

Hindley Green Community Primary

Thomas Street, Hindley Green, Wigan, WN2 4SS

Inspection dates 10–11 June 2014

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

Summary of key findings for parents and pupils

This is a good school.

- From their typically low starting points, pupils achieve well to reach standards that are average overall and rising. They are currently above average, in reading, writing and mathematics in Year 6.
- Good and sometimes outstanding teaching helps the majority of pupils of all abilities and groups to make at least good, and in some cases currently, outstanding progress.
- Typically, behaviour is good and makes a positive contribution to pupils' learning and personal development. Pupils say they feel safe in school.
- Parents are highly appreciative of the high levels of care, guidance and support provided for all pupils. This is especially within the Nursery and Reception classes, and for those with special personal or educational needs.
- The headteachers and governing body have led the school through a period of staffing change with success. Staff are highly supportive of the changes and all contribute strongly to improving teaching and pupils' levels of achievement.

It is not yet an outstanding school because

- Over time, pupils' achievement has been uneven in some areas of the school and is not yet consistently outstanding.
- The quality of teaching over time is variable, with some still requiring improvement.
- The school has yet to engage successfully with some families over their children's poorer attendance. This is affecting the continuity and quality of their learning.

Information about this inspection

- Inspectors observed teaching and learning in 24 lessons and in a range of shorter visits. Three observations were conducted with senior staff.
- Inspectors completed a scrutiny of pupils' work.
- Inspectors spoke to groups of pupils and to parents who picked up their children from school in the afternoon. They took account of 32 responses from parents to the on-line questionnaire (Parent View) in planning the inspection, as well as 28 questionnaires from staff.
- Meetings were held with representatives of the governing body, staff and the local authority.
- Inspectors looked at a wide range of school documentation, including records of pupils' performance, evaluations of the quality of teaching over time and short-and long-term plans for improvement. Safeguarding procedures were also scrutinised.
- Inspectors listened to two groups of pupils read and checked the school information about progress in reading.

Inspection team

Nigel Crome-Hawke, Lead inspector	Additional Inspector
Stephen Helm	Additional Inspector
Rajinder Harrison	Additional Inspector

Full report

Information about this school

- This is well above the average sized primary school.
- Most pupils are White British, with a small number of Asian or mixed heritage pupils. A very small number of pupils speak English as an additional language.
- The proportion of pupils known to be eligible for support through the pupil premium is above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and for children who are looked after by the local authority, who form a significant proportion of this group within the school.
- The proportion of pupils supported through school action is well above average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- There is an independently managed on-site before- and after-school club, which is subject to a separate inspection. Reports for this provision may be viewed at www.ofsted.gov.uk.
- There have been considerable changes in staffing and roles within the school over the last two years.
- The school has a multi-sensory resource facility to support pupils' virtual experiences of the wider world.
- The school is one of four schools that form the Keys Federation, with an overall executive headteacher, the school headteacher and a federation executive governing body.

What does the school need to do to improve further?

- Further improve the quality of teaching and learning in order to raise attainment and achievement to outstanding levels by:
 - ensuring that pupils learn quickly and are challenged to do their best
 - making sure teachers' marking and feedback to pupils make it clear what they need to do to improve
 - checking pupils' understanding and progress regularly in lessons, so that tasks can be quickly adapted to meet the learning needs of pupils when necessary.
- Work with some families to challenge the poorer attendance of some pupils so that there is greater continuity in their learning which supports their improved achievement and enhanced personal development.

