



# Hindley Green

Community Primary School

*Learning, Succeeding and Growing Stronger Together*



## School Prospectus

2022 / 2023

## **Welcome to our school.**

We are a Community Primary School for children  
from 3 to 11 years.

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*Our aim is for children to enjoy their  
learning and to challenge themselves  
to achieve success in a caring, secure  
and supportive environment, enabling  
them to aspire to their dreams*

CEO - **Mrs. S. L. Bruton**

Director of Education - **Mrs. J. Adams**

Principal - **Mr. T. Mooney**

Thomas Street, Hindley Green, Wigan, WN2 4SS

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E-mail: [enquiries@admin.hindleygreen.wigan.sch.uk](mailto:enquiries@admin.hindleygreen.wigan.sch.uk)

Website: [www.hindleygreen.wigan.sch.uk](http://www.hindleygreen.wigan.sch.uk)

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### **Important Notice**

*The information contained in this prospectus was accurate at the time of printing in Autumn 2021, but it should not be assumed that no changes will take place at the school before the start of the 2022/2023 school year. We will make every effort to ensure that you are notified of any such changes.*



**Welcome to Hindley Green Community Primary School, a school at the heart of the local community.**

We are committed to unlocking all children's potential in our happy, safe, caring, and exciting school that is full of opportunities for all to succeed. We aim to create an engaging and challenging learning environment where we nurture the highest levels of academic success and well-being. Our goal is to nurture and develop mutual respect, appreciation, independence, teamwork and perseverance as well as strong moral values and life long skills.

Our staff team and Board of Directors are committed to inspiring and motivating all children throughout their respective learning journeys.

If you would like to visit our school, you would be more than welcome. Please contact us to make an appointment.

**Mr. Tim Mooney**  
*Principal*



# School Curriculum

## School Nursery

Our School Nursery has outstanding provision for pre-school children. We believe that each individual is special and their own talents should be nurtured and grown. We are very privileged to be able to offer flexible delivery and additional paid sessions to support an excellent early start to your child's learning development.

## Foundation Stage

Investigative play is central to learning in Reception class, making it fun, engaging and relevant to now.

The structure supporting learning is the Early Years Foundation Stage as well as all that we hold dear within our school ethos.

At Hindley Green Community Primary School the whole child and family matters and we look forward to working with you all to ensure that successful experiences unlock your child's heart and mind for a great future.

## Religious Education

As a Community School we follow the Local Authority's policy for RE which ensures children learn about different festivals, celebrations, cultures and religions from around the world. Assemblies take place during the week either in the Halls or in the classrooms.

Parents have the right to withdraw their child(ren) from school worship and RE lessons on religious grounds and, in this event, are requested to make an appointment with the Principal to discuss the matter.

## Key Stage 1 and 2

In Key Stage 1 & 2 we work to develop transferable skills and learning for life. The National Curriculum defines the skill and knowledge levels for our learning and sets out the basic requirements. but at Hindley Green CP we aim to build your child's learning power for life. Children, families and the local community are our learning partners and we provide experiences to enhance the breadth and depth of learning for all. At Hindley Green CP no learner is left behind as we embrace new technologies and prepare our children for their future lives as responsible citizens.

## Our Curriculum

Teaching and learning is the core purpose of our schools. We offer a broad, balanced, relevant and interesting curriculum that is supported by the latest advances in technology and is expanded by pupil's questions. Our DREAM curriculum evolves to meet the needs of our children and ensures that all pupils achieve their maximum potential by embedding excellence in Key Skills and promoting the development of life skills through student agency so that our pupils are responsible, resilient, resourceful, reflective and have independent attitudes towards work and their roles in society as modern British citizens. Challenge is at the heart of all we do; through our supportive learning environment and proactive links with our families, our children aim high and have the in-built desire to succeed.

## Timing of the school day

Doors open – 8.45am

### Foundation Stage and Key Stage 1

Morning – 8.50am - 11.45am

Break – 10.15am - 10.30am

Afternoon – 1.00pm - 3.15pm

Break – 2.00pm - 2.10pm

(Reception Class have a flexible break in the afternoon)

### Key Stage 2

Morning – 8.50am - 12.15pm

Break (Lower KS2) – 10.15am - 10.30am

Break (Upper KS2) – 10.30am - 10.45am

Afternoon – 1.15pm - 3.15pm



# School Information

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## Special Educational Needs

Mrs. V. Klage is our Inclusion Manager who, along with a well trained team, is responsible for supporting our children who have individual and different needs. Mrs. E. Stokes is the SEND Teacher working alongside the Trust's Inclusion Manager. Children who hold an Education, Health & Care Plan have the right to have their needs catered for at all times. At Hindley Green CP, we support our children above and beyond what is recommended within these plans, as children are fully included in our learning community.

