

# Hindsford CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	106441
<b>Local Authority</b>	Wigan
<b>Inspection number</b>	355950
<b>Inspection dates</b>	11–12 November 2010
<b>Reporting inspector</b>	Kathleen McArthur

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	193
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Marion Houghton
<b>Headteacher</b>	Mrs Lindsey Apps
<b>Date of previous school inspection</b>	23 January 2008
<b>School address</b>	Lodge Road Hindsford, Atherton Manchester, Lancashire M46 9BL
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## Introduction

This inspection was carried out by three additional inspectors. They observed 14 lessons taught by eight teachers and held meetings with groups of pupils, members of the governing body and staff. They observed the school's work, and looked at documentation including safeguarding arrangements, policies, school and national progress data, local authority reports, pupils' work and school development planning. Questionnaires returned by pupils, staff and the 53 returned by parents and carers were scrutinised.

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

- How effective have been the actions to raise attainment and to accelerate progress in Key Stage 1.
- How much impact the strategies to improve the quality of pupils' writing

have had.

- If management has succeeded in raising the quality of teaching.
- If all leaders are suitably skilled to implement the vision for school

improvement.

## Information about the school

Hindsford is of average size for a primary school. Almost all pupils are of White British heritage. The proportion known to be eligible for free school meals is above average. The proportion of pupils with special educational needs and/or disabilities is twice the national average. Extensive building work was being carried out during the inspection. The school holds Healthy School status.

A private provider offers on-site before- and after-school care, and the local Sure Start Nursery is adjacent to the school. These facilities were not subject to this inspection.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. Pupils feel safe, secure and happy due to outstanding care, guidance and support and the rich variety of academic and social opportunities provided. They behave well and have a 'can do' approach to the challenges they meet. All parents and carers who returned questionnaires expressed very positive views, and praised staff, pastoral support and the warm, safe surroundings.

Pupils' achievement is good and their attainment is broadly average. Children get

off to a good start and progress well in the Early Years Foundation Stage. They continue to make good progress as they move through school. Training, support

and monitoring have successfully accelerated progress and raised standards in Key Stage 1. Pupils read well but their writing is weaker. They produce imaginative ideas in discussions but struggle to express these ideas in writing, and their spelling and handwriting skills are limited. Well-organised, skilled support and suitably adapted tasks for pupils with special educational needs and/or disabilities ensures that they make good progress in relation to their starting points and capabilities.

Good teaching, making full use of comprehensive assessment information, ensures that tasks are closely matched to individual needs. The well-planned, skills-based curriculum includes an excellent range of enrichment, clubs and extensive use of information communications technology (ICT). Video conferences promote international awareness but pupils have limited experience of different communities and lifestyles in the local and wider British community. The care and consideration that pupils show towards each other reflects the exemplary care, guidance and support they receive. They trust the staff to sort out any problems and do not see bullying as an issue. Attendance is average.

Inspired senior leaders and managers are effectively supported by good governance and skilled team leaders, who share a mutual sense of purpose to achieve their ambitious vision for school improvement. Rigorous actions have raised the overall quality of teaching and accelerated progress, but strategies to improve writing have yet to really impact. Tightly-focused development plans and challenging targets are based on accurate self-evaluation involving staff, the governing body, pupils and parents and carers. The capacity for further improvement is good.

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

- Further raise attainment and accelerate progress in writing by:
  - improving pupils' ability to spell accurately through regular practise
  - ensuring that pupils develop fluent, joined handwriting

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- enabling pupils to translate their oral skills and ideas into written form when writing independently.
- Extend the provision for community cohesion by raising pupils' awareness of contrasting communities and lifestyles within the local and national communities.

## Outcomes for individuals and groups of pupils

**2**

Good relationships and sensible behaviour contribute strongly to pupils' good progress and positive attitudes to learning. They enjoy their lessons, saying they are 'challenging, fun and entertaining', so they rise to the challenge and work hard.

