

# Hindley Green Saint John's Junior and Infant School

Atherton Road, Hindley Green, Wigan Lancashire , WN2 4SD

**Inspection dates** 21–22 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Inadequate	4
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils across the school make good progress and some do better than this.
- Disabled pupils and those with special educational needs also make good progress because the support they receive is tailored closely to their needs.
- Teaching is good. There is an infectious enthusiasm for learning in the school. Teachers have high expectations of the pupils and challenge them to do their best.
- The quality of education provided for children in the Reception Year is outstanding. The sharp focus on developing children's skills in speaking, reading and writing is laying a strong foundation for successful learning.
- Pupils' behaviour around the school is impeccable. This arises from a transformation of the school's ethos, based on Christian values, so that respect and concern for others in school as well as beyond are central.
- Leaders including governors have tackled the school's weaknesses resolutely and rapidly. The relentless drive for improvement has changed the school from one causing concern to a place where pupils thrive as learners and their personal development flourishes.

### It is not yet an outstanding school because

- Only a small proportion of teaching is outstanding and occasionally lessons require improvement.
- Not all of the more-able pupils reach the higher levels of which they are capable.

## Information about this inspection

- Inspectors observed 13 lessons taught by seven teachers, observing some jointly with the headteacher. They also conducted some short visits to lessons to look at pupils' work, listened to pupils read, observed break and lunchtimes and attended a whole-school assembly.
- Inspectors held meetings with the executive headteacher, headteacher, staff, the school council, members of the governing body and representatives of the local authority. They spoke informally to lots of pupils.
- Inspectors took into account 10 responses to the online questionnaire, Parent View, and spoke informally to a number of parents who attended the whole-school assembly.

## Inspection team

Jane Austin, Lead inspector

Her Majesty's Inspector

Chris Griffin

Additional Inspector

## Full report

*In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.*

### Information about this school

- Hindley Green St John's became part of The Keys Federation, a group of three primary schools in the same area, in September 2011 following the judgement in June 2011 that the school required special measures. The federation is led by the executive headteacher, a National Leader in Education, and a single governing body. The headteacher was appointed by the federation in September 2011.
- The school has received two monitoring inspections since it was placed in special measures. This report arises from the third monitoring inspection.
- This school is much smaller than average but the number on roll is increasing.
- Almost all pupils are White British with a very small number from a range of minority ethnic heritages. Three pupils are at the early stages of learning English as an additional language.
- The proportion of pupils whose circumstances are known to make the school eligible for additional government funding, the pupil premium, is below average.
- The proportion of pupils with special educational needs supported at school action is above average.
- The percentage of pupils supported at school action plus, or with a statement of special educational needs, is high.
- The school exceeds the government's current floor standard, which is the minimum standard expected for pupils' attainment and progress.

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

- Raise attainment for more-able pupils by:
  - improving the quality of teaching to outstanding
  - giving pupils more opportunities to learn independently
  - providing more open-ended activities that stretch pupils' thinking
  - ensuring that questions probe and develop pupils' understanding more deeply
  - enabling pupils to spend as much time as possible learning by reducing the time taken for teachers to give instructions.