Mrs. Klage co-ordinates and oversees the need allocation for all of our children. This need may be determined by some children not making the age appropriate development, or by the fact that they may have special gifts which need to be nurtured and developed. A range of strategies and options operate throughout school, from one-to-one support, small group work and most commonly support within the class. We aim to work with families to ensure that a child's needs are catered for, be this for a short term intervention, or longer term support.

To support our staff and families, we also have the skills of the Educational Psychologist and Pastoral Co-ordinator.

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***“The school is a very well-ordered, purposeful community where staff work well together and have the best interests of the pupils at heart.”***

*Ofsted Report, September 2017*

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## Equality for All

At Hindley Green CP we are a fully inclusive school and at all times we strive to fulfil this aim. To be fully inclusive means that we do not accept any form of discrimination or bigotry. Our policies and Equality Scheme to combat any form of this are available to any parent/carer who wishes to read them. These policies are regularly reviewed and parents/carers are invited to help with the revision of these policies through our Local Advisory Committee.

## Home/School Contract

The ethos and atmosphere of the school reflects our high expectations of good conduct from all within our building. As parents/carers, you are a vital support to us and we expect that you will be happy to sign the home/school contract which reflects these standards. We attach great importance to the traditional values of courtesy, integrity, good manners, self-discipline and respect for the needs of others. As part of this we anticipate full parental support and co-operation in upholding the school's code of conduct and rules that define our every day interactions. The Directors devolve the responsibility for maintaining high standards in all things and at all times to the Principal and, therefore, should there be any ambiguity over the interpretation of these standards, the Principal will have the final say.

At Hindley Green CP we all share the responsibility for the pastoral care of our children. Should you have any concerns your child's class teacher would be your first point of contact. As we wish to greet our children and have a prompt start to the day, parents/carers are requested to make an appointment to see their child's teacher by calling into the school office. We will endeavour to see parents/carers within 24 hours and if possible, the same day.

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## Improving Attendance and Absence

We are proud of our attendance figures for the academic year 2018/2019 – 2.8% of absences were authorised and 1.74% were unauthorised. **Due to school closure during the COVID-19 pandemic, full year attendance for the academic years 2019/2020 & 2020/21 is unavailable.** Parents should note that the Pupil Registration Regulations state that Governing Bodies/Headteachers **may not grant any leave of absence during term time** unless there are exceptional circumstances. QUEST Directors will not grant leave of absence for any holidays during term time except for compassionate reasons.

To support our improving attendance figures, the Principal will identify pupils whose attendance is falling below an acceptable standard and work with you to improve this. If your child is ill, we ask that you telephone school on their first day of absence. If we have not heard from you by 10 am, school will attempt to contact you and will request you confirm the reason for absence in a letter upon return. We will count on your support in maintaining our high standards.

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## Every Person Matters

At our school our Pastoral Co-ordinator helps us to ensure we provide the best service for our families. She is there to support your children and you.

# School Information

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## Autumn Term 2022

**Monday 5<sup>th</sup> September to Wednesday 21<sup>st</sup> December**

Friday 2<sup>nd</sup> September - INSET day - *children do not attend*

Monday 17<sup>th</sup> October to Friday 28<sup>th</sup> October – Half-term Holiday

## Spring Term 2023

**Wednesday 4<sup>th</sup> January to Friday 31<sup>st</sup> March**

Monday 20<sup>th</sup> February to Friday 24<sup>th</sup> February – Half-term Holiday

## Summer Term 2023

**Monday 17<sup>th</sup> April to Friday 21<sup>st</sup> July**

Bank Holiday – Monday 1<sup>st</sup> May

Monday 29<sup>th</sup> May to Friday 2<sup>nd</sup> June – Half-term Holiday

## School Uniform

The Directors expect all children to wear school uniform. It gives a sense of belonging to our family at Hindley Green CP. Uniform can be ordered from Slaters or Sportsline.

