

Oswaldtwistle Hippings Methodist Voluntary Controlled Primary School

Inspection report

Unique Reference Number	119398
Local Authority	Lancashire
Inspection number	339431
Inspection dates	8–9 March 2010
Reporting inspector	Brian Dower

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	211
Appropriate authority	The governing body
Chair	Mrs Tess Haydock
Headteacher	Mrs Janice Lewer
Date of previous school inspection	20 March 2007
School address	Heron Way Oswaldtwistle Accrington BB5 3BT
Telephone number	01254 234089
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Introduction

This inspection was carried out by three additional inspectors, one of whom conducted the safeguarding inspection. The inspectors visited six lessons, observed six teachers and spent approximately 70% of inspection time looking at learning. They held meetings with staff, groups of pupils and the Chair of the Governing Body. There was a telephone conversation with a representative of the local authority. They observed the school's work, and looked at a range of documentation, including pupils' books and files, teachers' assessment records, minutes of governors' meetings, forward planning, and curriculum and lesson plans. Forty five questionnaires from parents and carers were analysed, together with 12 from staff and 118 from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' current progress and the level of their basic skills
- the use of assessments and improvement targets to support pupils in their learning
- the actions taken by leaders and managers to address weaknesses in past performance.

Information about the school

This is an average-sized primary school. The proportion of pupils eligible for free school meals is below average; that of pupils with special educational needs and/or disabilities is slightly below average. Almost all pupils are of White British heritage. The school has several awards, including Healthy Schools status and Activemark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

This is a satisfactory school. Attainment is average and pupils' progress and achievement are satisfactory. The past underachievement in English and mathematics has been reversed and pupils' progress has quickened. As a result, their attainment is rising. This is the result of improvements in the quality of teaching and other initiatives taken by leaders and managers. Self-evaluation is accurate and development planning is good. The school's capacity to improve further is good.

Pupils say they feel safe in school. They eat healthily and take plenty of exercise. The older pupils take on responsibilities, helping to care for the younger ones. The school council is active in contributing to developments; they have secured better playground equipment and contributed to improving the school's merit award system. Behaviour is excellent. Pupils say, and the school's records show, that bullying is rare. When it does occur, it is dealt with quickly and effectively. Attendance rates are well above average and punctuality to school and lessons is excellent. Pupils' moral, spiritual, social and cultural development is good overall. Pupils are well prepared for the next stage in their education because they have satisfactory basic skills and good personal qualities.

Christian values guide the school's work and are evident in the good care and support afforded every pupil. The quality of teaching is improving but inconsistencies remain. Overall, it is satisfactory. There is an inconsistent use of assessments to support pupils in their learning and to inform lesson planning. At times, learning lacks pace and challenge because too long is given to teachers' explanations and instructions and/or to a specific learning activity. The curriculum is good because it is structured to meet the needs of all. There is a good range of extra-curricular sporting and cultural activities for all year groups and the take-up is high.

The headteacher provides good leadership. She has maintained ambition and the drive for improvement through a period of staffing difficulties which saw standards fall and pupils' progress slow. Those difficulties have been resolved. She has made the monitoring and tracking of pupils' progress more rigorous and she has improved target-setting to enable pupils to evaluate for themselves how well they are doing. Governance is good.

What does the school need to do to improve further?

- Raise the quality of teaching by:
 - ensuring teachers' marking guides pupils on how to improve
 - using assessments to plan learning activities which are structured in difficulty to

meet the needs of all

- instilling pace into all learning activities through a better use of time.
- About 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.

Outcomes for individuals and groups of pupils

3

Pupils enjoy their work. Their moral and spiritual development is excellent because they understand the part that religious faith plays in people's lives, they know right from wrong, and they show kindness to each other. They have a good understanding of society's cultural diversity. They know what it is like to be a pupil in Bangladesh because of links with that country. There are also links with an orphanage in Tanzania. Pupils have good social, speaking and listening skills, showing confidence when they talk about their work to the whole class or to visitors. They work well together, suggesting how each other's work could be improved. Literacy and numeracy skills are satisfactory. Information and communication technology (ICT) skills are well developed for learning, research and the presentation of work.

Progress and achievement are satisfactory and improving for all groups, including those with special educational needs and/or disabilities and those few who are potentially vulnerable. After a period of declining standards when targets were not met, attainment is rising because of improvements in teaching. The school's accurate assessment information and inspection evidence show that pupils are well placed to exceed the 2009 average performance levels. Attainment in mathematics was an issue for improvement at the previous inspection and it has been addressed. The quality of pupils' art work is good and displays around the school contribute to its warm and welcoming atmosphere. Pupils' understanding of their country's history and place in the world is good for their age. They are aware of global issues and contribute to protecting the environment.

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	3
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

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

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
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	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Improvements to teaching and the curriculum have contributed to the faster rate of progress and to the rise in standards. Better use is now made of ICT for teaching, enabling pupils to be more independent in their learning. There are more opportunities for pupils to evaluate their own and others' work. This was an issue for improvement at the previous inspection. All teachers have good subject knowledge and high expectations of pupils. Working relationships are good and pupils say that teachers give generously of their time to help them overcome difficulties. However, there remain some inconsistencies in teaching. Although good practice was seen, marking does not always guide pupils on how to improve. There are times when assessments are not used to plan structured learning activities to meet the learning needs of all. The pace of learning sometimes flags because too much time is given to teacher explanation and to a particular learning activity. This lack of urgency means that pupils are not stretched. The school's leadership has included all these issues as priorities for improvement in its development plan.

