

Hindley Green Primary School

Inspection report

Unique Reference Number	106416
Local Authority	Wigan
Inspection number	336668
Inspection dates	13–14 January 2010
Reporting inspector	Mark Williams HMI

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	366
Appropriate authority	The governing body
Chair	Mr W Shaw
Headteacher	Mrs S Bray
Date of previous school inspection	6 November 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors (HMI) and two additional inspectors. The inspectors visited 21 lessons and held meetings with governors, staff and groups of pupils. Inspectors spoke with a small number of parents at the school's gates. They observed the school's work, and looked at lesson plans, details of pupils' progress and a range of documentation. One hundred and twenty one parental questionnaires were scrutinised along with 100 pupils' questionnaires (all from Key Stage 2) and four staff questionnaires.

- how effectively the school has tackled the areas for improvement to secure at least satisfactory outcomes for pupils by the time they leave school, including what success the school has had in identifying and removing weaknesses in mathematics at Key Stage 2
- whether or not the attitudes, attributes and behaviour of pupils are as strong as the school maintains
- whether or not the overall quality of provision, especially in teaching and learning, has improved sufficiently to ensure all pupils make better than satisfactory progress, particularly in Key Stage 2
- how rigorous, effective and accurate the school's procedures for self-evaluation and improvement are and how well they include all staff, senior leaders and the governing body.

Information about the school

When Hindley Green Primary School was inspected in November 2008, it was judged to require significant improvement in relation to achievement and standards, particularly at Key Stage 2. It was given a notice to improve. HMI monitored the school in May 2009 and judged that it was making satisfactory progress in securing improvement.

The school is larger than average and serves an area which includes some districts that experience social and economic disadvantage. The proportion of pupils eligible for free school meals is above average. The percentage of pupils with special educational needs and/or disabilities is well above the national average. The school's accommodation is divided between two buildings approximately 150 metres apart. The newer building houses the Early Years Foundation Stage (made up of one Nursery and two Reception classes) and Key Stage 1; the older building houses Key Stage 2. Consideration is being given to the creation of a new building to house all pupils. At the time of the previous inspection the local authority had a Language and Speech Development Centre based at the school. This has now closed. The school holds a number of awards.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school no longer requires significant improvement. It now provides its pupils with a satisfactory education. Pupils' achievement is now satisfactory. The strengths of the school lie in the leadership, provision and outcomes for children in the Early Years Foundation Stage and for pupils in Key Stage 1. The overall quality of these key stages is good. The overall quality of provision and achievement in Key Stage 2 is satisfactory but variable.

The school has made satisfactory progress in tackling the areas for improvement identified in the last inspection and, as a result, by the time they leave school pupils attain broadly average standards in English, mathematics and science. The rates at which pupils progress from Key Stage 1 to Key Stage 2 – a weakness at the time of the last inspection – has improved, although they are not as strong in mathematics. The school has in place satisfactory plans to improve pupils' progress in mathematics and the progress boys make in their learning.

The pupils are articulate, pleasant and polite. They are confident in how to be safe and live healthy lifestyles. They make good contributions to the life of the school. The school is right to say that these aspects of pupils' development are good. It is not correct, however, in its view that behaviour is good. It is satisfactory. While there are many examples of good and excellent behaviour throughout the school, in a few classes poor behaviour disrupts learning.

The school views the overall quality of provision to be good. Inspectors judge it to be satisfactory, overall. The picture, however, is mixed, with consistently good quality found in the Early Years Foundation Stage and in Key Stage 1 and satisfactory but variable quality found in Key Stage 2. Younger children and pupils benefit from good quality teaching which challenges them and makes clear what they are to learn. The result is that they make good progress in their learning. While there is good teaching in Key Stage 2, it is not a consistent feature. The result is that pupils make generally satisfactory rather than good progress in this key stage.

The rigour of the school's evaluation of its performance is a weakness. Despite some good quality assessments, evaluations overall – some of which are incomplete and unclear – focus on actions taken rather than an analysis of how well pupils are doing. As a result, the school's view of its performance is overly positive and plans for improvement are insufficiently focused on outcomes for pupils. These weaknesses mean that the school's capacity for improvement is satisfactory rather than good.

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What does the school need to do to improve further?

- Governors and leaders should:
- Enable pupils in Key Stage 2 to build on the good start they have made earlier in the school to further improve rates of progress in their learning by:
 - - ensuring teaching in this key stage is consistently good or better
 - - accelerating progress in mathematics
 - - making clear to pupils what it is they are to learn and how they are to achieve this
 - - eradicating the few examples of poor behaviour which disrupt learning.
- Improve the systems for evaluating how well the school is performing by:
 - - ensuring that all intended actions make clear what pupils are expected to achieve
 - - having senior leaders check actions and their impact rigorously and regularly, and report these findings to staff and governors.

