

Hindley Green Primary School

Inspection report

Unique Reference Number	106416
Local Authority	Wigan
Inspection number	330325
Inspection dates	6–7 November 2008
Reporting inspector	Sara Morrissey HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	347
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr W Shaw
Headteacher	Mrs S Bray
Date of previous school inspection	21 June 2004
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Thomas Street Hindley Green Wigan Lancashire WN2 4SS
Telephone number	01942 255406
Fax number	01942 511342

Age group	3–11
Inspection dates	6–7 November 2008
Inspection number	330325

© Crown copyright 2008

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 one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

Hindley Green Primary School is larger than average and serves an area of Wigan, which includes some districts that experience social and economic disadvantage. The proportion of pupils eligible for free school meals is above average. There are more boys than girls at the school and nearly all pupils are of White British origin. Few pupils are new to speaking English. The proportion of pupils with learning difficulties and/or disabilities is well above the national average, as is the number of pupils with a statement of special educational need. The school's accommodation is divided between two buildings separated by extensive playing fields. One houses the Early Years Foundation Stage (EYFS) and most of Key Stage 1, while other pupils occupy the second building. The local authority's (LA) Language and Speech Development Centre is based at the school, although this is currently subject to reorganisation proposals. The proportion of pupils joining the school at times other than the start of the year is slightly higher than the national average. The school has received a number of significant awards including the Wigan Quality Standard for Foundation Stage and the Healthy Schools Award. In June 2008 it also received the School Sports Coordinators Gold Award for its provision of high quality physical education and sport within and beyond the curriculum.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to achievement and standards particularly at Key Stage 2.

Achievement is inadequate overall because not all pupils make the progress that they should by the time they leave the school in Year 6. In the past, expectations of pupils starting Key Stage 2 in Year 3 have been too low and assessment information has not been used rigorously enough to inform planning to meet the needs of all pupils. As a result, pupils' progress through Key Stage 2 is too uneven over time and the average standards attained by pupils by the end of Key Stage 1 are not maintained. Results of tests taken by Year 6 pupils over the last three years reflect significant underachievement. Provisional results for Year 6 pupils, who took national tests in 2008, show that standards attained were below the national average in both mathematics and English. Senior leaders have recently begun to tackle underachievement more rigorously and can demonstrate the positive effects of actions on the progress of targeted groups of pupils. Effective support for pupils with learning difficulties and/or disabilities means that this group makes satisfactory progress over time. However, while the quality of teaching and learning is satisfactory overall, it is not consistently good enough to ensure that the legacy of underachievement is overcome. This is because assessment information is not always used precisely enough to match activities to the needs of different groups of pupils.

Pupils behave well and generally enjoy coming to school. Their personal development is promoted well through the good care and support that they receive and through their participation in a broad range of enrichment activities. However, guidance to help pupils improve their work is less well developed. Opportunities are missed in lessons to engage pupils actively so that they can take greater responsibility for their learning. The curriculum has been adapted to capture pupils' different interests more effectively and to make stronger links between different subject areas. Although it is too soon to measure the impact of these developments on achievement, pupils, especially boys, talk with interest about new and different ways of learning.

School self-evaluation is generally accurate and enables senior leaders to identify the school's strengths and weaknesses. Subject coordinators are also beginning to make a more significant contribution to checking the progress of pupils in their subject areas. However, the outcomes of monitoring and evaluation of plans to raise standards are not always used effectively to ensure that the pace of improvement is accelerated. Nonetheless, recent steps taken by the school have increased the momentum for change. Whole-school priorities are being tackled more rigorously; the genuine commitment and determination of staff at all levels to take the steps necessary to raise achievement and standards further is evident across the school. Staff willingly accept and act on advice from colleagues and support from the LA to improve their practice further and the impact of actions being taken to tackle remaining underachievement provides the school with secure capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 1

The quality of the EYFS is outstanding. Children enter the school's Nursery class with skills and abilities that are well below those expected nationally in all areas, particularly in language and personal development. As a result of the highly effective teaching and guidance they receive, they make excellent progress to develop skills and knowledge that are broadly in line with national expectations by the time they enter Year 1. Progress is particularly impressive in children's personal, social and emotional development. Children are quickly and sensitively integrated into the EYFS at whatever stage of the year they might join. Consequently, their confidence and self-esteem rise rapidly. Staff forge close and very effective links with parents and carers and provide opportunities for them to be actively involved in their children's learning. Staff are continually seeking to improve children's skills. They make sure that every child is involved in all areas of learning and assess their progress carefully. Children begin to learn how to cooperate and show consideration for each other and for adults. They benefit from the bright, stimulating environment where they are encouraged to explore and consequently grow in confidence. Many begin to develop independent working skills at an early stage. Staff make the best use possible of the restricted outdoor play areas and children's physical development improves considerably as a result. Management of the EYFS is outstanding, with highly effective teamwork and a commitment to excellence, which means children make exceptional progress.

