

Accrington Hyndburn Park Primary School

Inspection report

Unique Reference Number	119183
Local Authority	Lancashire
Inspection number	313212
Inspection dates	6–7 November 2007
Reporting inspector	Kathleen McArthur

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 on roll	
School	510
Appropriate authority	The governing body
Chair	Alderman Len Dickinson
Headteacher	Mr John Boden
Date of previous school inspection	1 November 2004
School address	Park Road Accrington Lancashire BB5 1ST
Telephone number	01254 233171
Fax number	01254 301631

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Hyndburn Park is a very large school that serves an area of considerable social disadvantage. A high proportion of pupils are eligible for free school meals. A very high proportion of pupils have learning difficulties and/or disabilities. Approximately 95 per cent of the pupils are from Pakistani backgrounds and the rest are White British. Many pupils in the Foundation Stage and Key Stage 1 are at very early stages of learning English. The school has a speech and language unit and a nurture class. It holds a Healthy Schools award and one for its strengths in the creative arts.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Hyndburn Park is a good school. It is equally successful in nurturing pupils' personal qualities and ensuring they make good progress with their work. A very positive, friendly and caring environment, much appreciated by parents, gives pupils the confidence to enjoy their learning. Many pupils, however, have significant barriers to making progress because English is not their first language or because they have other learning or social difficulties. Throughout the school, pupils achieve well, although standards are significantly below average by the end of Year 6. Leaders have adopted a rigorous approach to identifying and tackling where development is needed, and there are high expectations of the standards pupils should reach. The school has a strong desire to maximise pupils' achievement.

Teaching is good in most lessons with most activities that are well matched to pupils' needs. A wide range of interesting, practical tasks encourages pupils to be enthusiastic learners. The school provides excellent pastoral care and staff nurture pupils' confidence and self-esteem effectively so that pupils enjoy their work and thrive on success. Despite strengths in teaching, there are a few lessons where pupils' learning moves too slowly or where work is not challenging enough. Strategies to track pupils' progress and to target those who need specific support are becoming successful. However, the school does not always use what it knows about pupils' attainment to make sure work in lessons is challenging enough for all pupils.

Often from low starting points, pupils' personal development is good. They enjoy school, are keen to learn and behave well. Attendance has improved significantly and is now close to the national average because the school has pursued successful strategies determinedly. Pupils contribute well to the school and wider community through a variety of responsibilities and activities. A good range of experiences helps pupils to know about being healthy and staying safe. The personal qualities shown by older pupils show that they are well prepared for the future although there are weaknesses in their basic skills. A good curriculum is enriched well by a wide range of activities outside lessons.

Good leadership and management are enabling the school to improve further. The headteacher, well supported by the senior leadership team, has a clear picture of the challenges facing the school and a strong focus on raising standards. Plans and actions for improvement are rigorous and underpin the school's continuous improvement. Progress already made since the last inspection gives the school a good capacity to tackle further areas for improvement. The school provides good value for money.

Effectiveness of the Foundation Stage

Grade: 2

Children get off to a flying start in the Foundation Stage due to good teaching and they achieve well. They arrive with skills significantly below those typically found and most lack fluency in English. They feel safe and secure in the very caring, welcoming atmosphere so they quickly gain in confidence and start investigating the exciting practical learning activities on offer. Language development has the highest priority; staff use every opportunity, including home language support, to build children's vocabulary and understanding. Children energetically ride the bikes and enjoy physical activities outside but there are few opportunities taken to extend the curriculum outdoors. Children make good progress through the Nursery and Reception classes, particularly those learning English. Many make very good progress in personal and

physical development to reach typical levels. However, by the end of Reception, communication skills, mathematics, knowledge and understanding of the world and creative development are still significantly below those usually seen at this age.

What the school should do to improve further

- Raise attainment in English and mathematics.
- Make better use of information about pupils' attainment to ensure that work in lessons is appropriately challenging for all pupils.

Achievement and standards

Grade: 2

Pupils achieve well from very low starting points. Although standards throughout the school are significantly below average, the key strength is that pupils make good progress in overcoming the considerable barriers to learning faced by many of them. For example, the very high proportion of pupils learning English as an additional language and those with learning difficulties and/or disabilities achieve well because work is carefully matched to their needs. They receive good support from adults. Pupils achieve well in Years 1 and 2. Methodical teaching of basic skills and a very positive climate for learning support this good progress. Pupils continue to achieve well in Years 3 to 6. As the work becomes more demanding, the learning difficulties experienced by a high proportion of pupils are harder to overcome. A significant number of pupils are not entered for national tests because of their lack of fluency in English or their particular special needs; this makes it difficult to compare the school's performance to the national picture. The school's own data shows that all groups of pupils make good progress; this was confirmed by inspection evidence of the progress made in lessons and the work in pupils' books.

