

Hindley Junior and Infant School

Inspection report

Unique Reference Number	106415
Local authority	Wigan
Inspection number	395649
Inspection dates	15–16 May 2012
Lead inspector	Pritiben Patel

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	196
Appropriate authority	The governing body
Chair	John Holland
Headteacher	Claire Nash
Date of previous school inspection	16 October 2006
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Introduction

Inspection team

Pritiben Patel

Additional inspector

Robert Birtwell

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed nine lessons taught by seven teachers. Inspectors made shorter visits to classrooms, checked pupils' work and observed other activities. They scrutinised documents including the school development plan, monitoring reports, information about pupils' progress and attendance as well as arrangements for safeguarding. Meetings were held with staff, groups of pupils and members of the governing body. Inspectors took account of the responses to the on-line Parent View survey in planning the inspection. Responses to questionnaires returned by pupils and staff and the 79 returned by parents and carers were analysed.

Information about the school

This is a smaller than average-sized primary school. Most pupils are of White British heritage with a small number from mixed and Asian backgrounds. The proportion of pupils from minority ethnic backgrounds and those who speak English as an additional language is below average. The percentage of pupils supported at school action plus is below average; however, the proportion with a statement of special educational needs is above average. The proportion of pupils known to be eligible for free school meals is above average. The school meets the current floor standards, the government's minimum expectations for pupils' attainment and progress. It holds Healthy School status and the Basic Skills Quality Mark for the effective development of basic skills.

The governing body is responsible for the breakfast club which runs daily from 8.00am until 8.55am. There are nine places in the school for pupils with complex physical and medical needs from across the local authority. These pupils are taught in mainstream classes and have access to specific physical and educational programmes on an individual basis. The current deputy headteacher joined the school in January 2012.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school. The school is not outstanding because the quality of teaching and the progress that pupils make could be better. Improvement is also needed in the whole-school system used to track pupils' progress.
- Pupils' achievement is good. Attainment in reading, writing and mathematics at the end of Year 2 is average. Attainment at the end of Year 6 is above average in both English and mathematics. Overall, pupils make good progress from starting points that are below expectations when children join the Reception class.
- Teaching is good overall and outstanding in upper Key Stage 2. The relationships between staff and pupils are warm, caring and contribute greatly to creating a happy learning environment. Lessons are interesting and have clear objectives. However, some are too teacher-led, which minimises the opportunities for pupils to take ownership of their own learning. Marking is frequent and often painstaking. However, comments do not focus enough on indicating how pupils can improve their work.
- Behaviour is good. All pupils, including those with complex physical and medical needs are fully included in all aspects of school life and supported well. As a result, pupils are very happy to be at school, which is very evident in their positive attitude to learning.
- Leadership and management are good. Expectations are high. Leaders ensure that teachers are accountable for the progress that pupils make. However, the system to track progress does not enable leaders to analyse easily the progress of significant groups. The leadership and management of teaching and learning are effective. Lessons are monitored regularly and strengths and areas for development are identified, which are subsequently followed up.

What does the school need to do to improve further?

- Accelerate the progress that pupils make by:
 - increasing the proportion of outstanding teaching
 - providing pupils with greater opportunities to work independently
 - ensuring that teachers' marking consistently informs pupils about their next steps for improvement
 - improving the system used to track the progress that pupils make so that the progress of key groups can be more easily analysed to enable senior leaders to challenge staff further.

Main Report

Achievement of pupils

Children enter the Reception class with attainment that is below expectations. They make good progress and most are working securely within the early learning goals by the time they enter Year 1. They make good progress because teaching and learning are good. Children acquire new skills and knowledge in meaningful contexts. For example, the current topic on 'Minibeasts' created much awe and wonder when children were presented with large real-life snails. Using this stimulus children learnt about how to describe them, some painted them, while others used books to carry out research. Leaders have rightly identified that calculation and writing are areas to develop further. In Key Stage 1 and Key Stage 2, pupils are keen to learn and eager to do well. When given the opportunities they work effectively in pairs and groups and enjoy finding things out for themselves.

