



Hindley All Saints CofE Primary School

Inspection Report

Unique Reference Number 106471
LEA Wigan
Inspection number 277569
Inspection dates 30 January 2006 to 31 January 2006
Reporting inspector Mr James Kidd CfBT Lead Inspector

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

Type of school	Primary	School address	Chapel Fields Lane
School category	Voluntary aided		Hindley
Age range of pupils	3 to 11		Wigan, Lancashire WN2 3QS
Gender of pupils	Mixed	Telephone number	01942 255577
Number on roll	269	Fax number	01942 254581
Appropriate authority	The governing body	Chair of governors	Rev J Taylor
Date of previous inspection	13 March 2000	Headteacher	Mr K Ward

Age group 3 to 11	Inspection dates 30 January 2006 - 31 January 2006	Inspection number 277569
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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.

Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This is a larger than average, one form entry school for 3 to 11 year olds, situated five miles from the centre of Wigan. The proportion of pupils eligible for free school meals is above average. When children start school, many of them have skills which are below what might be expected nationally. The percentage of pupils from minority ethnic groups is low and there are few pupils in the early stages of learning English as a second language. The proportion of pupils with learning difficulties and/or disabilities is below average. The school holds the National Eco-Schools' Bronze Award.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Hindley All Saints is an improving school, which provides satisfactory education and ensures good personal development for its pupils. Inspectors agree with the majority of the school's judgements in the self-evaluation form.

Achievement is satisfactory and standards are broadly average but, because of the strong commitment to raising attainment, they are improving, particularly in mathematics and science. Leadership and management are satisfactory overall, and the new senior leadership team provides clear educational direction and is already moving the school forward. The newly established Foundation Stage Unit is an example of this and the strong teaching team is already having a positive effect on the development of children's social skills. Whilst satisfactory overall, teaching is inconsistent in quality: good practice engages pupils and motivates them to want to learn, but in lessons lacking sparkle, children are not always fully engaged in the activities. Accurate information is gained from assessing pupils' progress, but this is not yet used well enough to assist curriculum planning or lead to robust target setting for pupils in all year groups. Christian principles permeate the school's work and pupils behave well and feel both valued and safe. The curriculum meets statutory requirements and is augmented by a wide range of enrichment activities and good links with outside agencies. The vast majority of parents and pupils are very positive about the school, the care it provides and all that it offers.

The school has improved well since the last inspection and has addressed all the key issues for action arising from that report. It has a clear picture of its strengths and weaknesses and is well placed to improve further. It provides satisfactory value for money.

What the school should do to improve further

- Raise standards and achievement in both key stages, particularly the quality of pupils' writing.
- Ensure greater consistency in the quality of teaching, in order that pupils of all abilities are challenged more realistically.
- Consolidate assessment practice and ensure that information gained from it leads directly to curriculum planning and to more robust target setting for pupils.

Achievement and standards

Grade: 3

Inspectors agree with the school's view that standards are broadly average and that achievement is satisfactory. On entry to school, children's attainment is below average and they achieve satisfactorily in the new Foundation Stage Unit. Their progress in developing social skills, however, is good. In Years 1 and 2, learners achieve well and, although standards vary from year to year, attainment is broadly average at the end of this key stage. Because of staffing issues, some behaviour problems, and a lack of

consistency in teaching quality progress across Key Stage 2 has slowed in recent years, and pupils' writing skills have suffered as a result. However, inspection evidence demonstrates that the timely introduction by the new leadership team of a range of effective strategies to encourage extended writing, eradicate pupils' misconduct and improve teaching are having a positive effect on achievement which is satisfactory overall across this key stage. In Year 6, for example, standards in mathematics and science have improved markedly and there are many examples of above average performance in writing in Years 4 and 5. There is no significant difference between the performance of girls and boys. Pupils with learning difficulties and/or disabilities progress as well as others.

Personal development and well-being

Grade: 2

The school believes personal development and well-being to be satisfactory but inspectors judge them to be good. School policies to improve behaviour have been effective and pupils conduct themselves in an orderly fashion around school. Pupils are proud of their school, enjoy their lessons and say that they feel safe because, in their words, 'our teachers and older pupils protect us and we know all the school rules'. Pupils' spiritual, moral, social and cultural development is good and they develop a strong understanding of other cultures, respect for others and the difference between right and wrong. Learners are aware of the importance of developing healthy lifestyles and healthy eating habits and are heavily committed to the recycling of waste, demonstrated by the National Eco-Schools' Bronze Award. The school council meets regularly, but is relatively new and has yet to play a significant part in improving school life for the better. Older children have many responsibilities around school and are developing their social skills well through the 'friendship stop' and the current 'play leader' training, for example. Attendance is broadly average but punctuality is good.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory, with some examples of good practice. Teachers treat their pupils with the utmost dignity and respect and teaching assistants provide focused support for pupils with learning difficulties and/or disabilities. In the most effective lessons, pupils benefit from detailed planning, are fully engaged in the activities and are encouraged to think for themselves. In a good Year 1 literacy lesson, for example, learning by doing was a strong feature and pupils responded positively to high levels of challenge, when they began to write their own poems about life in the jungle. Similarly, learners in a Year 5 science lesson were desperate to make contributions and benefited from links to numeracy and literacy. However, the school recognises that, in some lessons, the pace is slow and the lack of realistic challenge to meet the needs of all levels of ability affects pupils' achievement adversely.

