

Inspection of Hapton Church of England/Methodist Primary School

Manchester Road, Hapton, Burnley, Lancashire BB11 5RF

Inspection dates: 3 and 4 October 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

The school's high expectations for pupils' learning and behaviour enable pupils, including children in the early years, to flourish. Pupils feel happy and safe. Pupils achieve well across a range of subjects. They leave the school prepared for the next stage of their education.

Pupils' behaviour is commendable, and their attitudes to learning are typically positive. Relationships are respectful and pupils are kind towards one another. As a result, the school is calm. Pupils know that adults will help them if they have any worries or concerns.

Pupils appreciate, value and celebrate the differences between themselves and others. For example, they told inspectors that all pupils are welcome at the school regardless of race or gender.

Pupils enjoy the time they spend outdoors, where they access a wide range of activities and enjoy active times with their friends.

Pupils are given a wide range of opportunities to take on responsibility. They are proud to hold roles such as reading ambassadors, well-being champions and whole-school worship leaders. All pupils, including pupils with special educational needs and/or disabilities (SEND), are encouraged to develop their interests and talents in sport, music and the arts.

What does the school do well and what does it need to do better?

The school and members of the governing body are united in their ambition to give all pupils, including pupils with SEND, the best start in their education both academically and socially.

The school places a high priority on the teaching of phonics and reading. Parents and carers are provided with activities in school to understand how phonics is taught so that they can support their children at home. The phonics programme is delivered effectively across the early years and key stage 1 by well-trained staff. Reading books are well matched to the pupils' phonics ability. Pupils who need extra support are quickly identified and are given the support that they need to catch up quickly and keep up. Even so, some pupils rely heavily on sounding out all of the words in a sentence. Consequently, this makes it harder for them to read books fluently. It also reduces their ability to understand what they are reading. Older pupils are keen readers. They talked eagerly about the books that they enjoy reading.

The school has developed a well-organised and broad curriculum from the early years to Year 6. Pupils, including pupils with SEND, access all of the national curriculum subjects. The knowledge that pupils should learn and the order in which this should be taught have been considered carefully. The school has also identified the key vocabulary that it wants pupils to know as they move through the school. As

a result, pupils, including children in the early years, develop a secure body of knowledge over time.

Teachers present new learning clearly. They typically check that pupils have understood key concepts before they move on to the next steps in their learning. However, in some subjects, some teachers do not use assessment strategies as effectively as they could to shape pupils' future learning. On occasion, this hinders how well some pupils build on what they know and can do already.

The school supports pupils with SEND well. Staff identify pupils' needs quickly and ensure that any barriers to learning are overcome. Staff subtly adapt their delivery of the curriculum in different ways to meet the needs of individual pupils. Pupils with SEND achieve well. They take part in all that the school has to offer.

Pupils are inquisitive. They focus on their learning. All pupils, including children in the early years, behave well. Lessons are free from disruptions. Pupils play well together, and interactions are positive throughout the day.

Pupils' personal development is a priority. Through cultural work, including close links to other schools, pupils' knowledge and understanding of places and people who are different to themselves are developed well. Pupils learn how to be healthy and safe. They are well prepared for life in modern Britain.

Staff know pupils and their families very well. The school ensures that vulnerable families receive the support that they need in a timely manner. An overwhelming number of parents reported their appreciation of the care that staff show towards their children. Parents value the information that they receive about their children's learning.

Governors are committed to the school and provide effective levels of challenge and support. Staff benefit from the training and support offered throughout the year.

The school cares about its staff, and morale is high. Staff are positive about leaders' commitment to ensuring that their workload is manageable when changes are made. This makes staff feel valued.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils at the early stages of learning to read are struggling to become fluent readers. This is because they encounter too many new words that they cannot read at a glance. Consequently, they rely heavily on sounding out each

sound in every word. The school should ensure that pupils gain the phonics knowledge that they need to read with greater fluency and confidence.

- In some subjects, teachers' checks are not effective enough in identifying what pupils already know and can do. This occasionally hinders how well teachers design learning to help pupils deepen their knowledge. The school should ensure that teachers' checks on pupils' learning inform what pupils should learn next.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	119407
Local authority	Lancashire
Inspection number	10256062
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	126
Appropriate authority	The governing body
Chair of governing body	David Edmondson
Headteacher	Amourelle Leyland
Website	www.hapton.lancs.sch.uk
Date of previous inspection	13 December 2017, under section 8 of the Education Act 2005

Information about this school

- The school runs a breakfast club for pupils.
- The headteacher is new since the last inspection.
- The school does not currently use any alternative provision.
- The school is a Church of England Methodist school in the Diocese of Blackburn. The school was inspected for its religious character under section 48 of the Education Act 2005 in May 2017. The school is awaiting confirmation from the diocese about its next section 48 inspection.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of the school, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors carried out deep dives in early reading, mathematics and geography. For the deep dives, an inspector discussed the curriculum with the school, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector also considered the curriculum in other subjects.
- The lead inspector listened to pupils from Years 1, 2 and 3 read to a known adult.
- The inspectors met with the headteacher, other leaders, the chair of governors, other governors and a range of staff at the school. The inspectors also met with representatives from the local authority and diocese.
- Inspectors visited the breakfast club and observed pupils at breaktime, lunchtime and when moving around the school.
- Inspectors spoke to leaders about pupils' personal, social, health and economic education.
- Inspectors spoke to parents on the playground and considered the responses to Ofsted Parent View, including the free-text comments.
- Inspectors met with groups of pupils throughout the inspection to gather their views about school life.
- The inspectors reviewed a wide range of documents, including those related to the governance of the school.

Inspection team

Julie Brown, lead inspector

Ofsted Inspector

Cleo Cunningham

Ofsted Inspector

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