

# Hindley Green St John's Junior and Infant School

## Inspection report

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<b>Unique Reference Number</b>	106473
<b>Local Authority</b>	Wigan
<b>Inspection number</b>	336676
<b>Inspection dates</b>	10–11 June 2010
<b>Reporting inspector</b>	Michael Onyon

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	173
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev M Sherwin
<b>Headteacher</b>	Miss Beverley Taylor
<b>Date of previous school inspection</b>	5 June 2008
<b>School address</b>	Atherton Road Hindley Green Wigan WN2 4SD
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<b>Email address</b>	headteacher@admin.hindleygreensaintjohns.wigan.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited eight lessons observing seven teachers, scrutinised pupils' work and held meetings with the Chair and other members of the governing body, staff and several groups of pupils. They also spoke to parents and carers in person and by telephone. They observed the school's work, met with the School Improvement Partner and looked at a range of documentation including the school improvement plan, records of pupils' progress, teachers' planning and assessments, information on pupils with special educational needs and/or disabilities, information on safeguarding, 47 questionnaires returned by parents and carers, 18 questionnaires from staff and 104 questionnaires from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' current attainment, especially in mathematics and science, and the quality of learning and progress throughout the school
- the evaluation of the quality and impact of the monitoring of teaching and learning to determine whether it had improved since the last inspection
- the effectiveness of the curriculum in meeting the needs of all pupils, especially the most able
- the effectiveness of leaders in strategically analysing those initiatives having the most impact on improving learning.

## Information about the school

This is a primary school of below average size. The proportion of pupils known to be eligible for free school meals is below the national average. Most pupils are of White British heritage with very few minority ethnic pupils. An average proportion of pupils have special educational needs and/or disabilities. The proportion with a statement of special educational needs is below average. The school is designated by the local authority as a 'cause for concern'. The last inspection, in June 2008, removed it from special measures. Since then the school has gained the Healthy Schools, Activemark and Artsmark 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?**

**4**

**The school's capacity for sustained improvement**

**4**

### Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector 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 the school's capacity for sustained improvement, the use of assessment to support learning and the effective promotion of community cohesion.

The school has a number of positive features and pupils receive a satisfactory education. Despite some changes in staffing, the quality of teaching has remained satisfactory. However, there has been insufficient progress in tackling the issues identified at the previous inspection and some aspects of the school's work are now less effective than at the time of the last inspection. This includes the Early Years Foundation Stage, the use of assessment to support learning, leadership and management of teaching and learning, effectiveness of the governing body and the promotion of community cohesion. This decline has occurred because leaders and managers have too positive a picture of the school's performance and have lacked the necessary urgency to drive attainment higher and increase the rates of progress for all pupils. This track record demonstrates an insufficient capacity for sustained improvement. The analysis of information on pupils' progress is not rigorous enough to enable senior leaders to make a robust evaluation of the progress of individuals and groups of pupils, and to decide exactly where action is needed to bring about improvement. Adults in the Early Years Foundation Stage assess children's progress regularly. They are beginning to use the outcomes more effectively to promote better learning and progress but appreciate that more is yet to be done to ensure good outcomes. Systems throughout Years 1 to 6 do not give teachers a comprehensive understanding of pupils' attainment on which to base progress over the year. Despite this, individual teachers ensure that pupils continue to reach average academic levels and the progress pupils make over their time at the school is satisfactory. Whilst the outcomes for Year 6 pupils in 2009 provide evidence of progress, particularly in English, the levels pupils attain are still not as high as they could be and too many pupils, particularly the most able, are not achieving as well as they could.

There are good relationships between staff and pupils and pupils say they feel safe. They are eager to learn and enjoy coming to school and meeting their friends. They have a good understanding of the benefits of living a healthy lifestyle. This is promoted through the school's satisfactory curriculum and a variety of out-of-class activities. Members of the school council are aware of the importance of their role and play a keen

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part in making decisions. Poor relationships between the governing body and the school's leaders mean that community cohesion is not effectively promoted and ambition is not embedded to drive improvement effectively.

## What does the school need to do to improve further?

- Improve the quality of leadership and management by:
  - ensuring that senior leaders and governors recognise the urgency required in raising the performance of the school
  - establishing clear milestones against which the school's improvement can be monitored and evaluated
  - encouraging the governing body and leaders and managers at all levels to evaluate performance information and use it to develop plans for improvement that link directly to the required improvement in outcomes for all pupils.
- Raise the quality of teaching to consistently good or better, including in the Early Years Foundation Stage, by:
  - ensuring that concise teaching plans always meet the learning needs of all pupils
  - providing professional development for staff to enable them to understand the effective use of assessment
  - ensuring that the most able pupils tackle sufficiently challenging work.
- Promote community cohesion by:
  - developing a detailed analysis of the school community and its needs
  - effectively evaluating and using opportunities that give pupils the chance to mix and communicate with those from different ethnic, religious and socio-economic backgrounds.

