expected to learn. Pupils help to set their own targets and they refer to these regularly to see how well they are doing. Pupils in Year 6 can see at a glance what progress they have made by looking at tracking charts on their tables. Teachers generally set high standards and pupils are keen to succeed.
- Most lessons move at a good pace. Well-planned resources and practical activities help pupils learn. Pupils in Year 4 used verb and adverb dice as a starting point for writing interesting sentences.
- Teachers at all key stages encourage pupils to talk about what they are doing and to share their ideas. In the Early Years Foundation Stage, adults skilfully engage children in conversation at every possible opportunity, in order to improve their speaking skills. Children developed their vocabulary as they talked about the birds and why they need food at this time of the year. Pupils in Year 5 talked with partners about the need to use flattery and rhetorical questions when writing persuasive arguments.
- Basic skills are taught well and are made fun for the pupils. They practise spellings by writing in sand and glitter, and race to complete multiplication tables before a piece of music finishes.
- Teachers ask searching questions and check pupils' understanding thoroughly. As pupils in a Year 2 science lesson squashed and stretched play-dough, they explained the effects of different forces.
- However, occasionally, lessons do not move quickly enough and some pupils lose interest. Teachers sometimes do not make it clear at the start of the lesson exactly what pupils are going

to learn. Activities and questions are sometimes too easy or too difficult for particular pupils. There are too few opportunities for pupils, particularly the most-able, to work on their own to solve problems or carry out investigations.

- In most lessons, teaching assistants have a very clear understanding of different pupils' needs and support them well. However, in some lessons they are not fully involved with pupils while teachers are introducing and explaining activities. Therefore they do not support pupils so effectively at all stages of the lesson.
- Disabled pupils and those who have special educational needs benefit from well-planned interventions. They enjoy a range of activities in special learning bases and say how much they appreciate getting extra help.
- Some marking gives clear guidance to pupils on how to improve their work. Pupils are given opportunities to reflect on and discuss teachers' comments and can take responsibility for moving their learning forward. However, written feedback is not always closely matched to pupils' learning targets, nor does it always show what pupils need to do to reach a higher level.

### **The behaviour and safety of pupils** are good

- Pupils are welcoming and friendly, and are mostly polite and thoughtful as they move around the school. They are proud of their school. Members of the school council supervise in the corridors and act as role models for other pupils. Pupils say that they feel respected and, in turn, are respectful towards adults and each other.
- Pupils are exceptionally eager to learn and some behaviour in lessons is outstanding. However, when lessons do not move quickly enough, or activities are not at exactly the right level, there is some minor misbehaviour.
- Pupils feel safe and well cared for in school, and older pupils say they do not want to leave. There are very few incidents of bullying or racism, and these are always dealt with promptly and effectively by the school. Pupils have a good understanding of different forms of bullying and know how wrong it is to call each other names. They know how to stay safe in situations beyond the school, including when using the Internet. Parents agree that the school keeps their children safe.
- The school is keen to improve attendance and punctuality, and has put in place a range of incentives for pupils. The learning mentor knows the families well and provides support where necessary. Attendance has improved strongly since the last inspection and is now average.

### **The leadership and management** are good

- The headteacher, supported well by other senior leaders and the governing body, sets high standards. She has recognised the potential of other staff and many of them now share in aspects of leadership. Senior leaders have taken decisive action to eliminate weak teaching. Staff are enthusiastic and determined to do the best for the pupils, and morale is high.
- Senior leaders, and those teachers who are responsible for particular aspects of the school's work, are accurate and honest in their judgements about the school. They act immediately where improvements are needed. They regularly check the quality of teaching and learning, and teachers receive clear guidance and opportunities to develop their skills.
- Leaders carefully track pupils' progress and provide support at an early stage for those who are at risk of falling behind in their learning. However, some of the targets they set for more-able pupils are not sufficiently aspirational.
- The curriculum is well-organised. It is constantly reviewed to ensure that it meets the needs and interests of pupils. Activities such as Tudor banquets, and a range of visits, give pupils rich experiences, and develop their learning in a meaningful way. Pupils' spiritual, moral, social and cultural development is strong. The school celebrates different cultures and faiths, pupils work well together and are excited as they learn about the world around them.

- Parents are full of praise for what the school does for their children. Most are keen to support their children’s learning at home and appreciate workshops where they learn how to do this. Parents at ‘Stay and Play’ sessions in the Early Years Foundation Stage were thoroughly engrossed as children excitedly showed them work and photographs in their learning journals.
- The school’s arrangements for safeguarding meet statutory requirements.
- The local authority provides good support for the school.
- **The governance of the school:**
  - Governors are involved in the life of the school and know it well. They have a good understanding of the quality of teaching and performance data. They ask challenging questions if they think pupils are not doing sufficiently well, because they feel that only the best is good enough for the pupils. They have supported the headteacher in making difficult decisions to tackle underperformance in teaching. They are well-informed about the management of teachers' work and decisions relating to teachers’ pay progression. They ensure that resources are used efficiently and that pupil premium funding improves outcomes for eligible 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

<b>Unique reference number</b>	119183
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	405839

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	445
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	William Greene
<b>Headteacher</b>	Wendy Tracey
<b>Date of previous school inspection</b>	9 May 2011
<b>Telephone number</b>	01254 233171
<b>Fax number</b>	01254 301631
<b>Email address</b>	head@hyndburnpark.lancs.sch.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

