

Hindley All Saints CofE Primary School

Chapel Fields Lane, Hindley, Wigan, WN2 3QS

Inspection dates 15–16 July 2014

Overall effectiveness	Previous inspection:	Good	2
	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.

- Pupils make good progress from their starting points, including those who are eligible for the pupil premium and those who are disabled or have special educational needs.
- Standards at the end of all three key stages have improved over time and are above average in reading, writing and mathematics by the end of Year 6.
- Teachers expect the best from pupils in terms of the amount and quality of their work. They help pupils to improve through effective marking that gives clear guidance to individuals on the next steps in learning.
- Pupils swiftly learn to identify letters and the sounds they represent (phonics) because the teaching of this subject is particularly well organised. As a result, standards in reading at the end of Key Stages 1 and 2 continue to rise.
- Adults apply the school's behaviour policy consistently so that pupils know what is expected of them. There is very rarely any disruption to learning in any lessons and pupils behave sensibly in and around the school.
- Pupils feel safe in school and know that they are always treated fairly. Relationships are excellent and pupils know that any concerns will always be taken seriously.
- School leadership is strong, including that of the governing body. Leaders have acted swiftly and decisively to tackle weak teaching. Most teaching is now good and an increasing proportion is outstanding.
- The school's systems for checking on pupils' progress and holding teachers to account for this are rigorous. This means that any pupils who are at risk of falling behind in their learning are swiftly identified and supportive action is taken.

It is not yet an outstanding school because

- The most able pupils in Years 1 to 5 do not always make as much progress as they could because they do not have sufficiently challenging tasks and activities in all lessons.
- Attendance is below average, partly because a few families take holidays in school term time. Some pupils miss valuable learning because their attendance is irregular.

Information about this inspection

- Inspectors observed 13 lessons or parts of lessons, three of which were joint observations with the headteacher or deputy headteacher.
- Inspectors spoke to a range of pupils about their work and play in school.
- Inspectors held meetings with four members of the governing body as well as school leaders, and held a telephone conversation with a local authority representative to discuss support for the school.
- There were insufficient responses to the online questionnaire (Parent View) for inspectors to be able to access them. Inspectors took account of 27 responses to the staff survey and the results of the school’s recent survey of the views of parents.
- The inspectors observed the overall work of the school and checked various documents and procedures, including the school improvement plan and systems for checking pupils’ progress. They also looked at documents relating to safeguarding and behaviour.
- Inspectors listened to some pupils reading and looked at a wide range of other evidence, including pupils’ current work in books.

Inspection team

Janette Corlett, Lead inspector

Additional Inspector

Jean Tarry

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- The proportion of pupils known to be eligible for support through the pupil premium funding is well above average. (The pupil premium is additional funding for children that are looked after or pupils who are known to be eligible for free school meals.)
- The proportion of disabled pupils and those with special educational needs supported at school action is above average.
- The proportion of pupils 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 that are the minimum expectations for pupils' attainment and progress by the end of Year 6.
- The school has experienced some turbulence in staffing over the past two years, partly due to long-term sickness or maternity absence.

What does the school need to do to improve further?

- Improve the progress of the most able pupils in Years 1 to 5 by ensuring that teachers always plan tasks and activities in lessons that encourage and stimulate these pupils to extend their thinking, to deepen their understanding and to reach the highest possible standards in reading, writing and mathematics.
- Improve attendance until it is at least average by making sure that parents are aware of the importance of regular attendance and make every effort to ensure their children attend school daily.

Inspection judgements

The achievement of pupils is good

- Children start school in the Nursery with skills that are below those typical of their age. They make good progress due to the high quality of provision and, by the time they begin Year 1, their standards are broadly average across all areas of learning.
- Progress is not as good in Year 1 as it is in Year 2, but pupils nevertheless reach standards at the end of Year 2 in reading, writing and mathematics which are close to average and have improved over time.
- Progress between Years 3 and 6 is good overall but not consistently so in all year groups. This is mainly because the quality of teaching has been variable over time as temporary cover for long-term sickness absence has not always been of the same high quality as that of class teachers.
- The school effectively promotes equality of opportunity. Pupils known to be eligible for free school meals make just as much good progress as other pupils in the school and there are no gaps in their attainment by the end of Key Stage 2.
- Similarly, most disabled pupils and those who have special educational needs make good progress. They are particularly well supported by highly qualified and skilled teaching assistants under the direction of teachers who know these pupils well and carefully plan for their needs.
- The most able pupils in Year 6 make outstanding progress and an increasing proportion of them reach the highest possible standards in the end of Key Stage 2 tests in reading, writing and mathematics. However, this is not the case in Years 1 to 5 where the teaching does not always stretch pupils to extend their learning so that they reach their full potential.

