



# Hindley Junior and Infant School

Inspection Report

**Unique Reference Number** 106415  
**Local Authority** Wigan  
**Inspection number** 287507  
**Inspection date** 16 October 2006  
**Reporting inspector** Ian Thompson

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

<b>Type of school</b>	Primary	<b>School address</b>	Argyle Street
<b>School category</b>	Community		Hindley, Wigan
<b>Age range of pupils</b>	4-11		Lancashire WN2 3PN
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01942 255339
<b>Number on roll (school)</b>	196	<b>Fax number</b>	01942 525157
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr G Seddon
		<b>Headteacher</b>	Mrs Lawrence
<b>Date of previous school inspection</b>	5 November 2001		

<b>Age group</b> 4-11	<b>Inspection date</b> 16 October 2006	<b>Inspection number</b> 287507
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## **Introduction**

The inspection was carried out by one Additional Inspector.

## **Description of the school**

This average sized school serves an urban area of mixed social and economic circumstances. Almost all pupils come from a White British background and speak English as their first language. The proportion of pupils eligible for free school meals is above average. A broadly average proportion of pupils has learning difficulties and/or disabilities but the proportion with a statement of special educational needs is above average. Following a year in temporary accommodation, the school recently moved into new buildings with additional facilities for pupils with a range of disabilities. These pupils and others with complex medical needs are fully included in the life of the school.

The school was awarded the Sports Council Activemark Silver Award for PE in 2003, has a Healthy Tuckshop award and is working towards Healthy Schools, Ecoschool, and Early Years Quality Mark awards. The headteacher has been in post since January 2003.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school. Pupils do very well here and develop into confident, caring individuals. The school has been modest in its evaluation of its work because of the self-critical culture that has been established by the headteacher. The phrase 'we can always do better' is heard often and guides the process from analysis of performance to planning for improvement that is one of the school's strongest features.

Outstanding leadership and management set high standards. All aspects of the school's work are continually and rigorously checked. Meticulous records of careful assessments help the school do its best for its pupils by tracking individual progress and development. The drive for improvement is evident throughout the school. The issues from the last inspection have been tackled effectively and the improvements managed in recent years give the school an excellent capacity for further improvement.

Pupils' personal development is outstanding as a result of the school's success in establishing an atmosphere of care in which pupils gain confidence in themselves. The keynote of the school is that all pupils know they are valued. All are given full access to everything it can offer. The inclusion of pupils with complex medical needs in the school contributes much to the personal development of all pupils. Conversations with pupils show a very clear awareness of others' needs and a strong sense of right and wrong. Pupils show care and consideration for each other. Their spiritual, moral, social and cultural development is outstanding. Preparation for future economic well-being is exceptional, supported through the very effective Education Business Partnership (EBP) that enables pupils to gain an insight to the world of work.

Teaching and learning are good so that pupils of all levels of attainment achieve well. Target-setting is well established and contributes much to pupils' progress but marking is inconsistent in telling them what they need to do next to improve, making it unnecessarily difficult to follow up corrective action. Teachers plan lessons well to be enjoyable and to meet the wide range of pupils' needs. Lessons usually move at a good pace and pupils respond well to challenge. They are supported very well in group work by teachers and classroom assistants. When working with larger groups, teachers occasionally do not pick up pupils who are not fully participating in the lesson.

The school's curriculum is good with some very strong features. It meets the pupils' diverse needs well. The way that the curriculum is organised and the opportunities it provides contribute strongly to pupils' personal development by stimulating their interest and generating enthusiasm. The school extends learning and development through a wide range of extra-curricular activities. The facilities of the school's new accommodation enable the school to offer lots of exciting and interesting work. For example, the curriculum room gives opportunities for a wide range of practical activities that reinforce learning across the curriculum. Provision in the Foundation Stage is very good. Excellent accommodation and well planned facilities help give pupils a flying start to their education.

The school provides excellent care, guidance and support for its pupils particularly the vulnerable and those with learning difficulties and/or disabilities. Pupils' well-being

is at the heart of all that the school does; warmth and care are immediately evident on entering. Staff make very good use of partnerships with external agencies and links with parents to support pupils. Good support is also provided for pupils' achievement through tracking and monitoring their performance as they move through the school. The school makes pupils of all levels of capability want to do well, then enables them to do so. It provides good value for money.

### **What the school should do to improve further**

- Ensure that marking lets pupils know clearly what they need to do next to improve.
- Ensure that all pupils are fully engaged in learning during large group work.

## **Achievement and standards**

### **Grade: 2**

All pupils achieve well as they move through the school and many achieve very well.

