

# Hindsford C of E Primary School

Lodge Road, Hindsford, Atherton, Manchester, Lancashire, M46 9BL

## Inspection dates

5–6 March 2014

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

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Pupils' achievement is excellent. All groups of pupils make outstanding progress in reading, writing, mathematics and information and communication technology (ICT). From low starting points pupils reach at least average, and often above average, standards.
- Disabled pupils and those who have special educational needs make exceptional progress.
- Teachers and teaching assistants are skilled in providing varied, challenging, interesting lessons. As a result pupils concentrate hard and enjoy problem-solving, writing and reading.
- There are often special days such as Egyptian day or World Book day during which pupils learn in new and exciting ways.
- Behaviour is excellent around the school. Pupils are friendly, respectful and interested in visitors. Their good manners are impressive. In class they work hard and listen. Sometimes, however, not all pupils respond to teachers' marking that asks them to do corrections or improve their written work.
- Pupils' health and well-being is very well promoted through numerous sporting and physical fitness activities. Pupils' spiritual, moral social and cultural development is excellent.
- The high expectations of the leadership pervade the school. Pupils, staff, senior leaders and governors all have a voice in deciding on school improvement.
- The school has been led extremely well for several years and recent changes in leadership have been accomplished seamlessly.

## Information about this inspection

- Two inspectors visited 19 lessons taught by nine teachers and several teaching assistants. They visited several part-sessions where small groups were being taught, conducted learning walks to observe the carousel of activities on World Book day and attended two assemblies.
- Inspectors listened to pupils read.
- Meetings were held with senior leaders, members of staff, groups of pupils and members of the governing body. The lead inspector had a telephone conversation with a representative of the local authority.
- Inspectors observed the school's work and looked at the school's self evaluation evidence, development plans, record of pupils' progress, arrangements for safeguarding and documentation relating to pay and performance.
- Inspectors took account of the views of parents from the 14 responses on Parent View, the on-line questionnaire, a scrutiny of the school's most recent internal questionnaire and from informal conversations with parents at the start and end of the school day.

## Inspection team

Judith Straw, Lead inspector

Additional Inspector

Louise Murphy

Additional Inspector

## Full report

### Information about this school

- Hindsford is smaller than the average-sized primary school.
- Almost all pupils come from White British backgrounds and only a very few speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs supported through school action is well above average and the proportion supported at school action plus or with a statement of special educational needs is high, over twice the national average.
- A high proportion of pupils is known to be eligible for the pupil premium. This is additional funding for those pupils who are known to be eligible for free school meals, children from service families and children that are looked after.
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment and progress.
- Since the previous inspection the headteacher has left; the assistant headteacher managed the school as acting headteacher in 2012-13 and a new headteacher was appointed in September 2013.

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

- Further raise pupils' achievement by:
  - making sure that pupils respond promptly and thoroughly when required to complete corrections and improvements to their written work.