The work in pupils' books, observations of lessons and analysis of school data, show that all groups of pupils progress well from starting points that are often well below expectations. Rigorous actions to achieve challenging targets have successfully reversed a downward attainment trend at Key Stage 1 and standards are now broadly average. In 2010, Year 6 pupils made particularly good progress in mathematics but weaknesses in writing limited their progress in English to satisfactory. The presentation of work varies in quality, spelling is not always accurate, and older pupils find it hard to write at length because they are not encouraged to develop and use mature, joined handwriting. Most pupils have imaginative ideas when talking about and planning their writing, but find it difficult to express these ideas in written form. However, good reading skills support their learning in all curriculum subjects,

Pupils are polite, friendly and welcoming to visitors. They know how to look after their own safety, for example, being very careful during the building work and understand how good diet and plenty of exercise are vital to health. The majority think others behave well, show a strong sense of right and wrong and eagerly contribute to the community. Each class has its own charity, the Eco Committee are keen recyclers, school councillors provide improvement ideas and the play leaders set up activities and look after others during break times. A particular strength is the broad range of imaginative enterprise activities designed to raise pupils' aspirations for the future. These include organising charity events, visits to and from different businesses, creating media presentations, and participating in mini-enterprise schemes, where pupils market different products. These activities, together with their sound academic skills, regular attendance, good knowledge of ICT and positive personal skills, ensure that pupils are well equipped for their future economic well-being. They learn about different religions but have limited awareness of different cultures locally or nationally.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Pupils say teachers make learning, 'more exciting by making us laugh' and give them lots of help with their work. They think the level of challenge they meet is 'about right'. Information and communication technology, sports and science lessons are particular favourites. Most lessons move along at a good pace, are well planned, with imaginative activities that capture pupils' enthusiasm and make good use of resources, particularly ICT. Teaching assistants are well deployed and skilled in supporting learning. Progress is slower when teachers do not expect pupils to aim high enough and do not give them clear instructions about their tasks. Assessment information is used effectively to match tasks to individual needs and to target additional support where needed. Pupils know their targets and are increasingly involved in assessing their own learning. Oral feedback to pupils about how to reach their targets is helpful, but teachers' marking does not always highlight for pupils how they can improve their learning.

The curriculum is suitably adapted to meet the needs of all groups of pupils and provides good quality personal and social education. The skills-based, enquiry approach, links subjects creatively and gives pupils opportunities to lead their own learning by asking questions and setting themselves questions to follow up. The virtual learning network (VLN) enables them to extend their learning at home, and the school's radio station is useful in developing speaking and listening skills. However, these strategies have not yet helped raise attainment in writing. The curriculum provides some memorable experiences;

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video conferencing, film making and themed weeks, and a few pupils were fortunate enough to visit the link school in America. Clubs and out-of-school activities are very popular.

The school is a welcoming, stimulating learning environment. Very secure induction and transition arrangements ensure pupils move confidently to the next stage of their education. Excellent links with all external agencies support pupils and families, particularly those who are vulnerable. Attendance and punctuality are carefully monitored and the popular 'Chat and Play' sessions at 8.30am each day encourage older pupils to arrive early. Partnerships with local schools provide additional activities for pupils with particular gifts and talents, for example, in music. The provision of 'Guardian Angels,' for pupils with worries about their work or other problems, a pastoral worker and counselling, demonstrates the school's determination to ensure that every pupil is happy, secure and can achieve well.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Senior leaders' dedication and commitment have successfully embedded a shared vision for on-going improvement. Value for money is good. Middle leaders and all staff, including the teaching assistants, contribute valuable skills and knowledge as equal members of the school improvement teams. Sharply focused action plans and challenging targets have raised attainment and boosted progress in Key Stage 1 and increased the proportion of good teaching. However, actions to improve writing have not fully impacted. Members of the governing body bring useful skills and enhance community links. Their active involvement gives them a secure understanding and knowledge of the school's performance, which enables them to hold the school rigorously to account for improvement.

Good relationships with parents and carers benefit all pupils. The school gathers and acts on their views, for example, improving the car park barriers, and helping them to support their children's learning at home. Pupils designed the 'Planners' that are a valuable method of communication between home and school. A good range of partnerships brings additional opportunities, for example, sports, arts and music, and professional expertise is shared with other schools. Good promotion of equal opportunities and rigorous monitoring of outcomes for all groups, ensure that there is no discrimination and every child can participate in all the school offers.