Our uniform consists of: grey trousers, shorts or grey skirt or pinafore dress, white shirt, blouse or polo shirt, red jumper, sweatshirt or cardigan with the option of a red and white summer dress. Red sweatshirts, v-necked jumpers, cardigans and polo shirts all printed with our school logo are available to order from Sportsline Ashton or Slaters. Shoes with a sensible heel should be worn. No trainers please. The children in Year 6 are allowed to choose a different colour for their sweatshirts and cardigans each year, to reflect their position of responsibility within school.

To participate safely in PE, children will need the following items for their kit, ideally the school PE Kit (or alternatively black shorts and white t-shirt), pumps, and black jogging bottoms and trainers for outdoors. Due to limited space in classrooms and cloakrooms, children will be required to bring a school reading packet for daily use. Details are available on request from the school office.

For safety reasons jewellery is not allowed and only one pair of small, plain stud earrings are permitted. These must be removed by your child prior to PE, games, dance, swimming lessons and after school sports clubs.

Children are discouraged from bringing mobile phones to school at a young age. However, if children walk home on their own and parents/carers prefer them to have a mobile phone for safety reasons, they must be handed in to the class basket at the start of the day and collected from the class basket at home time. Please make sure that items are labelled with your child's name. The school accepts no liability for any loss or damage to mobile phones brought onto the school premises.

Information about free meals can be obtained from Wigan Council Customer Services on: [www.wigan.gov.uk/benefits](http://www.wigan.gov.uk/benefits) or by email to [benefits@wigan.gov.uk](mailto:benefits@wigan.gov.uk).

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## Compliments, Concerns & Complaints

We are happy to receive any compliments or suggestions to improve our school at any time. Any concern regarding your child's education should be referred to the class teacher, who will be happy to discuss this with you. Any complaint should be addressed to the Principal, who will hopefully resolve the matter. In the event of any complaint remaining unresolved, full details should be put in writing and addressed to the Director of Education, QUEST, 682 Atherton Road, Hindley Green, Wigan WN2 4SQ. The matter will be dealt with in accordance with QUEST's Complaints Procedure.

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## Access to Public Documents

Parents/carers can request access to inspect a copy of any document, which is required to be made available under the Freedom of Information Act, by contacting the School Office.

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## Music & Sport Academies

We are committed to an entitlement for all children through our approach to a "Whole Education" and as such, the QUEST family of schools benefit from specialist teaching and provision in Music and Sport. We nurture and unlock the talents of all our pupils above and beyond the academic so that all of our children have a chance to shine.

# Extended Services

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## Real Life Learning Experiences

Parents/Carers will be asked to make a voluntary contribution towards the cost of educational visits and experiences for their child(ren). This economic measure is to ensure that we are able to provide a wide range of real life learning opportunities for all our children, and we are most grateful for your support in this matter.

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## Healthy School and School Travel Plan

As a healthy, active school, we have a school travel plan in place and try to encourage children and families to walk to school where possible, or park and walk part way, or even walk with neighbours in their street. We expect parents/carers to adhere to the parking regulations around school to ensure the safety of all our children entering and exiting the school premises. For pupils who wish to cycle, we have a safe, secure storage area for their bicycles.

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## Community Cohesion

As a Community School we feel strongly that we have a moral duty to develop positive links with all sections of our local community to ensure our children have a sense of belonging and know how they can make a difference to our world. We also expand our children's horizons by having a range of links with external organisations and through our charity fundraising we demonstrate to our children our shared responsibility to support others.

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## Twinkle Tots

Come along to our very popular Toddler Group held every Friday from 9.00 - 10.00 am in the school. We welcome families with younger children from our community to play, learn and share together. The children form friendships and enjoy the company of others, as do the mums, dads, grandparents and child-minders who join us. All are most welcome.

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## Before & After School Clubs

Play Pals Childcare Limited operate a very successful Before & After School Club offering our families high quality childcare. Our Before School Club opens from 7.30-8.45 am. Our After School Club operates from 3.15-6.00 pm. Further information on the cost and availability of places is available from the Setting Lead, Mrs. B. Rothwell, on 07543 469455 or Manager, Ms. S. Silvester.

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## Societies and Activities

The school has a wide range of extra-curricular activities including a football team and a choir. Theatre visits are also arranged. Special sports clubs are provided after school hours.

There is an enthusiastic Parents and Teachers Association (PTA) which organises activities for educational development, fundraising and social functions for parents/carers and children.