Attainment at the end of Year 2 is average. Attainment at the end of Year 6 has fluctuated over time, mainly due to staffing problems, high pupil mobility and a higher than usual proportion of pupils with special educational needs. There is now a more stable staffing situation and much work has been undertaken to improve teaching and learning. As a result, pupils' current work and the schools' data show attainment in Year 6 to be above average in English and mathematics.

The high ratio of adults to pupils, coupled with a range of good additional programmes in literacy and numeracy, make a good contribution to the progress of all groups of pupils. Consequently, those with physical disabilities, medical issues and other special educational needs make better progress than their peers nationally. There are no significant gaps in the achievement of different groups.

Attainment in reading by the end of Year 2 is average and by the end of Year 6 is above average. Staff ensure that pupils learn to read in fun ways. For example, in a Year 1 class some pupils were matching pictures to words using a computer programme, while others were learning to spell words. Pupils practise their reading and writing skills across the curriculum. Parents and carers and pupils themselves are understandably positive about the progress that is made.

Quality of teaching

Teaching is good and particularly strong for older pupils. Parents and carers are rightly positive about the quality of teaching. Highly supportive relationships between adults and pupils, and pupils themselves, ensure that the school is a hub of purposeful learning. Pupils are keen to learn and want to do well. Teachers work successfully to bring learning to life and engage pupils. For example, in a Year 3 numeracy lesson, a chocolate cake arrived with a mysterious letter. The letter asked pupils to share the cake between some adults within school. This activity helped pupils to understand fractions in a meaningful context. There is highly effective teaching of the sounds that letters make. Pupils are grouped according to their competence in reading and activities meet the different needs of pupils well.

The best lessons are characterised by a fast pace, good questioning and the effective use of learning partners so that pupils have opportunities to discuss and share ideas. Pupils are provided with opportunities to assess their own learning. For example, in a Year 2 class pupils wrote instructions to play different games and then assessed their learning in relation to the objective of the lesson. Support staff are proactive and ensure that learning opportunities for all groups of pupils, including those who are disabled and have special educational needs are maximised. Pupils with complex physical and medical needs receive good one-to-one support from adults so that they have full access to all aspects of curriculum provision.

At times teachers lead lessons too tightly and do not provide pupils with the opportunity to develop independence. Pupils' work is marked and up to date. However, teachers do not consistently inform pupils about their next steps for improvement. As a result, not all pupils are entirely sure about what they need to do to further improve their literacy and numeracy skills. Pupils have opportunities to effectively use and develop their information and communication technology skills in lessons. In addition, teachers' creative use of the curriculum enhances pupils' spiritual, moral, social and cultural development well, for example, in discussing moral issues and introducing pupils to different cultures.

Behaviour and safety of pupils

The vast majority of parents and carers are very positive about behaviour and how safe their children are in school. A small number raised concerns but inspection evidence shows that behaviour is typically good. Pupils are polite, courteous and keen to learn. All pupils, including those with complex physical and medical needs, are valued. Parents and carers appreciate greatly the work that staff do for pupils with more complex needs. This was illustrated well when one wrote, 'Hindley is a very good school and knows how to care for a child with disabilities.' Pupils are highly positive about their time in school and their teachers and this is reflected in the attendance rate which has been average but is now improving strongly. The daily breakfast club provides a positive start to the day and has been an aid to better attendance and punctuality.

Teachers have high expectations of behaviour and pupils respond appropriately. Pupils speak fondly about the, 'SUPERCLASS' strategy where they are given a letter each time they are seen to be behaving well. When they have received the entire

word, 'SUPERCLASS' they receive a reward. Exclusion rates are low. Pupils feel safe in school and say they would readily speak with an adult if they had any concerns. Pupils know what to do if a fire broke out and the steps to take if a stranger approached them. They know about different types of bullying, including cyber and prejudice-based bullying. The small numbers of pupils from different backgrounds get on well. They say that racism is not an issue and racial incidences are rare. Incidents of bullying, too, are rare but swiftly dealt with when they happen.