## Inspection judgements

### The achievement of pupils

### is outstanding

- Children start in the Reception class with skills well below those expected for their age. They settle quickly in the stimulating and colourful environment and make rapid progress in early writing and reading. They enjoy art and craft work and exploring the exciting outdoor learning area. Nevertheless, they enter Year 1 with skills still below what is expected for their age.
- In national screening checks for phonics (letters and the sounds they make) in Year 1 and Year 2, children do very well and the proportion of pupils reaching the required standard is higher than national figures.
- Progress in Key Stage 1 is very good and last year, in Year 2, pupils reached average standards in reading and writing. Standards in writing are impressive and have been steadily improving since the last inspection.
- By the end of Key Stage 2 progress is even better. In 2013, pupils were in the top ten percent of schools nationally for their progress overall and in reading and writing. Progress in mathematics was slightly less strong. After analysing pupils' work the school identified slower progress in problem-solving work so this has become a focus across the curriculum.
- Disabled pupils and those who have special educational needs make exceptional progress. The school works to ensure that these pupils make the same progress as others in school. The proportion making better than expected progress is very high so that achievement is outstanding.
- Pupils supported by pupil premium funding make equally good progress as other pupils. The school keeps a careful record of how the gap between their attainment and that of other pupils is gradually narrowing. Many of these pupils also have special educational needs and so the gap in their attainment can look wider than it actually is. In 2013, pupils entitled to the extra funding were ten months behind other pupils in writing, four months behind in reading and 12 months behind in mathematics.
- The most able pupils are given every encouragement and work that is especially challenging. As a result, the number of pupils achieving the higher level in reading and writing and the highest level in mathematics is steadily increasing.
- Pupils read widely and by Years 5 and 6 are eager to discuss books they have enjoyed and to hear about new ones. World Book day was a special occasion during the inspection with nearly all pupils and many staff dressed as favourite characters from fiction. The corridors teemed with 'Just Williams', Frankenstein's monsters, supermen, pirates and a splendid 'Fantastic Mr Fox' among dozens of others. The theme of the day was 'books can take you anywhere'.

### The quality of teaching

### is outstanding

- The work in pupils' books, teachers' planning, school progress data and discussions with staff, pupils and parents, all show that teaching over time is outstanding. Pupils enjoy their learning and are exceptionally well-prepared for the next stage of their education.
- The school makes sure that pupils are given work at exactly the right level for their ability to make excellent progress. For example, higher-ability Year 5 pupils regularly work with the Year 6 class in mathematics. The high-ability Year 6 pupils have separate small group sessions to work on more advanced problem-solving, and every Friday all pupils in Key Stage 2 are split into eight 'sets' for every ability to work on mathematics in the morning.
- Pupils' skills in writing are especially well-developed. For example, Year 2 pupils have extended writing books full of stories such as 'A Chocolate Adventure' and 'Jill and the Giant Sunflower', pieces of descriptive writing, writing to persuade and other genres. In addition, they have special books for their work in grammar and punctuation which show that their progress in writing accurately is rapid.
- Learning is excellent across a wide range of subjects. For example, the school makes sure pupils

learn to appreciate and enjoy different kinds of music. Sport is resourced very well so that pupils are fit and healthy. Pupils produce excellent work in art and design projects. For example, Year 4 were making fascinating Egyptian canopic jars as well as solving hieroglyphic subtraction problems.

- Teaching assistants form an excellent partnership with class teachers, both parties knowing the needs of all groups of pupils and so ensuring that all pupils' learning is supported effectively. They support the learning of different groups such as disabled pupils and those who have special educational needs, other pupils identified as needing extra support and sometimes the more able pupils.
- The school has recently put an emphasis on improving marking further so that this is now exemplary. Marking praises work which is done well, provides good advice on how pupils can improve, sets extra challenges and asks pupils to do corrections or alterations to further improve or consolidate learning. Sometimes, however, pupils do not respond to these requests.
- Teachers planned a superb series of activities for every class on World Book day. Music was added where appropriate, for example, pupils in Year 6 were working on 'Goodnight Mr Tom', a story about children evacuated in World War II while listening to the songs of Vera Lynn. Some were cracking war codes or researching the history of early air battles. This same kind of planning was evident in every class, based on different books.
- ICT and computing are promoted very well because the school has invested in excellent resources including an immersion room where pupils can create their own videos and experience 'virtual learning'. Year 5 pupils are currently regularly in contact with pupils in a school in America with whom they are compiling spreadsheets to compare the weather in Manchester and in Colorado.