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# Admission Arrangements

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## Admission Criteria for 2022/2023 (Updated July 2021)

Admission Number: 60

### Oversubscription Criteria

Where the school receives more applications than places available, the following oversubscription criteria will be applied once places have first been allocated to pupils who have a statement of special educational need or education health and care plan which names the school:

#### 1. Children in public care and previously looked after children.

This includes any "looked after child", "previously looked after children" and any child who was previously looked after but immediately after being looked after became subject to an adoption, residence or special guardianship order. "Looked after" means that the child was (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions. Applications for previously looked after children must be supported with appropriate evidence i.e. a copy of the adoption order, child arrangements order or special guardianship order. This criteria also includes looked after children and all previously looked after children who appear to the Trust Board of Directors to have been in state care outside of England and ceased to be in state care as a result of being adopted. A child is regarded as having been in state care in a place outside of England if they were accommodated by a public authority, a religious organisation or any other provider of care whose sole purpose is to benefit society. Applications must be supported with appropriate evidence that the child has been adopted from state care.

#### 2. Children whose older brothers or sisters attend the school and will still be there at the time of admission

#### 3. Children who live closest to the school.

### Tie-breaker

Where there are more children in one particular criterion than the number of places available, places will be allocated to the children who live nearest to the school. The distance will be measured in a straight line from the child's home address to a central point at the school using a Geographical Information System (GIS) which is based on ordnance survey.

If we offer the last place available at a school to one of twins (or triplets, or so on), our policy is to admit the other twin or triplets too.

Occasionally, the distance from home to school is the same for more than one child (for example, if more than one child lives in the same block of flats). In these cases we will use a system to randomly pick who will be offered a place.

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### Notes to oversubscription criteria

#### Child's home address

When considering your child's application, we will use the permanent home address we have for you at the closing date for applications. If parents are separated and the child spends time at each parent's address, the address we use for admission to school is that of the main carer. We use the address of the parent who receives the Child Benefit for this.

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#### Brothers and Sisters

We will include:

- Half-brothers and half-sisters;
  - Stepbrothers and stepsisters; and
  - Foster brothers and foster sisters;
- who live at the same address as part of the same family unit.

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#### Children with a statement of special educational need or Educational Health and Care Plan

Children with a statement of special educational need or education health and care plan which names the school will be offered a place without using the oversubscription criteria. This is a legal requirement.

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#### Late Applications

Late applications (those received after the closing date) will only be considered after those received by the closing date. The only exception to this is applications for looked after children that are received by 15 February will be included with on time applications.

### Nursery Applications

If your child goes to a nursery attached to the school:

- They do not have an automatic right to a place in a reception class at the school
- You must send in your application form or apply on-line by the closing date for applications.

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### Deferred Entry

Parents can request that the date their child is admitted to the school is deferred until later in the school year or until the child reaches compulsory school age in that school year. Where entry is deferred, the place will be held open and not offered to another child. Parents cannot defer entry beyond the beginning of the term after the child's fifth birthday, nor beyond the academic year for which the original application was accepted.

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### Part-time Attendance

Parents can request that their child attends part-time until the child reaches compulsory school age.

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### Waiting Lists

Places may become available at the school after the offer date. We will:

- Put all children who we refuse a place on the waiting list for the school;
- Keep the list in priority order, decided by the oversubscription criteria for the school only;
- Offer any place that become available to the next child on the waiting list; and
- Maintain the waiting list until the end of the autumn term.

We cannot take into account the length of time a child's name has been on the waiting list, only the admission criteria for the school. This means that your child's position on the list may change if another parent asks to be put on the list and their child has higher priority in the oversubscription criteria.

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### Admission of children outside their normal age group

Parents may seek a place for their child outside of their normal age group, for example, to a higher year group if the child is gifted and talented or to a lower year group if the child has experienced problems such as ill health.

The parents of a summer born child (born between 1 April and 30 August) may choose not to send their child to school until the September following their fifth birthday and may request that they are admitted out of their normal age group – to reception rather than year 1.

A decision is made on the basis of the circumstances of each case. Further information on the process is available from school.



# 2019 Key Stage 1 Data

Due to COVID-19 there are no reportable results for 2019/20 & 2020/21 and this is the most up-to-date nationally reported data.

This table is a summary of the assessment results of pupils in the school in Summer 2019. It shows the results for children at the end of the Early Years Foundation Stage and for children at the end of Key Stage 1.