Clear policies, strategies and up-to-date training result in good safeguarding procedures, known by staff and the governing body, and shared with parents and carers. The site is

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safe and secure, pupils feel safe and parents and carers confirm that their children feel safe in school. Good arrangements for community cohesion are securely based on an extensive analysis of the local context. Links to the wider world have seen pupils visiting America and holding regular video conferences with America and China. However, they have little first-hand experience of different cultures and lifestyles in the wider British community.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Most children enter the Early Years Foundation Stage with skills well below those expected for their age, especially in their language, calculation and social areas of learning. Good transition arrangements ensure children start school happily. For example, children who attend the Sure Start Nursery come to the school hall for physical activities, so that they know staff and the building before starting school. Excellent care and welfare arrangements ensure children are always safe, and feel secure, which means that they are eager to learn. Parents and carers are welcomed as partners, adding to children's sense of security and to their development.

Good teaching ensures that children enjoy learning and make good progress overall, although their progress in writing is slower. Well-planned, stimulating activities capture their natural curiosity. As a result, they behave well and happily explore and investigate everything on offer. Children work busily outside in the fresh air, creating shopping lists in the home corner or practising numbers on the chalk board. They move around sensibly, becoming increasingly independent and confident when selecting activities. Children love copying Metal Mickey's robot arms in their daily letters and sounds activities, and these are proving very effective in accelerating their progress in language.



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Good leadership has established a dedicated staff team, strongly committed to improving provision for every child. They have secure knowledge of all the requirements of the Early Years Foundation Stage curriculum and of individual children's developmental needs. By the time they move to Year 1, most children are close to but not fully meeting the expected levels for their age.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

About 30% parents and carers returned questionnaires, which is about average. Responses were extremely positive. All agreed that:

- children enjoy school and are kept safe
- teaching is good and the school meets their child's individual needs
- they are kept well informed about progress and helped to support their child's learning
- the school is well led and managed.

Very few parents and carers indicated points they disagreed with, inspection evidence did not support these views.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hindsford 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 53 completed questionnaires by the end of the on-site inspection. In total, there are 193 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	75	13	25	0	0	0	0
The school keeps my child safe	38	72	14	26	1	2	0	0
My school informs me about my child's progress	31	58	20	38	1	2	0	0
My child is making enough progress at this school	30	57	19	36	2	4	0	0
The teaching is good at this school	36	68	15	28	1	2	0	0
The school helps me to support my child's learning	32	60	18	34	1	2	0	0
The school helps my child to have a healthy lifestyle	29	55	20	38	3	6	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)	27	51	22	42	1	2	0	0
The school meets my child's particular needs	29	55	22	42	0	0	0	0
The school deals effectively with unacceptable behaviour	31	58	20	38	1	2	0	0
The school takes account of my suggestions and concerns	25	47	25	47	2	4	0	0
The school is led and managed effectively	30	57	20	38	1	2	0	0
Overall, I am happy with my child's experience at this school	39	74	13	25	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 all 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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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 November 2010

Dear Pupils

**Inspection of Hindsford C of E Primary School, Manchester, M46 9BL**

The inspectors would like to thank you for helping us during the inspection. You were polite, friendly and welcoming and we were impressed by the way you help each other. Many of you come to school early to join in 'Chat and Play' and we saw Year 5 video conference with a school in America. Your parents and carers told us they are pleased with the school.

I thought you would like to know what we found.

Hindsford is a good school, with good leaders who look after you extremely well.

You make a positive start in the Nursery and Reception classes. You behave well and told us you are happy and feel very safe in school. Teaching is good and you said you enjoy lessons and the different activities, clubs and special events, such as Enterprise Week.

You reach the appropriate standards for your age but your writing could be better. Although you learn about life in other countries, you need to know more about other communities in Britain. We have asked the school leaders to:

- help you improve your spelling and handwriting
- make sure you can include all the good ideas you talk about in your written work
- widen your knowledge of different lifestyles and cultures in Britain.

We know you will be keen to help them and we send you all our very best wishes,

Yours sincerely,

Mrs Kathleen McArthur

Lead Inspector

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