Outcomes for individuals and groups of pupils

3

Pupils' attainment in English, mathematics and science by the time they leave school is broadly average. This is an improvement from the time of the previous inspection. Standards in mathematics, despite this improvement, remain lower. Also improved is the rate of progress made by pupils from Key Stage 1 to the end of Key Stage 2. This is now satisfactory. Consistently good teaching in Key Stage 1 has previously led to good rates of progress in pupils' learning. In this key stage, pupils' current work indicates this good progress is continuing in reading, writing, mathematics and across the curriculum because of the good links staff make between different areas of learning. In Key Stage 2, however, there is greater variability in the progress pupils make. This is because the same good quality of provision is not a consistent feature in this key stage. In addition, some poor behaviour in a few classes in this key stage disrupts learning. Pupils with special educational needs and/or disabilities are supported well and they also make satisfactory progress.

There are some strengths in the attributes most pupils display. They enjoy school and this is reflected in their keenness and above average attendance. They know the steps required to keep safe and to live healthy lifestyles well and demonstrate these by making sensible choices when using equipment and selecting food to eat. They enjoy playing their part in school life, through the school council and as prefects. Older pupils sensibly move between the two sites to assist the younger children with their play. They get on well socially and are aware of the needs of others. Their understanding of cultures different to their own locally, nationally and globally is developing satisfactorily. Pupils report how much they enjoy 'enterprise events' which enable them to work together. Activities such as these contribute to their satisfactory economic well-being. Pupils' behaviour is satisfactory. This is because a few cases poor behaviour - when it occurs - disrupts the learning of all in a few classes. That said, inspectors saw many examples of good or better behaviour in and around school. Key Stage 1 pupils, for example, sat impeccably in the hall when unable to play in the icy conditions and

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thoroughly enjoyed a video together.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

The quality of provision is satisfactory, overall. Closer inspection highlights an inconsistent picture: in Key Stage 1 all aspects are good; in Key Stage 2 there is variability.

Good teaching and the use of assessment to support learning are key features of Key Stage 1. Here, teachers and their support staff enable pupils to make good progress in their learning and development. In this key stage, pupils are made well aware of what they need to do to improve. Lessons run at a good pace and pupils of differing abilities are challenged well. The particular focus on writing has enthused pupils and has resulted in broadly average standards being attained. This enthusiasm and the creative linking of areas of learning are features of good curricular provision in Key Stage 1.

There is evidence of good teaching and of the effective use of assessment in Key Stage 2. In a Year 5 mathematics lesson, for example, the teacher and her assistant used questions effectively to draw out from pupils the most efficient ways of solving

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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calculations. The activities set provided challenge to all pupils. The result was that all made good progress in the lesson. These features, however, are not consistent in this key stage. One of the reasons for this is that leaders focus on just teaching rather than teaching and learning. A scrutiny of pupils' work indicates that pupils of different abilities complete the same tasks, which leads to a lack of challenge, and some marking which does not help to move pupils forward. This highlights variability in the curriculum. The school has amended its Key Stage 2 curriculum to engage boys more fully in their learning, to provide more opportunities for learning to be linked and to further improve standards in mathematics. It is not clear from the school's evaluations or from pupils' outcomes, how effective these actions have been.

The quality of care, guidance and support is satisfactory, with some strong features. Pupils with additional needs are supported well through the work of the special educational needs coordinator and the learning mentor. Their work enables such pupils to make satisfactory progress in their learning, develop their confidence and raise their self-esteem. Individual education plans for pupils with special educational needs and/or disabilities are shared with parents and written in child-friendly language. Good arrangements are in place to ensure attendance remains healthy. The school is working hard to support pupils who have behavioural problems, through the nurture group, for example. The success of these measures is not, however, evidenced in all classes.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	3
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

Weaknesses in self-evaluation and in ensuring plans for improvement make clear what pupils are to achieve, mean that nearly all aspects of leadership and management are satisfactory rather than good. Some aspects of the school's evaluations are incomplete. Others focus only on actions taken and do not measure the outcomes for pupils. For example, the headteacher highlighted changes made to the curriculum in response to the school's needs, but was unable to provide any evaluation of its impact. The result of these weaknesses is that, overall, the school's view of its effectiveness is general rather than specific. The headteacher is aware that she must focus the school more sharply than has been the case in the past so that existing strengths are shared and built on. The governors in their satisfactory undertaking of their duties are aware of this. Their increasingly sharp understanding of strengths and weaknesses is a key factor in the school's satisfactory capacity to improve.