The curriculum is broad and balanced and meets statutory requirements. The thematic and skills-based approach enables pupils to make connections across subjects and gain flexibility in the use of literacy and numeracy in different contexts. The quality of the care, guidance and support pupils receive is good, contributing significantly to their good personal development and their improving progress. Timely and appropriate guidance aids transition between key stages and prepares pupils well for the move to secondary school. As a result, they leave Year 6 confident and self-reliant and excited about the next stage in their education.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

After a period of staffing difficulties which affected the continuity of teaching and leaders' ability to monitor and sustain pupils' progress, standards are being driven up. Governors and staff are ambitious for the school's success and have in place monitoring systems and intervention strategies to maintain the rate of improvement. Appropriate action plans exist to tackle the remaining inconsistencies in teaching. The overall leadership and management of the school are good because the actions already taken have resulted in improvements in pupils' progress and the rise in attainment. Governance is good. Governors know the school well and give generously of their time to meetings and school events. The highly effective Chair of the Governing Body provides strong support to the headteacher, as well as challenging whether provision and outcomes are good enough. Governors and staff have a good understanding of the religious, ethnic and social characteristics of the community they serve. They are successful in giving every boy and girl an equal chance and have created a calm and harmonious place in which to work. Their contribution to community cohesion is good. There are good links with parents and carers to support their children's learning and development and with outside agencies to support specific groups and individuals. Safeguarding procedures are effective. Safe working is evident in daily routines and risk assessments are carried out when appropriate. Health and safety audits are undertaken regularly.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Children's development when they start at the school is below that which is typical for their age. They settle quickly because of the welcoming atmosphere and the close links with parents and carers at this early stage. Children enjoy school and feel safe and happy. They learn to share and make friends and they become aware of the needs and feelings of others. They learn right from wrong. Such good progress is because of good teaching where there is an appropriate balance between children's independent learning and teacher-directed activities. As a result, attainment by the start of Year 1 is in line with age expectations. Planning makes good use of both the indoor and outside spaces so that children have extensive opportunities to explore and be creative. This was seen when children were looking for butterflies as they identified numbers up to 20, combining exploration and enjoyment of number. Alongside this, other children were using microscopes indoors to examine the structure of insects. Behaviour is very good. Children with special educational needs and/or disabilities make the same good progress as others because of timely and effective support from teaching assistants. Leadership and management of this stage of children's learning are good.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers are supportive of the school and recognise the progress their children make academically and in their personal development. The few concerns raised related to individual problems and did not reveal any pattern of dissatisfaction.

All of the issues were covered by the inspectors and the inspectors agree with the school's responses.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Oswaldtwistle Hippings Methodist Voluntary Controlled 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 45 completed questionnaires by the end of the on-site inspection. In total, there are 211 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	69	17	31	0	0	0	0
The school keeps my child safe	37	67	17	31	1	2	0	0
The school informs me about my child's progress	28	51	24	44	1	2	1	2
My child is making enough progress at this school	35	64	20	36	0	0	0	0
The teaching is good at this school	38	69	17	31	0	0	0	0
The school helps me to support my child's learning	31	56	22	40	2	4	0	0
The school helps my child to have a healthy lifestyle	27	49	27	49	1	2	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)	30	55	23	42	0	0	0	0
The school meets my child's particular needs	33	60	22	40	0	0	0	0
The school deals effectively with unacceptable behaviour	33	60	22	40	0	0	0	0
The school takes account of my suggestions and concerns	24	44	28	51	1	2	0	0
The school is led and managed effectively	35	64	19	35	1	2	0	0
Overall, I am happy with my child's experience at this school	39	71	16	29	0	0	0	0

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 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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 pupil's 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.

8–9 March 2010

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.



10 March 2010

Dear Pupils

Inspection of Oswaldtwistle Hippings Methodist Voluntary Controlled Primary School,
Accrington, BB5 3BT

Thank you for the warm welcome we received during our recent inspection of your school. We enjoyed the two days we spent with you and only wish we had had more time to see all the interesting things you do.

We found that yours is a satisfactory and improving school. The rate of progress you are making in your work is getting quicker and standards are rising. You have the personal qualities to be successful at school and in later life. For example, you can work independently and find things out for yourself and you talk confidently about your work to the whole class and to visitors.

You behave well. You told us how much you enjoy the trips away and listening to the many speakers who visit your school. You like your teachers and the teaching assistants because they are always there for you and they give you the help and guidance you need.

There are always things to do to make a school better. We have asked that:

- teachers' marking shows you how to improve
- the pace of learning is always brisk by making better use of lesson time
- learning activities are challenging for all of you.

Thank you again for the help you gave us. You made a valuable contribution to the inspection.

Our best wishes to you for the future.

Yours sincerely

Mr Brian Dower

Lead inspector

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