The quality of teaching is good

- Teachers check pupils' progress and understanding between lessons by following very thorough marking procedures. This enables teachers to make detailed plans for future learning and to deal swiftly with any misconceptions. Pupils respond to this very well and routinely have the chance to act on teachers' suggestions to correct or improve their work. This means that the impact of marking is highly effective.
- The teaching of phonics is well organised through a team of highly-skilled teachers and teaching assistants. Pupils receive support at exactly the right level for their ability and stage of learning. This has already shown impact in improved standards in reading by the end of Key Stage 1 and is also helping to improve pupils' progress in writing, because they can spell more accurately, and in mathematics because they can decipher questions more easily.
- The teaching of literacy and mathematics is good. Teachers have good subject knowledge and use this together with good questioning skills to make sure that pupils are secure in their understanding of punctuation, grammar and mathematical calculations. For example, in one lesson in Year 3 on using adverbs, the teacher took the opportunity to extend pupils' knowledge of subordinate clauses, making very precise use of the appropriate vocabulary. Similarly, in a mathematics lesson in Year 5, the teacher sorted out common mistakes in calculating multiplication and division problems by asking pupils to help her by pointing out deliberate errors in an example she displayed on the interactive whiteboard.
- Teachers give pupils ample opportunities to read widely every day across a range of subjects. Opportunities for pupils to practise their skills in writing across the wider curriculum are not quite so well-established. The literacy leader is aware of this and plans to use the introduction of the new national curriculum to ensure that teachers include more writing activities in other subject areas.
- Teaching has improved rapidly within the last two years and only a very small proportion still requires improvement. This is generally when the teaching does not expect pupils to learn quickly enough. In Years 1 to 5, the teaching does not always offer sufficient challenge to the most able pupils.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils behave well in and around the school and usually treat one another with respect and courtesy. This good behaviour is a result of a very clear school-wide policy that is rigorously followed across all year groups. Pupils know exactly what is expected of them and understand that the sanctions for poor behaviour are fairly and consistently applied. As a result, there is rarely any disruption to learning.
- Parents comment that they believe pupils' behaviour is good and that staff are always supportive, willing to listen and kind. Pupils say that most children behave well, although a few of them are sometimes a bit naughty when there is a supply teacher in the school who perhaps does not expect the same high standards as their normal class teachers.
- Pupils wear their school uniform with pride. Youngsters taking part in the graduation ceremony for children moving from Reception to Year 1 looked very smart for the celebration and enjoyed wearing a cap and gown to receive their certificates. There is very little litter on the school yard because pupils respect their school environment and want it to be pleasant for everyone.
- The school's work to keep pupils safe and secure is good. Pupils say that there is very little bullying of any kind in the school and that teachers always deal with any incidents appropriately. The school site is secure and school leaders make sure that breaks and lunchtimes are well-supervised.
- The provision of breakfast cereal and a drink for all pupils means that the vast majority of pupils arrive at school on time each day. Attendance is rising due to the ongoing work by senior leaders and staff. However, it remains below average because a few pupils do not attend school regularly, including pupils who take holidays in term time. This means these pupils miss valuable learning.

The leadership and management are good

- School leaders are ambitious for all pupils. They have ensured that pupils entitled to free school meals make good progress in just the same way as other pupils in the school and that the attainment of all groups of pupils has improved to above average in reading, writing and mathematics by the time they leave the school.
- Leaders, including governors and middle leaders, know the school well and have a secure grasp of its many strengths as well as those areas that need to improve further. This is seen in the way leaders have identified that pupils do not always have as many opportunities to write for extended periods of time across a range of subjects and have begun making plans to improve this.
- Under the strong and determined direction of the headteacher, school leaders have not hesitated to tackle weak teaching swiftly and decisively. Teaching is now good overall and an increasing proportion is outstanding. This shows that the school has the capacity to continue to improve.
- There is now very little teaching that requires improvement. School leaders are giving highly effective support and appropriate professional development opportunities to these teachers who are very keen to learn and to improve their practice.
- Arrangements for the performance management of teachers are robust and progression up pay scales is linked to successful outcomes in terms of pupils' progress and improvements in the quality of teaching.
- The curriculum supports pupils' good spiritual, moral, social and cultural development. It is enriched by a range of interesting outside visits and visitors to the school. Links with the local secondary school give older pupils opportunities to take part in science experiments using laboratory facilities. Pupils learn to speak Spanish and have the chance to learn to play a musical instrument.
- The primary school sport funding has been used successfully to increase the range of sports on

offer and to promote healthy lifestyles by increasing the number of pupils taking part in such activities.

- Links with parents and the local community are particularly strong. During the inspection, a 'Community Day' provided opportunities for pupils to make some profit from their business enterprise sessions of the week before, and to entertain parents and friends with a range of music and dance activities.
- The local authority provides very light-touch support to this good school and has arranged for the headteacher to support other local schools.

■ **The governance of the school:**

- Governors are supportive of the school and are regularly updated on outcomes for pupils as they move through the school. They know how the pupil premium funding is spent and give effective challenge to school leaders on the impact of this on the progress of pupils known to be eligible for free school meals.
- Governors are very well-informed on the quality of teaching and the actions that school leaders are taking to improve it. They are aware of the school's arrangements for staff pay and progression, including that of the headteacher, and have ensured that these have been used effectively to tackle weaknesses in teaching.
- Governors ensure that the school meets the statutory safeguarding requirement to check on the suitability of adults working with children in the school, and that the school's financial arrangements are secure.

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	106471
Local authority	Wigan
Inspection number	439538

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	242
Appropriate authority	The governing body
Chair	Rev A Beahan
Headteacher	Mr K Ward
Date of previous school inspection	3 March 2009
Telephone number	01942 255577
Fax number	01942 254581
Email address	enquiries@admin.hindleyallsaints.wigan.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

