

Hindley Green Primary School

Thomas Street, Hindley Green, Wigan, WN2 4SS

Inspection dates

3-4 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Achievement in writing is not high enough. However, pupils reach broadly average standards in English and mathematics by the end of Key Stage 2. Too few pupils consistently achieve the higher levels in reading, writing and mathematics in Key Stage 1.
- Improvements in teaching are accelerating pupils' progress. However, not all pupils, including some in the Early Years Foundation Stage, make the progress expected of them.
- Some outstanding practice exists in the school, but the quality of teaching overall is not yet consistently good across all year groups.
- Teachers' marking is positive but does not always provide enough information to help pupils improve. Opportunities for pupils to assess their own work are not a regular aspect of most lessons.
- There are too few planned opportunities for pupils to practise and improve their reading, writing and mathematics skills in other subjects and too much teacher talk means that, sometimes, pupils do not have enough time to work independently.
- The curriculum does not provide a wide enough range of learning experiences and challenge to capture the interests and imagination of all learners.

The school has the following strengths

- As a result of concerted efforts by leaders, staff, parents and pupils, standards of behaviour have improved significantly since the last inspection. Pupils behave well and treat each other and adults with respect.
- The school supports its most vulnerable pupils well.
- Hindley Green is an improving school. The school is well led by the executive and associate headteachers who have strengthened leadership, including governance, at all levels and established a shared vision and a strong sense of team work.
- Attendance has improved to high.

Information about this inspection

- Inspectors visited 16 lessons, of which two were joint observations with senior leaders. In addition, the inspection team made a number of short visits to lessons and classrooms and looked at examples of pupils' work. Inspectors also listened to pupils read.
- Meetings were held with three groups of pupils, a group of parents, the Chair and a member of the Governing Body, a representative from the local authority and members of staff.
- Inspectors took account of 15 responses to the on-line questionnaire (Parent View) and 28 staff questionnaires in the course of the inspection.
- They observed the school's work, and looked at a number of documents, including a summary of the school's self-evaluation, the school's strategic plan, the school's own analysis of pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance and documents relating to safeguarding.

Inspection team

Lyn Pender, Lead inspector	Additional Inspector
Anthony Buckley	Additional Inspector
Peter Martin	Additional Inspector

Full report

Information about this school

- Hindley Green is a larger than average sized primary school.
- Most pupils are White British. The proportion of pupils from minority ethnic groups who attend the school is lower than average. A small number of pupils speak English as an additional language.
- A well above average proportion of pupils are supported at school action. The proportion of pupils supported at school action plus or those with a statement of special educational needs is broadly average but rising.
- The proportion of pupils known to be eligible for the pupil premium is well above average.
- The school meets the current floor standards which set the minimum expectations for pupils' attainment and progress.
- Since November 2011, Hindley Green Primary School has been federated with two other local primary schools. The federation has one governing body and is led by an executive headteacher. Each school retains its own budget. Many systems and school documentation are common to all schools in the federation.
- During the period since the last inspection the school has also experienced several other major changes. A move to one site, following a substantial building programme, took place in September 2011. Significant staffing turbulence has also been experienced. The associate headteacher joined the school in September 2011 and two additional assistant headteachers were appointed to the school at the beginning of the Autumn term 2012.
- A third of pupils on roll joined the Reception classes from other settings. The school has also experienced greater mobility in other year groups with a higher number of pupils joining the school at other than the normal time. This has brought an increase in pupil premium funding.

What does the school need to do to improve further?

- Reinforce the ongoing drive to improve the quality of teaching to good or better in order to raise achievement further by:
 - providing pupils with consistently good guidance in marking so that they know how to improve all written work, and have time to respond to teachers' advice
 - providing pupils with regular opportunities to assess how well they are doing and develop their ability to use individual targets to identify their next steps in learning
 - sharing the best practice seen in some lessons where teachers keep the introduction to the lessons brief and provide frequent opportunities for pupils to work independently and use their initiative
 - making sure that teachers encourage and expect pupils to take pride in the neat and orderly presentation of their work and ensure that a careful, fluent style of joined-up writing is used consistently in all subjects
 - providing pupils, including the more able, with challenging activities that stretch their thinking, questioning, understanding and achievement.
- Further develop the curriculum to excite and engage pupils by:
 - creating a whole-school curriculum plan which makes clear meaningful links and a range of activities that are interesting, memorable and challenging for all groups of pupils
 - providing a wide range of opportunities to enable pupils to apply their basic skills in reading, writing and mathematics in work across other subject areas.