## Outcomes for individuals and groups of pupils

**3**

The quality of pupils' learning is satisfactory overall. Pupils enjoy their learning most when it is active and they are set 'challenges'. One pupil commented, 'I enjoy maths most when we do investigations; you have to work things out for yourself.' Pupils have positive attitudes to learning. When activities excite them and they have an opportunity to work independently, they apply themselves well and there is real perseverance in the classroom; for example, in a Year 6 lesson, pupils worked independently and in groups to consider how writers build interest in a story. Pupils lose interest when the teachers' lesson introductions go on too long. In such lessons, opportunities for pupils to extend their understanding are restricted and activities are too similar for pupils of differing abilities. Through an inconsistent use of targets, pupils are unsure of how they can improve their work and check their own progress. A few pupils responded to the inspection questionnaires saying they did not know how well they were doing. Pupils with special educational needs/and or disabilities have work which is appropriately

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matched to their needs and this, combined with working in small groups and receiving additional support, means they learn and progress satisfactorily. The majority of pupils across the school are making satisfactory progress in English and mathematics, preparing them adequately for the next stage of their education.

Pupils' attendance is above average. Behaviour in class and around the school is satisfactory. Pupils have a good understanding of the benefits of living a healthy lifestyle and are aware of the dangers associated with aspects of safety and the misuse of drugs. Most pupils say they feel safe in school and are confident in going to an adult with any worries, although concerns about bullying were voiced by a small group of pupils. However, pupils are confident that incidents are dealt with quickly and effectively. The school has good links with the local church community but pupils' understanding of the wider community is not as secure. The curriculum provides adequate opportunities for pupils to learn about different ethnic, faith and socio-economic groups but their understanding of these groups within the local, national and worldwide contexts is not strong enough.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

<sup>1</sup> 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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Although pupils make satisfactory progress, teaching is not good enough to raise attainment and accelerate progress further. This is because teachers use a limited range of teaching styles and do not all have a secure understanding of the outcomes of assessment. Changes in staffing have led to inconsistencies in learning experiences for pupils. Effective teaching is characterised by active, challenging tasks, based on an accurate assessment of pupils' prior learning, good pace and good use of resources to enable the teacher to check pupils' understanding throughout the lesson. This was evident in a Year 5 literacy lesson when pupils were keen to demonstrate their knowledge and understanding of myths and legends and to develop their own mythical characters. In less effective lessons, pace is slowed because teachers spend too much time talking to pupils, which restricts the time pupils have to take responsibility for their learning. Teaching plans are often based on perceptions of the abilities of the group but are not further refined to ensure that each activity is honed to individual pupils' needs, especially for the most able. Marking is regular and affirms pupils' efforts. Although some teachers give clear advice on how pupils can improve their work and set appropriate targets, this is inconsistent throughout the school. Learning assistants are effective generally in supporting groups and individual pupils, which contributes to the satisfactory achievement of pupils with special educational needs and/or disabilities.

The curriculum is adequately planned and gives pupils opportunities to develop their basic skills in English, mathematics, science and information and communication technology. The provision for personal, social and health education contributes to pupils' good knowledge and understanding of the importance of healthy lifestyles. A range of extra-curricular activities such as science, craft and reading clubs are well attended and appreciated by the majority of pupils. Many pupils were enthusiastically involved in a musical activity, seen during the inspection, led by a visiting teacher. Older pupils talk enthusiastically about their annual residential trip.

Staff know the pupils well, are very caring and form good relationships with them. Pupils whose circumstances make them vulnerable receive appropriate support. Arrangements for pupils joining the school are effective, enabling them to settle quickly into routines. Opportunities for pupils to become familiar with the high schools they will move to ensure that they feel comfortable about the move. Most parents and carers, and pupils, who completed a questionnaire, believe the school keeps pupils safe. A minority expressed concerns about the management of inappropriate behaviour but during the inspection inspectors found that systems are clearly understood by staff and are effective.

*These are the grades for the quality of provision*

<p><b>The quality of teaching</b></p>	<p><b>3</b></p>
<p>Taking into account: The use of assessment to support learning</p>	<p>4</p>
<p><b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b></p>	<p><b>3</b></p>

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<b>The effectiveness of care, guidance and support</b>	<b>3</b>
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## How effective are leadership and management?

Inadequacies in leadership and management have prevented the school from making sufficient improvement since the last inspection. Leaders and managers lack the necessary drive and urgency to promote higher attainment and better achievement. Systems for monitoring and evaluating all the school's work are not sufficiently robust to secure further improvement. Senior leaders have too positive a picture of the performance of the school including the quality of teaching and the use of assessment to support pupils' learning. Leaders have not applied the necessary skills to lead major aspects of the school's work and middle leaders are limited in the skills needed to lead their subjects in the school. Lessons are observed, but the judgements are not always accurate. As a result, there has been insufficient challenge for staff to build systematically on their current individual strengths. Staff have not received enough guidance on how to interpret the outcomes of assessment for them to raise the quality of their classroom practice. The school has a wealth of information about pupils' academic progress but this is not used effectively to set and reach challenging targets, or to plot systematically the progress pupils make throughout their time at the school. However, the school's commitment to the provision for pupils with special educational needs and/or disabilities demonstrates that the school promotes satisfactory equality of opportunity. Links with a range of pre-school providers ensure a smooth transfer into the school and parents and carers appreciate this. Procedures to ensure the safeguarding of pupils are sufficiently robust and appropriate risk assessments are regularly undertaken. The school has not developed a policy for community cohesion or planned actions to enable its effective promotion. Governors do not work as effectively as they might with the school's leadership team. As a result, there has been little progress in addressing issues raised at the time of the last inspection. The school provides satisfactory value for money because the outcomes for pupils are satisfactory.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>4</b>
Taking into account: The leadership and management of teaching and learning	4
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>