## Inspection judgements

### The achievement of pupils

is good

- Overall, pupils in all year groups made good progress last academic year because the quality of teaching improved markedly. This improvement helped pupils to make up lost ground and raise their attainment.
- Accelerated progress in Year 6 ensured that every pupil in the class reached the level expected for their age in English and an average proportion reached this standard in mathematics. However, performance above this level was weaker than average.
- Pupils in Year 2 also made more progress than previously and closed some gaps in their learning. Their attainment was average in mathematics but below average in reading and writing. The proportion of pupils who reached the level above that expected for their age was below average.
- There are no differences in the performance of various groups of pupils. Disabled pupils and those with special educational needs make the same good progress as their classmates. This is because the support provided for them is tightly matched to their needs and reviewed regularly. The needs of pupils for whom additional government funding is allocated are carefully assessed and appropriate strategies put in place to improve their learning further. Overall, their average point scores are in line with those of their peers.
- Pupils are making better progress in literacy because the school's structured approaches to teaching reading and writing are implemented consistently. The proportion of pupils who reached the expected level in the Year 1 phonics screening test (a check on pupils' knowledge of sounds and letters) was well above average. Pupils who have more difficulty reading are given more opportunities each week to read aloud to adults.
- The development of speaking and listening skills is a priority from the start of a pupil's time in school. There are several opportunities each day for children in the Reception class to say in complete sentences what they are planning to do or what they have achieved. Older pupils respond well to teachers' clear expectations that they will both give extended answers using complete sentences and listen carefully to one another.
- Children join the Reception class with skills and understanding that are less developed than is usual for their age. Last year, children made slow progress initially until there was a very significant improvement in the quality of provision. At that point their progress increased, but even so, pupils began Year 1 with skills below the level expected for their age.
- Progress is much better for the children in Reception this year because the provision for them is outstanding. Learning is exciting and captures children's imaginations. Checks on children's learning are fine-tuned and activities are very closely matched to the needs of individuals. Consequently, children concentrate and persevere well with tasks.
- Across the school, pupils find learning exciting and enjoyable. They are motivated learners, keen to succeed, who participate well in class and bring their own questions to the topic in hand.

### The quality of teaching

is good

- Teachers fire pupils' thirst for learning by choosing themes and activities that grab their interest and, in the main, challenge them at the right level. For example, Year 6 pupils were thoroughly engaged and made good progress in writing about a mystery, the silhouette of a body which had appeared on their classroom floor overnight. As in this instance, the strong links between learning in English and mathematics lessons and the class's creative curriculum topic help to sustain pupils' enthusiasm and extend their skills.
- Lesson planning is thorough and based on accurate measures of pupils' learning. Consequently, tasks are carefully matched to the next steps pupils need to take in their learning as well as to their preferences. For instance, Year 2 enjoy practical activities and made good progress on ordering weights because they were given a suitable variety of real packets and tins of food to

work with.

- Most lessons have a brisk pace although at times teachers spend too long giving instructions to the class, reducing the time pupils spend on activities. In the best lessons, learning is managed seamlessly so no time is wasted.
- Teaching assistants are skilful in supporting pupils' learning and deployed effectively by teachers to increase progress.
- Teachers' marking is of a high quality, giving pupils a clear picture of what they have achieved and the next steps they need to take. Increasingly, pupils are treating marking as a dialogue and responding to teachers' comments and challenges.
- At times, teaching is less effective in ensuring that more-able pupils are stretched fully to achieve their best. There are not enough opportunities for these pupils to work independently on demanding, open-ended tasks which challenge their thinking. Teachers' questioning does not always probe their understanding in sufficient depth.

### **The behaviour and safety of pupils** are outstanding

- The work of leaders and governors to instil a positive ethos, based on Christian values, in which all are appreciated and treat one another with respect, has had remarkable success in a very short period. The school is a vibrant learning community in which all are valued as individuals.
- Pupils' behaviour is excellent. They are polite, friendly and well-mannered. Pupils of all ages play well together at break and lunchtimes, sharing games and equipment sensibly. The shining star ambassadors are proud of their role and keen to spot pupils who are being especially kind and helpful.
- The school's behaviour management system is applied consistently. Pupils talk enthusiastically about the rewards for good behaviour and helpfulness because these motivate them. They have less to say about sanctions because these have to be used much less frequently.
- Pupils have a strong sense of pride in their school and in their work. This is clear in their eagerness to talk about the work on display. It is also evident in the high standards of presentation shown in their work, and particularly the care taken with handwriting.
- Pupils' spiritual, moral, social and cultural development is outstanding. Their spiritual development is supported very well by half-termly themes, such as compassion, which permeate the school and form the focus for reflection and worship. Pupils speak warmly of the strong links with the local church where the community work well with the school on projects such as a Second World War evacuation.
- Linked to the school's values, pupils have developed a strong sense of service to others, whether this is in caring for their schoolmates or for those less fortunate further afield, for instance through charitable fund-raising.
- Pupils say they feel very safe in school. They have a wide-ranging awareness of how to stay safe, including when using the internet and social media. Pupils say bullying of any sort is rare and this is confirmed by the school's records. They are confident that there are lots of adults they can approach should they have any concerns.
- Attendance is well above average and pupils arrive at school punctually.