Early Years Information	School Data	National Data
% of pupils attaining a Good Level of Development	77%	72%
Key Stage 1 Results	School Data	National Data
% of pupils achieving the expected standard in <b>Reading, Writing</b> and <b>Mathematics</b> combined	70%	65%
% of pupils achieving a high level of attainment in <b>Reading, Writing</b> and <b>Mathematics</b> combined	5%	11%
% of pupils achieving the expected standard in <b>Reading</b>	79%	75%
% of pupils achieving high level of attainment in <b>Reading</b>	20%	25%
% of pupils achieving the expected standard in <b>Writing</b>	74%	69%
% of pupils achieving high level of attainment in <b>Writing</b>	7%	15%
% of pupils achieving the expected standard in <b>Mathematics</b>	82%	76%
% of pupils achieving high level of attainment in <b>Mathematics</b>	21%	22%
% of pupils achieving the required level in <b>Phonics</b> – Y1	73%	82%
% of pupils achieving the required level in <b>Phonics</b> – Y2	92%	91%



# 2019 Key Stage 2 Data

Due to COVID-19 there are no reportable results for 2019/20 & 2020/21 and this is the most up-to-date nationally reported data.

This table is a summary of the assessment results of pupils in the school in Summer 2019. It shows the results for children at the end of Key Stage 2.

Key Stage 2 Results	School Data	National Data
% of pupils achieving the expected standard in <b>Reading, Writing</b> and <b>Mathematics</b> combined	50%	65%
% of pupils achieving a high level of attainment in <b>Reading, Writing</b> and <b>Mathematics</b> combined	5%	11%
% of pupils achieving the expected standard in <b>Reading</b>	57%	73%
% of pupils achieving high level of attainment in <b>Reading</b>	12%	27%
% of pupils achieving the expected standard in <b>Writing</b>	81%	78%
% of pupils achieving high level of attainment in <b>Writing</b>	12%	20%
% of pupils achieving the expected standard in <b>Grammar, Punctuation</b> and <b>Spelling</b>	69%	78%
% of pupils achieving a high level of attainment in <b>Grammar, Punctuation</b> and <b>Spelling</b>	22%	36%
% of pupils achieving the expected standard in <b>Mathematics</b>	71%	79%
% of pupils achieving high level of attainment in <b>Mathematics</b>	16%	27%
Average progress in <b>Reading</b>	- 3.2	0
Average progress in <b>Writing</b>	0.0	0
Average progress in <b>Mathematics</b>	- 1.1	0
Average scaled score in <b>Reading</b>	100	104
Average scaled score in <b>SPaG</b>	103	106
Average scaled score in <b>Mathematics</b>	103	105



QUEST has a clear and compelling vision for the future of education. Our Multi Academy Trust delivers our moral purpose, our mission and our values through its Spirit of Purpose. This shared understanding of what it means to be part of our Trust ensures that . . .

**Our schools are all about passion, determination and enthusiasm. We see challenges as opportunities and have an unshakeable belief in the right of children to a high quality education.**

The approach with our family of schools is around interdependence. There is a clearly defined role for the central team that includes school-to-school support, maximising existing expertise in individual schools and added value to secure excellence. In this new era of education, by working together we achieve more.

The DREAM curriculum, developed by educational experts in the Trust, supports learning delivery beyond the requirements of the National Curriculum. Through our collective drive and structures, each child in each primary school receives specialist weekly teaching in Music, Sport and additional expertise in STEAM (Science, Technology, Engineering, Art and Maths). Working together creates the opportunity to provide efficiency for excellence and sustainable transformation of doing more with less.

Our schools are committed to a lasting and consistent entitlement to a Whole Education; meaningful learning for our children within their community and equality of opportunity for all.

As Century flagship schools our digital strategy and technological approach to learning is embedded within our curriculum. We harness the personalised support of an Artificially Intelligent Learning Platform in all of our schools for all our pupils age 7 to 19. Our staff's talent drive this technology to enable every learner to have a tailored route for their knowledge development. This is balanced by our coaching approach to develop their life skills of resilience, critical thinking and communication.

As Pearson National Award winners for Digital Innovation, we are proud to be shaping the next phase of education in partnership with the University of Bolton and our regional employer sponsors.

On behalf of QUEST, I welcome you to this amazing school, where your children will be happy, confident, nurtured and challenged to be the best they can be. We look forward to working with you to invest in their future success.

**Sharon Bruton**  
CEO



University Collegiate School  
Bolton



St. Peter's  
C. of E. Primary School



Hindley Green  
Community Primary School



St. John's  
C. of E. Primary School



St. John's  
C. of E. Primary School, Abram



## Hindley Green Community Primary School

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