

Hackleton CofE Primary School

Inspection report

Unique Reference Number	135063
Local Authority	Northamptonshire
Inspection number	341606
Inspection dates	13–14 July 2010
Reporting inspector	Christopher Parker

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	209
Appropriate authority	The governing body
Chair	Steve Hutchinson
Headteacher	Dawn Burns
Date of previous school inspection	22 January 2007
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Introduction

This inspection was carried out by three additional inspectors. Eighteen lessons, taught by seven teachers, were observed. Meetings were held with pupils, the headteacher, middle leaders and the chair of the governing body. The inspectors looked at records of the pupils' progress, lesson plans, some of the school's policies, and a sample of the pupils' work. Questionnaire responses from staff, pupils and 120 parents and carers were analysed.

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

- how well pupils are doing in writing, history and geography
- the tracking and analysis of pupils with special educational needs and/or disabilities
- the free flow of activities from indoors to out in the Early Years Foundation Stage.

Information about the school

This is an average size primary school. A very small proportion of pupils are known to be entitled to free school meals. The proportion of pupils with special educational needs and/or disabilities is much smaller than average. Currently, two pupils have statements of special educational needs.

The school has a number of accreditations, including National Healthy School Status, the Eco-Schools award and the Artsmark Gold award.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school. Its ongoing success is the result of the headteacher's commitment to continual development, a very strong teaching profile, and a rich and purposeful curriculum devised by the school to encourage pupils to question, challenge, explore and reflect critically on their learning.

The pupils' attainment has been high for the last few years, with the large majority reaching the higher level of attainment in both English and mathematics by the end of Year 6. Their work and performance in lessons confirms that this continues to be the case. Most pupils are making rapid progress because of the effective and broad range of strategies used by their teachers. In writing, for example, drama and discussion are used very effectively, along with helpful resources such as the 'write-o-facts', which contain useful references and reminders, to ensure that the pupils are very well motivated and supported. Many lessons are outstanding, but occasionally the tasks set for small groups and individuals are not matched precisely enough to their needs.

The children in the Reception class make an excellent start to school life, which firmly establishes an enjoyment for learning and high expectations of their behaviour, attitudes and what they can achieve. These important attributes are subsequently fostered through the curriculum, which draws together knowledge from a range of subjects and allows the pupils very successfully to practise and extend their skills through interesting activities. The curriculum is enhanced and extended by a diverse range of activities that add considerably to the pupils' personal development. Their awareness of diet, fitness, cultures and the environment is very well developed. The pupils make an exceptional contribution to the school, and a good contribution to the wider community. The school strongly promotes the religious and ethnic aspects of community cohesion, but the socio-economic dimension, although well planned, is not fully implemented. The pupils clearly enjoy all that the school offers, and this is very evident in the high rates of attendance.

The headteacher, senior leadership team and the governing body have very well established methods of checking the pupils' performance, that of the teachers and that of the school overall. Self-evaluation is extensive and accurate, and results in a plan for improvement which illustrates very well the strong commitment to continually extending and enhancing the provision. The school has a very strong capacity to continue to improve and sustain the high attainment of the pupils.

What does the school need to do to improve further?

- Ensure that in all lessons, the tasks that the teachers set provide the right amount

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of challenge for all groups of pupils within the class.

- Provide the pupils with a broader range of opportunities to extend their awareness of how socio-economic circumstances affect the lives of others.

Outcomes for individuals and groups of pupils

1

The pupils are achieving extremely well. Their contributions in lessons and the work in their books show that more pupils than is usual are working at levels beyond those expected for their age. This is because the teaching is carefully focused on the pupils learning new skills and knowledge, and the tasks they are set are drawn from a very interesting and considered curriculum. Lessons use a range of strategies to enthuse and engage the pupils. In a fast-paced Year 5 literacy lesson, the teacher involved the pupils in drama and discussion to provide them with a wide range of ideas and approaches before setting them the task of writing a newspaper report. In Year 2, a group of pupils receiving extra support made rapid progress when they were writing about the conditions in which Florence Nightingale nursed soldiers in the Crimea, because of the support and excellent resources provided by the teacher.

Over the last few years, the results of national tests at the end of Year 2 and Year 6 have been significantly higher than the national average. These high standards are being maintained because the pupils' progress is very carefully monitored and tracked. Any discrepancies in achievement, such as boys' slightly higher attainment in science, are investigated and tackled robustly. The pupils' work in history and geography is also of a high standard. The art work on display illustrates the wide range of skills and abilities they are developing to a high level.