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

- The school's work to keep pupils safe and secure is outstanding. Parents and pupils agree that this is a safe and happy place to learn. The site is extremely well-managed and secure and all safeguarding procedures are followed robustly.
- Pupils say that bullying is very rare and dealt with at once by staff if it occurs. Some pupils were shocked at the very suggestion that others might use hurtful language or name-calling, but a very small minority said that this does happen occasionally. Those responsible lose privileges and treats and in extreme cases are not allowed to go on school trips and visits. As a result, pupils learn to respect each other.
- Pupils have a keen understanding of rules for Internet safety, how to play safely outdoors and the importance of warming up before physical activity and relaxing afterwards. Personal, social and health education lessons provide an important focus on managing a budget and finance.
- The behaviour of pupils is outstanding because of the quality of relationships in the school between all adults and pupils, the school values which have been chosen by pupils themselves and the numerous opportunities for pupils to consider and reflect upon their attitudes and behaviour. The school has a 'Reflection' area with a beautiful chair for pupils to sit on, think and pray. A book of reflections is available for others to read and enjoy. Pupils are thoughtful, welcoming and kind to each other.
- There is great trust between adults and pupils. The school website encourages pupils and parents to contribute regularly to 'blogs' and comment on what has been happening in school.
- Children are nurtured so that they can do their best. The school provides children considered to be vulnerable with a 'guardian angel'. This is an adult who spends time every week with the child talking, playing games, listening to them read or doing puzzles together.

### **The leadership and management** are outstanding

- Leadership at all levels is excellent. The headteacher and her highly effective assistant

headteacher work in a close partnership. All staff are part of a cohesive team which is constantly improving and developing already good practice. This team includes the site manager, the business manager and the IT manager.

- The leadership of teaching and learning is outstanding. Staff work in groups of three to share good practice and observe each other at work. The school has an open and non-threatening culture so that teachers enjoy sharing good ideas and helping each other over any difficulties.
- Pupils' progress is tracked rigorously so that action can be taken as soon as any pupil is seen to be making less than expected progress in any subject area. All teachers know that they are accountable for the progress of the pupils in their care and are aware that salary progression is linked to this progress.
- Subject leaders manage their areas very effectively. They have a clear understanding of the standards achieved in every class, they are responsible for checking on the quality of teaching and progress in their areas and write their own development plans.
- Pupil premium funding is used to support different children in the ways that the school believes will be most beneficial. For some, this means providing extra practice in reading, being taught in smaller groups, counselling, pastoral support for children and families and, recently, the appointment of a sports coach who works with small groups of boys as a mentor and role model. Nearly all of the pupils entitled to support in 2013 made the progress expected for their age in Year 6 and all made the expected progress in Year 2.
- The primary sport funding is partly used to provide expert coaching and mentoring, a wider range of sporting opportunities and professional development for all staff. The funding is having a strong impact on the health and well-being of pupils.
- The curriculum is flexible, innovative, rich and varied so that pupils enjoy many exciting activities. For example, the school has its own radio station. The school introduces children to the pleasures of drama, sport, art, dancing and cookery among many others.
- The local authority holds the school in high regard and has done so for some years. Recently they provided support for the new headteacher. The school is used as an example to others of excellent practice in ICT and provision for disabled pupils and those who have special educational needs.

■ **The governance of the school:**

- Governors are generally long-serving, totally committed to the school and know its strengths and the challenges it faces. They are rigorous in making sure all pupils have the same opportunities to succeed. They check on spending and make sure that pay progression is closely linked to successful outcomes for pupils. They understand how well the school is performing when compared to others locally and nationally. Governors ensure that the school's provision for safeguarding pupils is excellent. They manage the budget with great efficiency so that the school is able to provide some first-class resources. Governors regularly visit the school to see for themselves what is happening. Pupils regularly attend governors' meetings to report on the work of the school council, worship council and eco-squad and contribute to school development-planning by producing their own school improvement plan. The governors are rightly proud of the pupils and staff.

## 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>	106441
<b>Local authority</b>	Wigan
<b>Inspection number</b>	440740

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 controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	208
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Marion Houghton
<b>Headteacher</b>	Alison Bennett
<b>Date of previous school inspection</b>	11 November 2010
<b>Telephone number</b>	01942 882409
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