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<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>4</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

The quality of education for children in the Early Years Foundation Stage is satisfactory overall, but is not as good as it was at the time of the last inspection. Staffing changes mean that the Early Years Foundation Stage is emerging from a challenging period, with staffing now more settled, and the school has plans to sustain the position more effectively. Overall, teaching is satisfactory. From starting points that are broadly in line with age-related expectations, children make satisfactory progress so that their attainment is broadly in line with national expectations when they enter Key Stage 1. They are enthusiastic learners and respond best when they are able to select from a variety of learning opportunities planned by staff. The environment in which they work and play is safe with the indoor and outdoor areas providing a generally satisfactory environment for play and work. Relationships between children and the adults working with them are friendly and secure. Children behave well. Those with special educational needs and/or disabilities are fully included in all activities. Adults have sound knowledge of the requirements of how to provide for children in the Early Years Foundation Stage. They use a satisfactory range of teaching methods and resources to meet children's needs and present them with satisfactory levels of challenge. Adults assess children's progress regularly and are beginning to use the outcomes more effectively to promote better learning and progress. Effective links with outside agencies have been established to provide specialist support for children with special educational needs and/or disabilities. Leadership and management of the Early Years Foundation Stage are satisfactory. Safeguarding procedures are secure.

### *These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Almost all parents and carers who returned the questionnaire judge that the school keeps their children safe and inspectors endorse this view. Many parents and carers do

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not believe that the school is led and managed well. During this inspection, inspectors came to the same conclusion. A significant minority of parents and carers feel that the school does not deal well with unacceptable behaviour. Observations during the inspection provided evidence of satisfactory behaviour. A small minority of parents and carers expressed concerns about the rate of their children's progress, the quality of teaching, whether they receive adequate information about progress and whether the needs of children are adequately met. These concerns formed aspects of the inspectors' investigation and the findings are reported in the main body of the report. Inspectors judge that the school provides appropriate information to inform parents and carers about the progress of their children.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hindley Green St John's Junior and Infant 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 47 completed questionnaires by the end of the on-site inspection. In total, there are 173 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	17	36	20	43	7	15	2	4
The school keeps my child safe	16	34	29	62	0	0	2	4
The school informs me about my child's progress	11	23	20	43	11	23	3	6
My child is making enough progress at this school	12	26	18	38	9	19	7	15
The teaching is good at this school	13	28	13	28	11	23	6	13
The school helps me to support my child's learning	11	23	19	40	12	26	3	6
The school helps my child to have a healthy lifestyle	14	30	25	53	4	9	2	4
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)	11	23	13	28	11	23	2	4
The school meets my child's particular needs	15	32	17	36	9	19	3	6
The school deals effectively with unacceptable behaviour	9	19	16	34	16	34	5	11
The school takes account of my suggestions and concerns	11	23	14	30	11	23	6	13
The school is led and managed effectively	13	28	13	28	11	23	9	19
Overall, I am happy with my child's experience at this school	14	30	16	34	13	28	4	9

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



Dear Pupils

Inspection of Hindley Green St John's Junior and Infant School, Wigan, WN2 4SD

Thank you for the warm welcome you gave to the inspection team when we visited your school recently. You were polite and told us a lot about the school including some things you would like changed. For example, many of you said you would like to know more about how well you are doing in lessons. All your views were very helpful. The reason for our visit was to decide how good an education you receive. We judged that overall it can be better: because of this the school has been given a 'notice to improve'. This means that the school will have help to make sure some areas improve. Other inspectors will visit to see if it is doing as well as it can.

We saw some good things in the school, for instance your attitudes to learning. You like school and attend regularly. You are sensible in what you eat and take full advantage of all the activities to help keep you fit. However, there are some important things the school needs to improve.

We have asked your headteacher and the governors to:

- improve the quality of leadership and management so the school gets better more quickly
- raise the quality of teaching to good or better so that you make at least good progress in your learning – especially those of you who find learning easier
- help everybody to understand how to plan challenging work for you
- offer you opportunities to communicate with pupils from different religious and ethnic backgrounds and experiences.

Having met you I am confident you will do all you can to help your teachers by working hard and learning as much as you can in all lessons.

With best wishes for the future

Yours sincerely

Michael Onyon

Lead Inspector

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