Pupils have very positive attitudes to learning, and their behaviour in lessons is exemplary. They work independently and collaboratively with confidence, and show high levels of organisation and perseverance. The pupils say they feel safe in school and have adopted an extremely positive approach to healthy eating and staying fit. They respect each other and relish the responsibilities they are given, for example, through the school and the eco councils.

These are the grades for pupils' outcomes

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

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Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Almost all of the lessons seen during the inspection were at least good, and many were outstanding. This is the result of the collective determination of the senior leaders, which permeates the staff, to motivate and interest the pupils so that they learn extremely well and achieve highly. The teachers create and use a broad range of activities and resources, often in imaginative ways. In Year 6, the pupils were asked to work in small groups, taking on the roles of train companies and employment agencies. They used their knowledge of Northampton and the Isle of Wight, which they had recently visited, to put together a persuasive presentation to the directors of a theme park looking for a new location. The opportunities that the lesson provided for the pupils took full account of their previous learning. The pupils' participation in this activity also reflected their independence, and their ability to organise themselves and to work cooperatively.

The pupils' work is marked very effectively in a manner that consistently helps them to improve. The pupils also identify the strengths in their work and those elements that they can improve. The teachers comprehensively assess the pupils' work. This provides a great deal of information, which they almost always use well to plan for their next lessons. However, very occasionally the expectation that the pupils will learn something new is not met in full, because the activities are not matched precisely enough to the needs of some small groups and individuals.

The curriculum provides many excellent opportunities for pupils to use and extend their literacy and numeracy skills in a wide range of contexts. The school has developed a very well-planned curriculum that draws on all subject areas, and forms the basis of the

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many interesting activities that the teachers provide for the pupils. Visits and visitors enhance the curriculum and provide many opportunities to develop a wide range of skills. The pupils appreciate and value the wide range of clubs they are able to attend. These cater for a diverse range of interests, including sport, music, art and a cooking club which, during the inspection, was visited by parents to taste the outcomes.

The school supports and guides pupils with great care and consideration. Pupils with special educational needs and/or disabilities are often taught in support groups. The teachers and teaching assistants plan tasks that are carefully tailored to their needs. Often, teaching assistants provide skilful support for these groups. As a result of the additional support provided for these pupils, many of the pupils with special educational needs and/or disabilities reach and sometimes exceed the levels expected by the end of Year 6.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher and senior leadership team are the driving force behind the school's success. They provide excellent leadership, and a vision for the school that staff, pupils and most parents share. Expectations are very high, and the whole school community supports and contributes to ideas and initiatives that will foster further improvement. This is evident, for example, in the diverse activities that are pursued through the school improvement plan, which range from enhancing provision for the teaching of Spanish to introducing tuition for the ukulele, and include a text-messaging service for parents.

Monitoring of the quality of teaching is very well focused on helping the teachers to improve their practice. The headteacher and senior leaders also check the quality of teaching and the work of those pupils who are taught in support groups, to ensure that they are making the progress they should. The governing body is very effective, being fully involved in the life of the school and in evaluating its performance. The governing body strongly supports the development of leadership qualities among the staff, so that, when the need arises, they have teachers ready to take on additional responsibilities and promotion.

Equal opportunities are strongly promoted and any discrimination effectively challenged. The progress of boys, girls and those with special educational needs and/or disabilities is carefully analysed. The headteacher and senior leaders use extensive analysis of pupils' progress to identify those who should be doing better, and where patterns emerge they

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take action - for example, to increase the proportion of boys reaching higher levels in reading at the end of Year 2.

There are excellent arrangements in place to make sure that the pupils are as safe as possible. The pupils are asked if they feel safe at registration everyday. The school very strongly promotes the pupils' awareness of religious and ethnic diversity, but currently its promotion of an understanding of the socio-economic elements of community cohesion are not as well developed. Planned links with schools in other parts of the country and abroad, after promising beginnings, have not proved fruitful. However, plans to develop new links are in place, and an imaginative approach to raising pupils' awareness of socio-economic diversity through film is to be implemented next year.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

The children join the Reception class with the skills and abilities expected for their age. They make excellent progress and reach a good level of achievement by the end of the Reception Year. This is the result of the excellent leadership and organisation of the Early Years Foundation Stage. A wide range of tasks and activities, both those led by adults and those chosen by the children, is expertly managed and ensures that the outdoor area is in constant and very effective use.