The vast majority of pupils have strong social skills and thrive on opportunities to contribute to school life, for example as 'Peer Support Workers' who help to sort out any problems at break and lunchtimes. Older pupils help children in the Reception class at lunchtimes in the dining room. Assemblies have a good impact on pupils' personal development as they learn together about the importance of valuing one another. The learning mentor provides excellent care for those needing additional support with behaviour or emotional development.

Leadership and management

Parents and carers say that the school is well led. The inspection finds that leadership and management are good. Staff at all levels are highly supportive of each other and work effectively and conscientiously to improve outcomes for all pupils. A parent wrote, 'All staff are encouraging, friendly and approachable. Happy children equal one very happy mum.' Promoting equality of opportunity for success and tackling discrimination are strengths of this school, especially evident in the way in which all pupils, whatever their backgrounds or particular difficulties, play a full role in school and make good progress. Teaching and learning have improved since the last inspection and good attention has been given to training effectively and deploying appropriately the high number of support staff. Senior leaders have high expectations and are keen to accelerate pupils' progress further. They have a clear strategy in place to ensure the outstanding quality of teaching in upper Key Stage 2 permeates all year groups.

Senior leaders monitor key aspects of the school's work effectively, such as teachers' planning and the quality of numeracy teaching, to ensure improvement. The school development plan is closely monitored and identifies key areas for development. However, the system to track the progress of different groups of pupils is somewhat cumbersome and this limits to some extent leaders' ability to rigorously hold staff to account for the achievement of these groups.

Curricular provision has been adapted so that it better meets the needs and interests of pupils. Pupils decide what it is they want to learn about by posing key questions. The teachers then plan activities accordingly. A good range of visits and visitors, as well as a wide range of clubs, such as weaving, dance and mini-olympics enhance provision well. All this means that the curriculum promotes pupils' spiritual, moral, social and cultural development effectively.

The school works successfully to engage parents and carers. For example, 'Inspire' and 'Flying Start' are two programmes that the school uses effectively to engage parents and carers in the Reception class. In addition, the learning mentor and

senior leaders meet and greet parents and carers daily to deal with any concerns promptly.

The governing body is experienced and brings a good range of expertise to the school. Members are linked to classes, attend special events within school and contribute to self-evaluation. They provide challenge when required, but have rightly identified that ensuring all governors better understand data on pupils' progress is an area for development, so that even greater challenge can be posed in relation to pupils' achievement. Safeguarding arrangements meet requirements.

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



17 May 2012

Dear Pupils

Inspection of Hindley Junior and Infant School, Wigan, WN2 3PN

I would like to say a big thanks to you all for helping my colleague and me when we inspected your school. You are polite, get along well with each other and are keen to learn in lessons. All the adults work hard for you and support you well including those of you who have specific needs. You told inspectors that you enjoy school a lot.

We found that you all make good progress and reach above average standards by the time you leave in Year 6. Children in the Reception class make good progress, too. Most of the teaching is good. You particularly enjoy lessons when teachers make learning interesting for you. You enjoy reading and you read regularly in school and at home. This is helping to ensure that you become good independent readers. You enjoy the wide range of clubs that the school offers. You also take seriously your responsibilities for helping others in school.

You feel safe in school and told inspectors that bullying and racism are not problems for you. You also told inspectors that if you had any concerns you would speak to an adult at school.

There are some things that we have asked the school to do to ensure that you make even better progress. We have asked teachers to make more lessons outstanding and to allow you to do more things for yourselves. We have also asked your teachers to write your next steps for improvement in your books. Finally, we have asked that the way that your progress is tracked is improved.

I wish you and all your teachers my best wishes and I hope you all continue to work as hard as you are doing!

Yours sincerely

Pritiben Patel
Lead inspector

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