Personal development and well-being

Grade: 2

Pupils are keen to learn and eagerly participate fully and confidently in lessons. Their enjoyment of school is reflected not only in their good attitudes but also in their good behaviour. Pupils relate well to each other and to staff. This is because there is a strong bond of mutual respect that is reflected in pupils' courteous and cooperative relationships; parents commented positively on this. The school has worked hard to improve attendance and this is now satisfactory. Pupils' spiritual, moral, social and cultural development is good, particularly in providing opportunities for pupils to reflect on their own actions. They feel very secure in school, are well aware of how to stay safe and know how to seek help if needed. The school council and pupil elections help pupils to gain an understanding of citizenship. Most pupils are knowledgeable about healthy lifestyles and participate enthusiastically in sporting activities. The opportunities they have to work independently and collaboratively in lessons and in projects such as charity fund-raising cement relationships and prepare them satisfactorily for transition to secondary school.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good overall. A significant strength throughout the school is the very positive climate for learning. Teachers do all they can to give pupils the

confidence to succeed and, as a result, pupils enjoy lessons. Good support for learning from teachers and teaching assistants helps pupils to do their best. A strong focus on ensuring that the learning aims for each lesson are clear helps pupils know what they are trying to achieve. Teachers make lessons enjoyable and use a good variety of methods to help pupils learn. Good relationships usually help teachers to organise and manage learning well. Pupils with learning and emotional disabilities enjoy, and enthusiastically take part in, lessons. This is evidence of the success of the school's commitment to 'being a fun place to enjoy'. In a few lessons for Years 3 to 6, however, weak organisation or over-direction by the teacher led to pupils not learning as much as they could. Occasionally, the tasks given to pupils, particularly the more able, are not challenging enough. Good systems for assessment and tracking pupils' progress help the school to improve achievement. For example, groups of pupils have been identified for extra support and this has been successful in raising their standards.

Curriculum and other activities

Grade: 2

The broad and balanced curriculum has a good emphasis on literacy, numeracy and information and communication technology, and equips pupils with the basic skills they need in all subjects. Pupils say their lessons are fun so they work hard. Careful adaptations, particularly for those with learning difficulties and/or disabilities and those learning English, ensure every pupil can take part in all learning activities. Consequently, they achieve well in relation to their capabilities. The school is very responsive to the many different learning needs of the pupils, providing bi-lingual and specialist speech and language support and a nurture class. A good programme of personal development helps pupils mature into well behaved, considerate young people. Pupils fully appreciate the extra activities that enrich the curriculum for example, visits and visitors, working with professional artists, theatre groups and the popular residential visit. A wide range of clubs takes place at various times during the day to ensure that pupils can attend whatever their other commitments.

Care, guidance and support

Grade: 2

Outstanding systems to support and care for pupils are key strengths of the school. The great warmth and support provided by a conscientious pastoral team are excellent. A parental comment, 'The school always goes the extra mile', is a fine summary of the school's approach. For example, the school promotes the safety of pupils, through several initiatives such as a road safety project, and their emotional development through teaching specific programmes. All aspects of child protection, safe recruitment of staff, risk assessment, health and safety meet requirements.

The tracking of pupils' personal and academic progress is sound. It identifies pupils in need of additional support and, as a result, all groups of pupils achieve well. Both parents and pupils have an understanding of how well the pupils are doing.

Leadership and management

Grade: 2

The headteacher's clear vision for the school and the pupils is the driving force for improvement. He is ably supported by a skilled senior leadership team and the governors. Honest

self-evaluation, giving an accurate understanding of strengths and weaknesses, is used to set challenging targets for improvement and staff development to meet the needs of all pupils more effectively. Successful strategies have improved attendance. Action plans to raise standards and achievement are well directed, but significant barriers to learning mean initiatives take time to show sustained results. Leadership is particularly adept at ensuring all pupils have opportunities to participate in everything the school offers. This is seen in the sensitive way pupils learning English and those with learning difficulties and/or disabilities are supported, in the specialist language and emotional support, and in the way clubs are held at different times during the day. Governance is good. Governors confidently challenge and question the school while providing knowledgeable and committed support. The budget is very carefully managed to support improvement plans, and to maintain and enhance the large school building. Parents are very happy with the school and good links with local schools, the local authority and external agencies all support pupils' progress, welfare and well-being.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A**Leadership and management**

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

8 November 2007

Dear Children

Inspection of Accrington Hyndburn Park Primary School, Lancashire

BB5 1ST

Thank you for being so friendly and helpful when we visited your school to find out how well you are doing. There are many good things about your school but we also found a few ways in which it could be even better.

We know you like being at school because you enjoyed the lessons we saw and you said the work is fun. You also enjoyed activities such as the science show, badminton club and other special activities in school. Everyone seems to get on well together in lessons and at playtime. You said that if there are any problems, the teachers sort them out quickly. Your behaviour is good in lessons and around the school which supports your learning and makes the school a pleasant place to be. You make good progress although many of you find the lessons quite difficult and you must keep on trying hard. We think you can do even better. Your teachers are doing a good job to help you learn as quickly as possible but you must try your best, even when learning is challenging. The extra activities you have in school are very popular. You told us how much you get out of the residential visit to Borwick Hall, which sounds very exciting. All the staff look after you very well and make sure you are happy and ready to learn. Your headteacher and all the staff are trying hard to find new ways to help you learn quickly. In some lessons, the work your teachers give you is not challenging enough. The school is going to make sure they know what you can already do so that the new work really makes you think and you can reach even higher standards.

Thank you for helping us with the inspection of your school.

Yours sincerely

Kathleen McArthur

Lead Inspector