Inspection judgements

The achievement of pupils

is good

- Children start in the Early Years Foundation Stage with skills that are mostly low, and increasingly very low, compared to those typically expected. This is the case across all areas of learning but especially so in literacy and numeracy. Children make good and sometimes outstanding progress through Nursery and Reception. There is a strong focus upon developing basic skills and establishing clear routines for learning and behaviour which prepare children very well for the next stage in their learning.
- This good progress continues throughout Key Stages 1 and 2. Attainment at the end of Year 2 has varied over time and is low overall, reflecting the characteristics of each year group, but also considerable staffing changes. Currently attainment across this key stage at least matches, and at the higher levels, exceeds national expectations, reflecting the rapid improvements in the quality of teaching across the school over the last two years.
- Attainment by the time pupils leave the school at the end of Key Stage 2 has also varied year on year and is broadly average over time. Current Year 6 pupils are on track to reach above average standards in English and mathematics in national testing. This pattern is typical across all year groups, with all on track to at least match national expectations for their age by the end of the year. This is particularly the case with the most able pupils who are on track to reach higher levels of attainment at the end of Year 6, especially in reading and mathematics.
- The school focuses strongly upon developing pupils' reading skills to help them across all their areas of learning. The current Key Stage 1 screening check of pupils' use of phonics (letters and sounds) to help in their reading, as well as inspection evidence, show that the vast majority of pupils in each year group have already reached at least national expectations for their age.
- The progress of pupils through Key Stages 1 and 2 in the past has been variable and sometimes required improvement. This issue has been robustly tackled over the last two years. The proportion of pupils making expected progress and the proportion exceeding expected progress in English and mathematics is now securely above national figures across all year groups. This constitutes good and sometimes outstanding achievement from pupils' starting points.
- The achievement of pupils supported by the pupil premium is good. Last year in Year 6, pupils attained slightly above the levels of similar pupils nationally, but some two terms below other pupils in the school in English and mathematics. Inspection evidence shows that this gap is being rapidly narrowed even further to closely match the performance of all pupils. This demonstrates the school's commitment to equality of opportunity and the quality of its provision, especially for those pupils in local authority care.
- The small number of pupils whose first language is not English and those from minority ethnic groups, make good progress, especially in reading, due to the quality of support they receive from the school.
- The school's provision for pupils with special educational needs is comprehensive and benefits significantly from its federation status. Extensive initial assessment and checks on their often complex needs, combined with high-quality support from skilled teaching assistants and learning mentors, ensures that this group makes good and often outstanding progress.

The quality of teaching

is good

- The quality of teaching over time is good and rapidly improving, with a significant minority currently being outstanding. A small minority still requires improvement.
- Teaching in the Early Years Foundation Stage is good and there is evidence of outstanding practice, notably in the use of phonics to build children's reading skills. A particular strength of the setting is the use made of regular assessment of children's learning and their interests so that provision can be constantly tailored to their needs. As a result, children enjoy their learning in the well-resourced setting, as it is interesting and challenging. Parents expressed great support for this area of the school's work, one stating that, 'It has given my daughter a great

start in her life.'

- English and mathematics are taught well, with writing and mathematics being the focus over the last two years. This has resulted in significantly higher rates of progress being made by pupils in these areas across the school. The legacy of past weaker teaching is still evident in a few areas of lower Key Stage 2 writing, but the school has this issue very well in hand. Robust specialist teaching is already closing this gap considerably.
- Where pupils make good or better progress in Key Stages 1 and 2, their interest is captured as they begin learning, for example, by the good use of technology to bring resources into the classroom. Pupils are constantly engaged and challenged, so they learn quickly. Pupils' understanding is also often advanced, for example, with the use of tasks that have a real-life application as seen in a Year 6 mathematics lesson that drew out the relevance of calculations in geometry to everyday living.
- Teachers make good use of the very good assessment practices common across the federation, to plan their lesson activities. Learning is most effective where adults then ensure that the objectives of a lesson are clearly understood. They then closely check on the progress being made by pupils and adapt tasks and activities when necessary. Detailed feedback in teachers' marking is often used to ensure that pupils know how successful they have been and what they need to do to further improve their work. Individual learning targets are then regularly reviewed to help pupils move their learning forward without adult support.
- Some learning is not as secure or rapid as for the vast majority across the school. Pupils sometimes are not learning quickly enough and some lessons are insufficiently challenging, so pupils lose interest. In some cases pupils are not clear about what they need to do to improve their work. The regular checks on pupils' learning seen in many lessons is also not evident in some cases, so activities are not adapted when necessary. This slows pupils' learning as tasks set no longer meet their needs because they are either completed early or found to be too difficult.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. It is often exemplary around the school and in gatherings such as assemblies.
- The school's work to keep pupils safe and secure is good. An overwhelming proportion of parents who responded to the on-line questionnaire, (Parent View), recent school surveys and talks with inspectors, agree that pupils are well cared for. Parents were full of praise for the opportunities provided by the before- and after-school clubs that the school uses. Pupils unanimously agreed that they feel safe in school.
- The school has highly developed practices to ensure that the often considerable social and personal, as well as learning needs, of large numbers of pupils are met. A comprehensive and sensitively delivered personal, social, health and citizenship programme is operated, together with a considerable programme of joint pupil/family learning opportunities. Together, these ensure that the spiritual, moral social and cultural development of pupils is well supported.
- Pupils take on many forms of responsibility within the school. These involve acting as representatives on the school and eco-councils and buddies and as learning helpers for younger children. Pupils especially enjoy running the school's radio station through which they can communicate with others, celebrate pupil and school successes and help support the school's values and principles.
- A few parents expressed concern about the levels of bullying within the school and how well the school manages behaviour. Inspectors observed some low level, off-task behaviour within less engaging lessons, but this was dealt with effectively. Wider inspection evidence clearly shows that the vast majority of behaviour is good and any incidents are well managed through the school's support structures. Older pupils were clearly of the view that both behaviour had improved and incidents of bullying have decreased significantly over the last two years. They are very well aware of the different forms of bullying, and of e-safety, and know who to go to if they