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Other satisfactory areas of leadership and management are safeguarding arrangements, which meet requirements, and the effectiveness of partnerships in promoting learning and well-being. For example, the school has been linked with a higher-achieving school and has benefited from its expertise. The school has drawn up a creditable and detailed plan to promote community cohesion. The effectiveness with which leaders promote equality of opportunity and tackle discrimination is satisfactory because, in spite of the lack of consistency across the school, pupils, including those with special educational needs and/or disabilities, make satisfactory progress.

More positively there is a determination to succeed. In addition, the school's engagement with parents and carers is good with many positive about the school's work.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Good leadership in this phase has ensured that the Early Years Foundation Stage is of good quality and enables children to make good progress in their learning and development from very low starting points on entry to the Nursery class. Detailed records highlight the good progress children are making and these are used well to create plans which successfully move children on. An area for development, already identified by the good leadership, is improving outdoor provision so that it reflects the strengths of that found indoors.

Good teaching and support, together with regular, detailed and informative assessments and a wide range of practical activities and resources, ensure that children are always

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interested in what they are doing. An example of the children's interest was evident when they compared two amounts. Adults' skilful questions helped the children begin to estimate, then check out, their predictions.

Good, positive relations exist with parents and carers and regular communications keep all school and parents in touch. The school is proactive in this area, particularly in encouraging Dads to be involved through, for example, 'Stay and Play'.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

One hundred and twenty one inspection questionnaires were received. These were generally positive. Nonetheless some responses were less so, particularly with regard to how well the school informs parents of their child's progress. Inspectors saw a range of ways in which this is communicated and have judged the school's engagement with parents to be good. However, inspectors do agree that behaviour, in the few incidences where it is poor, is not always managed effectively.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hindley Green Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 121 completed questionnaires by the end of the on-site inspection. In total, there are 366 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	68	56	46	38	4	3	2	2
The school keeps my child safe	68	56	45	37	4	3	0	0
The school informs me about my child's progress	32	26	54	45	22	18	6	5
My child is making enough progress at this school	37	31	61	50	15	12	2	2
The teaching is good at this school	40	33	64	53	14	12	1	1
The school helps me to support my child's learning	37	31	61	50	11	9	3	2
The school helps my child to have a healthy lifestyle	44	36	65	54	5	4	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	33	27	60	50	6	5	0	0
The school meets my child's particular needs	40	33	66	55	6	5	2	2
The school deals effectively with unacceptable behaviour	29	24	57	47	17	14	7	6
The school takes account of my suggestions and concerns	23	19	64	53	12	10	3	2
The school is led and managed effectively	22	18	73	60	14	12	3	2
Overall, I am happy with my child's experience at this school	47	39	60	50	9	7	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



15 January 2010

Dear Pupils

Inspection of Hindley Green Primary School, Wigan, WN2 4SS

Thank you for your welcome when my inspector colleagues and I visited your school recently. I am pleased to tell you that your school no longer requires a notice to improve and that it provides you with a satisfactory standard of education. Well done to you all! There are things that still need to be done. We have asked the governors and those who lead your school to build on the strengths found in Nursery, Reception and Years 1 and 2 so that when you get to Years 3 to 6 teaching is consistently good or better. We have also asked that you make quicker progress in mathematics; that it is made very clear to you what it is you are to learn and how you are to achieve this and, very importantly, that the few examples of poor behaviour which disrupt learning no longer occur. You told us that while lots of behaviour is good (and we saw some excellent behaviour too!) it is not always so. We have also asked that the school's plans for improvement make clear how changes will benefit you and that this is regularly checked.

So what are the key features of your school? Firstly, your school has improved since its last inspection. There are still some differences with what goes on in the two buildings. While there is good teaching in Key Stage 2, we found there was more in the Early Years Foundation Stage and Key Stage 1. Secondly, you now make satisfactory progress in your learning and the standards you attain in English, mathematics and science by the time you leave school are broadly average. They are, however, lower in mathematics. Thirdly, and we were really pleased to see these attributes, you know well how to be safe and live healthy lifestyles. You also make a good contribution to the school and the wider world through, for example, the school council and fund raising. We could also see you take your responsibilities seriously. It is good to see that your attendance is above average. Well done and keep this up!

We know that you will all want to help your school make even more improvements. We wish you well and every success in doing this.

Yours sincerely

Mark Williams

Her Majesty's Inspector

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