What the school should do to improve further

- Raise pupils' standards and achievement particularly at Key Stage 2.
- Use assessment information more precisely to inform planning to meet the needs of individual pupils in lessons.
- Engage pupils more actively in lessons and provide more opportunities for them to take responsibility for their learning.
- Use the outcomes of monitoring and evaluation more effectively to prioritise actions and amend plans so that the pace of improvement is accelerated further.

Achievement and standards

Grade: 4

Pupils' achievement is unsatisfactory overall because the rate of their progress is too uneven as they move through the school. The underachievement of pupils during Key Stage 2 over a number of years has not been tackled quickly enough. Consequently, too many pupils do not attain levels of which they are capable by the time they reach the end of Year 6.

Pupils begin Year 1 with skills and knowledge that are broadly in line with national expectations. During Key Stage 1, pupils make satisfactory progress to attain average standards in reading, writing and mathematics. Results from the Year 2 teacher assessments in summer 2008, show that the proportion of pupils attaining the higher level improved and was above average in reading and mathematics and in line with national averages in writing. However, this early satisfactory progress is not sustained during Key Stage 2. Provisional results from tests taken in 2008 indicate that standards were below the national average, which continues a trend of underperformance over the last three years. In the past, targets set for pupils beginning Year 3 were too low and this has been reflected in teachers' low expectations of what pupils could and should achieve. As a result, pupils have not all made the expected progress relative to their starting points at the beginning of Key Stage 2. However, the progress made by pupils with

learning difficulties and/or disabilities is satisfactory overall, because of the effective support they receive.

Recent steps taken by senior leaders to increase the rigour and challenge of targets set and systems to measure progress over time are beginning to increase teachers' awareness of the gaps in pupils' learning. As a result, they are able to target strategies to enable lost ground to be caught up more rapidly. For example, a whole-school focus on extended writing has had a positive impact on improving the writing skills of older pupils. However, too few pupils reach the higher levels of attainment by the end of Year 6 and boys continue to perform less well than girls. Progress remains too inconsistent between different subjects and classes and although the quality of teaching is satisfactory overall, it is not consistently good enough to overcome the remaining legacy of underachievement.

Personal development and well-being

Grade: 3

Pupils' personal development and well-being, including their spiritual, moral and social development, is satisfactory with some good elements. Pupils' attendance is consistently in line with national averages. Behaviour is good and pupils enjoy warm relationships with adults based on mutual respect. Pupils enjoy the many clubs and activities the school provides, including trips and residential visits. Most pupils enjoy their lessons, but where work is not carefully matched to pupils' needs and abilities, their enjoyment and active involvement are diminished. Pupils show an appropriate awareness of the need to keep safe. They say that bullying is increasingly rare and is dealt with effectively when it does occur. The school's work to promote healthy lifestyles is good. Pupils like the good quality meals the school provides and are aware of the need to take exercise and lead healthy lifestyles. Pupils have many opportunities to contribute to the school and wider community. The enthusiastic school council, play leaders, prefects and reading buddies all help pupils to support each other and improve their school. Older pupils of all abilities are encouraged to help their younger schoolmates with their work. Pupils' awareness and knowledge of other cultures are developed through lessons and visitors. However, links are not well developed with other schools and organisations, here and abroad, to further improve their cultural awareness. The school's work to prepare pupils with the skills and abilities they will need to succeed in the future is satisfactory, given the standards in basic skills they are currently achieving. However, good opportunities exist for older pupils to take part in realistic mini-enterprise activities which raise significant amounts of money for school funds.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory overall. During the inspection, examples of good practice were observed that help to accelerate pupils' progress. These include high expectations of pupils, the use of a good variety of well-paced activities to engage and enthuse pupils and good relationships between adults and pupils that promote a positive climate for learning. However, this good practice is inconsistent between classes. Pupils in Key Stage 2 have not all caught up on the ground lost in the past in order to meet challenging targets by the end of Year 6. This is because assessment information is not used precisely enough to match activities to meet the needs of different groups of pupils. Although strategies are targeted

appropriately to support pupils with learning difficulties and/or disabilities, teaching is not tailored enough to challenge the more able and to ensure that pupils of all abilities close gaps in their learning and achieve well. Some teachers tend to talk for too long and do not give pupils enough opportunity to participate actively or to take responsibility for their learning. Although most are aware of their targets, pupils are not all clear about their next steps for learning, or how they can improve their work more independently.

Subject coordinators support colleagues in improving their practice and act as good role models, for example, in developing strategies for teaching mathematics. Arrangements for monitoring the quality of teaching have been strengthened during the last year and outcomes are used effectively to inform teachers' professional development to improve their practice further.