have a problem.

- Pupils show their support for the school through their high levels of attendance at its many activities and events outside of lessons. Overall attendance at school is average over time and, although it is rising rapidly and is currently above national figures, the school recognises that it still has work to do with some families to reduce absence and so improve the continuity of some pupils' learning.

The leadership and management are good

- The executive and school headteachers, executive governing body and staff of the school are driving improvement forward with vision, skill and tremendous energy. The school is supported by the federation schools and itself contributes significantly to these partner institutions to good effect. Staffing has been significantly changed over the last two years and morale is very high.
- A real strength of the school is the high quality of the checks made on its practice, its training for staff and the sharp focus on improvement within its short- and long-term planning. Half-termly data returns and a robust analysis ensures that the performance of individual pupils as well as groups is undertaken and any action needed is rapidly taken. This quality of checking extends from senior to middle leaders and all staff, and into all key stages and areas of the school. Leaders are aware that there are some areas of weakness, especially in teaching, and have largely, but not totally, overcome them.
- The successful use of the pupil premium funding has widened the range of opportunities offered to pupils and helped increase the ambition and self-esteem of this group through the use of higher staffing levels and additional support. The impact of this action is clearly evident in their improved performance in relation to that of other pupils.
- School sport funding is also used to good effect to provide high-quality specialist teaching. The difference this has made to participation rates, healthier lifestyles and achievement in sport is already evident, as well as building the expertise of staff to lead such activities themselves.
- The school's engagement with parents and the local community is good overall, helped by frequent communication with them over school events and their children's progress.
- The local authority recognises the very real strengths of the school and the federation of which it is part. It has provided additional support over the last two years in mathematics and writing, but is reviewing the extent of its support in the light of the success of this work.
- The curriculum is rich in experiences and opportunities for pupils. As well as a clear focus upon developing key skills in literacy and numeracy, it significantly extends pupils' understanding of the wider world. This is especially evident through the creation of virtual multi-sensory environments within its 'Immersion Room, known as The Room of Wonders.' The curriculum, therefore, supports pupils' spiritual, moral, social and cultural development very well.
- **The governance of the school:**
 - The executive governing body has played a vital role in the school's improvement. Members check the school's performance rigorously, helped by their sub-committee who are trained in data analysis and school improvement strategies. They have supported the school well during a period of major transition and staffing change. They have supported the robust performance management used to bring about improvements in teaching and ensured that staffing is meaningfully linked to any increases in salary. Governors ensure that safeguarding requirements are met.

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	442339

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	435
Appropriate authority	The governing body
Chair	Sheila Davidson
Executive Headteacher	Sharon Bruton
Headteacher	Jenny Adams
Date of previous school inspection	3 October 2012
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