The surroundings are stimulating. In the classroom, role play, writing, painting, printing and construction areas form an integral part of the provision. Outdoors, the children have access to an equally diverse range of choices which they thoroughly enjoy. Adults make timely interventions to extend the children's confidence, build their vocabulary,

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and appreciably enhance their personal development. As a result, the children are happy and confident to engage in conversation.

In a short lesson, the teacher took a phrase from a story - 'red scrunchy apple' - and then encouraged the children to generate similar descriptions of other fruits. Taking the children's suggestion of 'sweet, spotty strawberry', she seamlessly extended their understanding of letters and sounds. The adults do not miss an opportunity to extend learning, and constantly assess and record the progress that the children make. They keep detailed notes and examples of the children's progress in all areas of learning.

The provision made for the children in Early Years Foundation Stage promotes their well-being, learning and development very well. The accommodation is safe and very well resourced.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The very large majority of parents are pleased with the school. Those who added comments to their questionnaire responses referred to the school as 'a stimulating place to learn', 'absolutely brilliant', 'very good at bringing out the children's strengths' and 'a great school', to quote a few of the very positive views expressed.

A very small minority of parents did not share these views. Their comments focused on poor behaviour, bullying, the quality of communication with parents, and the teaching of support groups by teaching assistants.

Inspectors found that behaviour in lessons was almost always excellent. Behaviour on the playground is lively and energetic, but very orderly. Discussions with pupils gave no indication of any concerns about disruptive behaviour. Similarly, while pupils acknowledge that from time to time children 'fall out', they do not have any concerns about bullying. The school has a very strong commitment to anti-bullying and provides good opportunities for pupils to share any anxieties they have. The school makes a very good range of information available to parents. The deployment of teaching assistants to support groups of pupils is well managed, and contributes to most pupils practising and developing their skills through tasks that are well matched to their needs.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hackleton CofE 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 120 completed questionnaires by the end of the on-site inspection. In total, there are 209 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	91	76	24	20	3	3	1	1
The school keeps my child safe	78	65	39	33	2	2	0	0
The school informs me about my child's progress	72	60	43	36	2	2	2	2
My child is making enough progress at this school	77	64	35	29	6	5	2	2
The teaching is good at this school	85	71	28	23	5	4	0	0
The school helps me to support my child's learning	71	59	38	32	5	4	5	4
The school helps my child to have a healthy lifestyle	73	61	44	37	1	1	1	1
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)	62	52	51	43	2	2	1	1
The school meets my child's particular needs	74	62	32	27	7	6	3	3
The school deals effectively with unacceptable behaviour	52	43	55	46	7	6	3	3
The school takes account of my suggestions and concerns	62	52	43	36	6	5	3	3
The school is led and managed effectively	79	66	32	27	3	3	2	2
Overall, I am happy with my child's experience at this school	84	70	30	25	4	3	2	2

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.

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.



15 July 2010

Dear Pupils

Inspection of Hackleton CofE Primary School, Northampton, NN7 2AB

This letter is to tell you about the findings of the recent inspection and to thank you for taking the time to talk to inspectors about your school.

I really enjoyed visiting your school this week. You go to an outstanding school where the teachers give you a lot of interesting things to do in lessons so that you do very well. Many of you reach high standards by the end of Year 6. You make excellent progress because your teachers are doing such a good job. Many lessons are outstanding, but occasionally the tasks set for a few of you do not have just the right amount of challenge. So I have asked the teachers always to use their knowledge about what you can do to make sure that the tasks they set are just right for you.

You behave very well, are polite and respect one another. You approach your work with confidence. You work very well on the very interesting tasks your teachers set for you. The children I spoke to told me how much they enjoy school, and that they feel very safe in lessons and on the playground. Some of you also said that you appreciate the many opportunities that the school provides, particularly to play sport and music, and to learn other languages. You learn a lot about world faiths and cultures, and the school has plans to extend opportunities for you to learn more about the lives of other groups in society. I have asked the headteacher to go ahead with these plans.

The headteacher and school leaders want the school to get better and better. You can all help by continuing to take full advantage of all that the school offers. I hope you continue to do very well and to achieve as highly as possible.

Yours sincerely

Christopher Parker

Lead inspector

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