Curriculum and other activities

Grade: 3

The quality of the curriculum is satisfactory and improving. It is broad and balanced and meets statutory requirements. The school has worked hard to develop a thematic approach that links subjects together. This makes lessons more enjoyable and has increased pupils' motivation to learn, particularly boys. Senior leaders have adapted the curriculum to take more account of the needs of individual pupils and the skills they need to develop. All pupils benefit from a wide range of visits and visitors into school and there are good opportunities to take part in sporting and dramatic activities in and out of school. This improving curriculum is beginning to have a beneficial impact on improving pupils' achievement and personal development, but there is some way yet to go.

Care, guidance and support

Grade: 3

The quality of care, guidance and support is satisfactory. Arrangements to safeguard pupils and ensure their safety are in place. Staff know pupils well and provide good pastoral care. Pupils appreciate this support and say that they know who to turn to when they need help. Pupils and parents are particularly appreciative of the work of the learning mentor who makes a significant contribution to pupils' welfare. Good links with outside agencies ensure that pupils' needs are met. Teaching assistants provide the support that pupils with learning difficulties and/or disabilities require to improve their work.

The academic guidance given to pupils is satisfactory. Although marking of pupils' work is conscientious and praise is used well, teachers do not yet consistently provide the advice that pupils need to take the next steps in their learning. The school provides its pupils with targets that aim to accelerate their progress, but these are not sufficiently well understood by all pupils. As a result, the progress of some pupils, particularly in Key Stage 2, is hindered.

Leadership and management

Grade: 3

The headteacher's caring approach to staff is reflected in the strong community spirit and team approach that pervades the school. However, although she is committed to school improvement, actions taken to tackle underachievement and to use assessment information effectively to set challenging targets and measure progress over time, have been too slow to take effect. This has resulted in inadequate achievement at Key Stage 2.

Recent steps taken to accelerate the pace of improvement are beginning to have a positive impact. The deputy headteacher, responsible for assessment, has established a more transparent means of tracking pupils' progress, which has been welcomed by staff. This enables the progress of different groups of pupils to be analysed more easily, so that underachievement is quickly identified and tackled. However, it is too soon to measure fully the impact of improved tracking systems on pupils' achievement. Senior leaders and subject coordinators are increasingly effective in their roles because of a more formalised approach to checking pupils' performance in different subject areas. Dedicated time has been provided by the headteacher since September for Key Stage 1 and Key Stage 2 coordinators to work together to tackle school priorities. Consequently, they have a more accurate understanding of progress in their subjects across all years to inform future planning. Staff value the more rigorous checks being made on pupils' progress and are confident to seek advice as well as to share good practice to raise achievement more rapidly.

Self-evaluation by senior leaders has resulted in the production of more focused plans to raise achievement. However, the outcomes of monitoring and evaluations are not always used effectively to prioritise actions and amend plans in order to accelerate the pace of improvement. For example, success criteria are not linked sharply enough to priorities and there are too few interim milestones to check progress in the short and medium term. Governors are supportive of the school and are beginning to ask school leaders more challenging questions about the performance of different groups of pupils. Parents are generally supportive of the school and appropriate actions are taken by school leaders to contribute to community cohesion.

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.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

How well do learners achieve?	4
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and/or disabilities make progress	3

¹Grade 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.

Personal development and well-being

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

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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?	Yes

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you very much for the welcome you gave us when we inspected your school recently. We enjoyed talking to many of you and to see how well you all get on together in the playground and around school. We think that the youngest children at Hindley Green get an outstanding start to life at school. We also agree with you that adults support you well at school so that you feel safe and able to turn to someone if you need help. You generally enjoy your lessons, especially when they are practical and link different subjects together. For example, I enjoyed talking to pupils in Year 5 about their 'Tudor Houses' project which links their work in history with maths and design and technology. The 'Big Write' is also helping to increase your confidence and improve your writing skills.

However, too many of you, especially in Key Stage 2, are not doing as well as you could because the work you are set is not always challenging enough to help you to achieve your best by the end of Year 6. As a result, we have given your school a 'Notice to Improve'. This means that inspectors will visit the school again soon to check how actions taken by the school are helping it to improve more rapidly. To help with this I have asked your headteacher and all the staff to:

- help you make better progress in your learning, particularly during Key Stage 2 so that you all achieve as well as you should in all your subjects
- use information collected about the progress you make to plan activities that enable you all to learn new things more quickly in lessons
- give you more chances to take an active part in your learning and to understand better how you can improve your work for yourselves
- make sure that the actions taken by teachers are the best ones to help you to make more rapid progress and achieve as well as you should by the end of Year 6.

You can play your part in helping with all these by continuing to try your best at all times and keeping up the good behaviour that we saw during our visit to your school.

With best wishes for the future,