Inspection judgements

The achievement of pupils

requires improvement

- Since the last inspection, the new leadership team has led staff in a concerted effort to improve pupils' achievement. As a result of improved teaching, the proportion of pupils making the progress expected of them or better by the end of Key Stage 2 has risen. Attainment in mathematics has improved and is now broadly average. However, some inconsistencies remain in the standard of writing across the school which are caused by shortcomings in the quality of teaching and the curriculum.
- Typically, children join the school in Nursery or Reception classes with knowledge and skill levels below, and sometimes well below, those that might be expected for their age. Children settle well and become happy, interested learners throughout the Early Years Foundation Stage. Skill levels remain below those expected for their age, particularly in reading, writing and calculating, as they move into Year 1.
- Given their starting points the majority of pupils make good progress in Key Stage 1, although fewer are reaching the higher levels in reading, writing and mathematics than the national average.
- Disabled pupils and those with special educational needs, including some of those eligible for the pupil premium funding, make good progress from their starting points and achieve well. They are provided with well-focused and targeted support which is monitored closely to ensure that the intervention programmes provided meet their specific needs.
- The small number of pupils who speak English as an additional language achieve as well as their peers. Systems for promoting equality of opportunity and tackling discrimination are good and achievement gaps between groups of pupils are closing.
- A significant number of pupils joined the school at other than the normal time in the last academic year. Good induction processes ensured pupils settled well, and the increased pupil premium funding received by the school has provided additional support to help pupils new to the school to make accelerated progress.
- Systematic teaching of letters and sounds in Key Stage 1 is ensuring that early reading skills are developed well. Further up the school, teachers use strong subject knowledge in guided reading sessions to extend pupils' ability to read with understanding. A love of books is fostered. More reluctant readers are offered a wide range of interesting books to capture their interest.

The quality of teaching

requires improvement

- Senior leaders' clear focus on pupils' learning and well-targeted professional development have led to improved teaching. Many good features were observed during the inspection but the overall quality of teaching is not yet consistently good.
- Common strengths of all lessons observed are the warm relationships between pupils and adults and calm, purposeful learning environments. Teachers have good subject knowledge and skilled teaching assistants provide support for all pupils.
- Where teaching is strongest, teachers use effective questioning, present a good level of challenge and ensure a brisk pace in lessons with little learning time lost. High expectations of pupils' ability to work independently are set and a good work rate is demanded.
- Pupils say they learn best when teachers make lessons exciting, present them with practical tasks and allow them to work with good levels of independence, for example when they use computers and reference books to apply their research skills to extend learning.
- Less effective lessons lack pace because teachers talk for too long and pupils are not always fully engaged or given enough time to practise their skills independently. Handwriting skills and presentation of work vary because teachers do not always intervene soon enough in lessons to improve pupils' written work.

- Most pupils know the National Curriculum levels they are expected to reach by the end of the academic year. Some have a good understanding about how they can reach these levels because their teachers provide them with individual targets, written in child-friendly language. These allow pupils to assess their progress and make clear how they can improve their work.
- Teachers generally praise pupils' work when marking. In extended writing tasks pupils often receive detailed guidance on how to improve their work further but this is less developed in other areas of written work and other subjects. Pupils are not always given time to respond and act upon teachers' comments in marking.
- The match of teaching to the needs of disabled pupils and those with special educational needs is now good due to better early identification of their needs. A well-planned programme of small-group and individual interventions provides additional support in English and mathematics for those who need it.
- The curriculum is broad and balanced but does not yet provide a wide enough range of learning experiences and challenge. Some opportunities are provided which capture the interest and imagination of all pupils, including the more able, but not enough are focused on enabling pupils to become enthusiastic, motivated learners fully engaged in moving their own learning forward.