The school's data shows that pupils enter the school with below average standards. A substantial minority has communication difficulties and poor social skills. They make good progress in the Foundation Stage and are well prepared for their life in the school, although for some difficulties of communication persist. The school builds effectively on this flying start so that by the end of Year 2 standards are close to average and have shown an improving trend over the last three years. Boys do particularly well in relation to their national standards. Progress accelerates from Year 3. Because careful checks are kept on pupils' progress and swift action is taken to tackle any difficulties, there are no significant differences in the performance of different groups of pupils, including those who find some aspects of learning more challenging. Pupils' results in national tests at the end of Year 6 have improved over each of the last three years. In 2005, results were above average in English, mathematics and science. The proportion of pupils reaching higher than the average level in mathematics reflects the success of the school's efforts to tackle a slight decline in standards in the previous year. Pupils' work and the school's records show that pupils also achieve well in other subjects and many reach high standards in art and design, and information and communication technology (ICT).

## **Personal development and well-being**

### **Grade: 1**

Pupils' outstanding personal development is the result of the school's successful efforts to give all pupils confidence in themselves, ensure that they enjoy coming to school and develop good attitudes to learning. Their excellent spiritual, moral and social development is seen in their care for each other, their awareness of others' needs and their good behaviour. Success in all areas of pupils' lives is celebrated through 'Awards' assemblies. Pupils are proud of their school and treat it carefully. They are eager to take on responsibilities and discharge them well; for example the 'playground friends' make great efforts to help younger pupils join in games and activities. The members

of the school council are proud of their role in the school and can point to changes that have been made as a result of their suggestions. Pupils know about staying safe because of the school's well developed programme to promote their health and safety; for example the work that is done on water safety. Pupils are able to discuss elements of healthy lifestyles and show that they understand the benefits of sensible diets in their choices at meal times. Pupils develop good literacy, numeracy and ICT skills and have business enterprise opportunities so that they are very well prepared for future life. Attendance is satisfactory.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good. Pupils make good progress because the work is interesting, well matched to their needs and support is targeted well. Teachers and classroom assistants work well together to keep pupils' interest and maintain the pace of lessons. Teachers link work to pupils' own experience very effectively. They also make good links between the different areas of learning to help pupils make sense of their lessons and apply skills learned in one subject to their work in others. Assessment information is used very well to plan work at a challenging level for all pupils and to check on the quality of their learning. Teachers build on their very good relationships with pupils to maintain high standards of behaviour so that little time is wasted.

Marking is inconsistent in telling pupils how to improve their work. Occasionally with larger groups, teachers do not pick up the few pupils who are not participating fully in the lesson.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum makes good provision to promote the progress and personal development of all pupils. It meets a wide range of diverse needs well. The school makes very good use of links with other schools and organisations to extend the curriculum. Very good use is made of the additional facilities provided for pupils with complex medical needs to benefit all pupils. A good range of extra-curricular activities contributes much to pupils' personal development. Visits and visitors to the school have a considerable impact on learning. The fine work done on buildings in art and in ICT illustrates the value of contacts with organisations like the Construction Industry Training Board.

### **Care, guidance and support**

#### **Grade: 1**

The quality of care, guidance and support provided for pupils is outstanding. Exceptional care is provided for pupils with a wide range of needs and has a strong

impact on their progress and personal development. Staff know pupils well and all who work in the school contribute to making them feel cared for and supported. As a result, although the atmosphere in the school is calm and purposeful, it also carries a buzz of excitement. Pupils say that they feel safe and secure in the school and are happy to be there. They know who to call on for help if in difficulty and are sure that they will get it. Child protection and health and safety policies are robust and supported by staff training. Pupils do well because sensitive support, in and out of classrooms, is matched carefully to their needs to support their development and academic progress. The process for checking pupils' progress is very well developed and enables teachers to identify and deal promptly with difficulties that pupils may have in learning. Arrangements for monitoring pupils' personal development are very thorough and record keeping is excellent. Older pupils say they are being well prepared for the next stage of their education.

## **Leadership and management**

### **Grade: 1**

Outstanding leadership by the headteacher sets a tone that is seen in every aspect of the school's work. The ambition is always to do better while maintaining the highest standards of care for pupils. Managers at all levels make a significant contribution to improving the school's performance. Self-evaluation is a continuous and rigorous process involving all staff through which the school identifies where it might do better. Consequently, development planning is excellent. Governors are involved in a continuous dialogue with the school so that they know it well and are able to provide both support and challenge, playing a full part in shaping its direction. Governors' expertise is used to the school's advantage, for example in financial planning.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

As you know, I visited your school to check on how well it is doing.

Thank you very much for the way you welcomed me into your school. I enjoyed talking to you about your work and your life in the school. I appreciated the courtesy and help you gave me. I agree with you that the school is a safe and happy place where everyone can enjoy learning. You are right to be proud of your school because it is outstanding.

The best things about the school are:

- the excellent way that your headteacher and all other adults look after you and help you to develop your very good personal and social skills
- that you make good progress because you are taught well
- that you behave well, get on well together and help each other
- that there are lots of extra activities that you enjoy
- how keen you are to take on responsibilities and help to make decisions about your school.

I have asked your teachers to improve some things to make your school an even better place to learn. These are:

- to make sure you know how to improve your work
- to make sure that everyone takes part when you are working together as a class.

Thank you for helping me with my work. I hope that you carry on enjoying being in the school and continue to help to make it an even better place to learn.