### **The leadership and management** are good

- The executive headteacher and headteacher have been uncompromising in their drive to turn the school around so that pupils receive a high quality education and flourish. They have achieved this in a short period because their analysis of the issues facing the school was accurate at the strategic level and precise at the day-to-day level. Consequently, improvement plans had a firm foundation from the outset.
- Senior leaders moved quickly to find out where pupils were up to with their learning and to set challenging targets to ensure that lost ground was made up as rapidly as possible. A thorough

system to track pupils' progress was put in place and this helps to identify any dips in their learning. Leaders respond promptly to these, making sure that pupils get the help they need.

- Senior leaders have embedded a culture of continuous improvement through a rigorous approach to raising the quality of teaching. Frequent, highly focused lesson observations identify in detail the changes needed to improve classroom practice. These are followed up swiftly with sharply focused training and coaching.
- Staff below senior leaders are developing leadership skills quickly, particularly through taking more responsibility for sharing good practice and coaching teachers. A successful, collaborative approach to improvement is becoming embedded.
- A new robust system of performance management, based on the Teachers' Standards, makes clear links between teachers' performance and pay scales. Targets set are closely matched to the school's priorities, as well as the areas of professional development for individual teachers.
- Rapid improvements to the curriculum have resulted in pupils making much more progress in English and mathematics. Well-planned learning in each of these subjects is enhanced by the new creative curriculum. This enables pupils to develop skills from a range of subject areas through studying a topic. Pupils are very enthusiastic about topics, such as 'mission impossible', and talk animatedly about events linked to these.
- The local authority has provided a range of specialist support for the school, for instance with regard to special educational needs and the Reception class. Monitoring and evaluation of the school's progress has been timely and proportionate and has contributed well to the school's rapid improvement.
- Parents spoken to said that communication with the school had improved since the previous inspection. They now receive timely and relevant information; any issues are dealt with promptly and efficiently. Pupils' school planners form a ready and effective method of home–school dialogue. The learning mentor plays a crucial role in building links with families and in offering support where this is needed. Parents are appreciative of the workshops teachers run for them, for example explaining the school's approach to teaching numeracy.
- The school's systems to keep pupils safe, and to check staff qualifications and access to pupils, are robust and meet government requirements.
- **The governance of the school:**
  - The governing body has played a significant part in driving the school's improvement. The monitoring group, whose members have a pertinent range of expertise, has kept a close track of the school's progress. Governors know the school well because they visit regularly, analyse the performance of pupils and conduct lesson observations. Consequently, they are fully aware of the quality of teaching. The governing body has worked assiduously with the federation and school leaders to develop a rigorous system for managing teachers' performance. They provide a high level of challenge to the school's leaders by asking probing questions. Governors ensure that the allocation of additional government funding, the pupil premium, is benefiting the pupils for whom it is intended. Governors have given strategic and practical support to a key factor in the school's improvement, the development of an ethos based on Christian values.

## 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

<b>Unique reference number</b>	106473
<b>Local authority</b>	Wigan
<b>Inspection number</b>	388557

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	151
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sheila Davidson
<b>Executive Headteacher</b>	Sharon Bruton
<b>Headteacher</b>	Lisa Houghton
<b>Date of previous school inspection</b>	28 June 2011
<b>Telephone number</b>	01942 255396
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