The behaviour and safety of pupils are good

- Standards of behaviour, both in lessons and around school, have improved strongly since the last inspection. An extremely positive ethos and high expectations of acceptable behaviour provide a calm, happy atmosphere where pupils and adults treat each other with respect.
- Pupils say they enjoy school. They feel safe and trust the grown-ups to look after them well. Most pupils have a good understanding of the different types of bullying and all say that incidents are rare and, if any should occur, these are dealt with swiftly. This view was confirmed by the views of parents who spoke to inspectors and the small number responding to the on-line questionnaire (Parent View).
- Many pupils enjoy taking on responsible roles in school. Members of the school council contribute to decision making in the school and eco leaders promote the care of the school environment very well. All pupils are proud of their school and particularly of their new building which they are taking such good care of.
- Nurture and intervention programmes are well managed and the use of pupil premium funding is providing positive support for pupils. A few pupils sometimes find it difficult to manage their own behaviour consistently well throughout the school day, but good behaviour management systems ensure any disruption to learning is minimal.
- Pupils attend school regularly because of the diligence of staff in encouraging good attendance in all groups of pupils. Senior leaders' rigour in monitoring attendance and their work with parents has successfully reduced persistent absence figures.
- Communication between home and school has a high priority. The role of the learning mentor contributes well to this as does the home school diary and well-populated school website.
- Low and reducing exclusions rates, school records and inspection observations confirm that behaviour is typically good.

The leadership and management are good

- The determined leadership of the executive and associate headteachers and governors, supported by a committed staff, has enabled the school to move forward securely since the last inspection. All of the areas for improvement identified at that time have been addressed and the school demonstrates good capacity for continued improvement.
- Senior and middle managers' roles have been streamlined and strengthened. This has given phase leaders a greater oversight of their respective management responsibilities. Processes to

manage the performance of teachers are well developed. They are clearly focused on pupil outcomes and ensure shared accountability for all staff. Joint observations during the inspection confirm the accuracy of the senior leadership team's professional understanding of the quality of teaching and learning.

- The school has an accurate view of its strengths and has identified the appropriate issues for development. Clear plans for action are in place focused firmly on the areas for development with ambitious targets for improvement.
 - Systems to monitor and track pupils' progress are in place. Leaders have a good understanding of the achievement of all pupils and groups of pupils. This information is used effectively to monitor the quality of teaching and is shared regularly with governors.
 - Safeguarding arrangements are very effective in ensuring pupils' safety and well-being. The electronic signing-in system ensures that a clear picture of all on site is available at all times. Appropriate training for all staff and governors are reviewed regularly and there is an established culture of safe practice in school.
 - The school works well with parents and provides valuable family support when it is requested. The Early Years Foundation Stage manager has strengthened links with childminders, who provide care for some of the younger children, to ensure a full picture of each child's development is formed.
 - The curriculum has some shortcomings. A range of visits take place which develop pupils' learning and personal development. However, opportunities to practise basic skills across different subjects are not fully developed and too few activities are provided that challenge, engage and enthuse all learners.
 - The local authority provides effective support. Arrangements to engage the support of an executive headteacher were made following the last inspection of the school. The local authority has continued to work with the school following the establishment of the federation.
 - **The governance of the school:**
 - The governing body is responsible for the governance of the federation of schools. Minutes of meetings indicate that governors take their responsibilities very seriously. Effective systems are in place to ensure that best practice is shared across the federation while retaining the individuality of each school and ensuring equity in resources and support.
 - The governing body is well led. Members are well organised and well informed, and effective systems and procedures are in place to provide support for school leaders and hold them to account.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	106416
Local authority	Wigan
Inspection number	402800

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

Type of school	Primary
School category	Community
Age range of pupils	3 - 11
Gender of pupils	Mixed
Number of pupils on the school roll	367
Appropriate authority	The governing body
Chair	Sheila Davidson
Executive headteacher	Sharon Bruton
Associate headteacher	Jenny Adams
Date of previous school inspection	13 January 2010
Telephone number	01942 255406
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