Assessment is improving and is satisfactory overall. The school's tracking systems for using information gathered on how well pupils are progressing are accurate, but their use does not lead to effective curriculum planning in all years. Similarly, many pupils are aware of their individual targets but marking is inconsistent. It varies from outstanding practice, in which learners are encouraged to gauge their own performance, to brief comment, which lacks specific advice on how improvements may be made.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and meets the needs and aspirations of most pupils. The Foundation Stage curriculum is satisfactory but needs further development in the provision for outdoor play. A strong feature of curricular provision is the emphasis on the richness and diversity of world cultures and this is promoted well during the multicultural weeks. Provision for information and communication technology has improved markedly since the last inspection and is having a positive effect on learning in all years, including the Foundation Stage. The school is now looking to increase the links between subject areas and is developing curriculum maps for this purpose. Pupils benefit from a comprehensive programme of personal, social and health education, which covers some key modules concerning health, safety and citizenship. There is a good range of extra curricular activities, including sport. A variety of educational visits and regular themed weeks, which are both popular and successful, enrich the pupils' experiences further.

Care, guidance and support

Grade: 3

Provision for the care, guidance and support of pupils is satisfactory overall and some elements are good. Strategies to support vulnerable children are effective and sensitive support ensures that children's welfare is safeguarded. There are established procedures for child protection, and effective policies on behaviour management promote the personal development of pupils well and lead to learners displaying good levels of self-discipline. Pupils speak highly of the support of their teachers and say that everyone tries hard to ensure that every pupil is fully included in what the school has to offer. However, systems for tracking pupils' personal and academic progress are not yet sharply focused enough to ensure that children of all abilities make the best possible progress. An effective team of teaching assistants does much to support those with learning difficulties and/or disabilities. Partnerships with outside agencies are good and pupils benefit from the strong links with the local high school. Similarly, induction procedures for children joining the Foundation Stage Unit and advice for those transferring to secondary school are good.

Leadership and management

Grade: 3

Leadership and management are satisfactory with some good features. The new leadership team knows the school well and has developed a clear vision for how standards and achievement may be raised. Curriculum leaders are now beginning to take greater responsibility for the monitoring of teaching, learning and achievement in their subjects. The headteacher has established an effective team in the newly formed Foundation Stage Unit and, overseen by senior staff, these teachers have already begun to improve achievement in this area. The management of the provision for pupils with learning difficulties and/or disabilities is satisfactory. It is well supported by outside agencies but the assessment of individual pupils' needs is not yet fully developed.

Recently introduced strategies provide accurate self-evaluation through which the school's strengths and weaknesses are identified. The leadership team is now attempting to consolidate these systems, in order that all staff may play their part in gauging performance in each area of school life. Governance has improved significantly since the last inspection and financial planning is now secure. The governing body challenges the leadership of the school and acts as an effective and informed critical friend.

Many new initiatives have not yet had time to show their full potential but the school is monitoring their effectiveness closely. In a relatively short time, the current senior leadership has demonstrated that there is good capacity for further improvement. The school provides satisfactory value for money.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you all so much for welcoming us to your school and for being so kind, polite and friendly. We enjoyed our visit and want to share with you what we thought about your school.

What we most liked about your school

- We are pleased that you are very proud of your school, behave well and enjoy your lessons. We also liked the way you get on with each other and with your teachers and other adults.
- We enjoyed looking at the displays on the walls, especially the ones about different cultures in the hall.
- We are pleased that you are interested in the ecosystem and recycling and we think the school council and other older pupils do a good job in helping younger children.
- We think your headteacher and deputy headteacher know how to make the school even better!

What we have asked your school to do now

- We have asked your teachers to help you improve in all your subjects, especially in your writing.
- We think it would be good if your teachers gave you even more tips on how you can reach the highest National Curriculum levels.
- We want all your teachers to keep thinking of how well everyone is doing and how they can help the whole school improve.

We appreciated talking to you and watching you learn. We wish you well for the future.