

# Harwood Park Primary School

## Inspection report

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<b>Unique Reference Number</b>	105796
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	385847
<b>Inspection dates</b>	20–21 March 2012
<b>Lead inspector</b>	Jane Millward HMI

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	266
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Steve Brown
<b>Headteacher</b>	Lisa Zychowicz
<b>Date of previous school inspection</b>	9 March 2011
<b>School address</b>	Hardfield Street Heywood OL10 1DG
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<b>Fax number</b>	-
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## Introduction

### Inspection team

Jane Millward  
Philip Martin  
Sheila O'Keeffe

Her Majesty's Inspector  
Additional inspector  
Additional inspector

This inspection was carried out with two days' notice. Nineteen lessons were observed taught by 10 teachers. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection. Meetings were held with groups of pupils, representatives from the governing body and members of staff. Inspectors observed the school's work and looked at a range of documentation, including the school development plan, pupils' work, progress data, minutes of governing body meetings, attendance data and safeguarding records. They analysed 44 inspection questionnaires completed by parents and carers and those submitted by staff and pupils.

## Information about the school

Harwood Park Primary is larger than most primary schools. The proportion of pupils known to be eligible for free school meals is higher than the national average. The proportion of pupils from minority ethnic backgrounds is lower than the national average as is the proportion of pupils who speak English as an additional language. The proportion of disabled pupils and those with special educational needs is above average. The majority of pupils are from a White British heritage. The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress. At the last inspection in March 2011, the school was given a notice to improve.

The school holds the Artsmark Silver, Activemark and Investors in People and has achieved Healthy School status.

**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

<b>Overall Effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>3</b>
<b>Leadership and management</b>	<b>3</b>

## Key Findings

- In accordance with section 13 (5) of the Education Act 2005, Her Majesty’s Chief Inspector is of the opinion that the school no longer requires significant improvement. Harwood Park is a satisfactory school. It is not a good school because pupils’ achievement and the quality of teaching are in need of some further improvement, although the school has strengths in relationships between staff and pupils and the care it provides for pupils, including those whose circumstances may make them vulnerable.
- All groups of pupils, including disabled pupils and those who have special educational needs, achieve satisfactorily. Inspection evidence shows that across the school, pupils are overall making satisfactory progress in reading, writing and mathematics, given their starting points.
- The quality of teaching varies between classes. Some teachers challenge pupils effectively. They use assessment information well to match planned activities to pupils’ needs and use marking to provide clear guidance on how pupils can improve. However, these aspects are not applied across all classes and subjects consistently. In some lessons, opportunities are missed to challenge the higher-ability pupils.
- The newly appointed headteacher and recently established leadership team have a drive and ambition to improve outcomes for all pupils in school. They monitor and evaluate classroom practice and performance management of teachers is undertaken with rigour. Training has improved the quality of provision and pupils’ progress is checked regularly. Middle leaders are not impacting on their subject areas although are willing and enthusiastic about making improvements, and staff report that morale has improved recently. The curriculum is undergoing a review and the headteacher has plans to ensure it caters better for pupils’ interests, including developing cultural awareness, and adopts a cross-curricular approach.

- Behaviour and safety are satisfactory. Some pupils feel behaviour has not been good enough in the past but that it has improved since the headteacher's appointment. New ways of monitoring incidents of poor behaviour have very recently been instigated.

Schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise attainment and rates of progress in reading, writing and mathematics by:
  - ensuring the more-able are sufficiently challenged
  - ensuring pupils consistently know how to improve in all subjects through effective marking of their work
  - ensuring assessments are used to match work to the pupils' abilities
  - ensuring teaching leads to pupils making good progress in lessons.
- Enhance the curriculum to increase the impact on pupils' achievements by:
  - developing opportunities to enhance creativity
  - incorporating pupils' interests to ensure they are fully engaged in their learning
  - developing pupils' understanding of their own culture and that of others
  - providing better opportunities for developing writing and numeracy skills in other subjects.
- Improve the quality of middle leadership by:
  - improving their monitoring and evaluation procedures
  - ensuring action planning is sharply focused on actions to improve outcomes for pupils based on an accurate understanding of priorities
  - improving links between middle leaders and governors.

## **Main Report**

### **Achievement of pupils**

Pupils make satisfactory progress over time, and by the age of 11, reach broadly average standards in English and mathematics. Standards in reading at the end of Year 2 and 6 are also average. However, too few pupils are achieving the higher level of attainment. This is because, in some lessons, the more-able pupils are not challenged sufficiently.

A focus on improving teaching and learning has resulted in pupils beginning to make better progress. In the past, not enough was done to increase levels of achievement and progress was not good enough. Through improving the quality of provision, progress is increasing and pupils are achieving levels of which they are capable. Children start school with skills typically below those expected. They make satisfactory and sometimes good progress in the Early Years Foundation Stage and children enjoy wide and varied activities. These encourage cooperation and

independence. For example, boys and girls enjoyed the role-play activities to retell the tale of the three little pigs.

Pupils' books, lesson observations and the school's own assessment information show that across the school, pupils are now making securely satisfactory progress although progress in reading and writing is better than in mathematics. While higher-attainers are not always challenged there are no significant differences between groups of pupils. Disabled pupils and those with special educational needs make commensurate progress to their peers due to better targeted support and a new raft of interventions. The new tracking procedures support staff in knowing when pupils are beginning to fall behind and so are better placed to help them catch up. The large majority of parents and carers, who responded to the questionnaire, feel their children make good progress at school.

Pupils say they enjoy reading and a programme to teach phonics (the sounds that letters make) is in place. Pupils show an awareness of how to decode words, and the younger pupils showed an in-depth awareness of authors and the books they have written. Pupils are appreciative of the school policy to have story time every day, where teachers read to the pupils in their class.

### **Quality of teaching**

Teachers create a calm and purposeful atmosphere, in an engaging environment. Pupils are encouraged to work together and cooperate well. Since the previous inspection, teachers' confidence has increased as they have developed skills and knowledge in aspects of practice, for example lesson planning. Positive relationships ensure pupils are willing to take risks with their learning. In the best lessons, there is good pace to learning and pupils are actively engaged in their learning. Questions are targeted well to assist pupils' knowledge and probe their understanding. Teachers provide a clear sequence to their learning and additional adults are effectively deployed, for example, in a Year 6 mathematics lesson where pupils moved from understanding the relationship between fractions, decimals and percentages of simple numbers to more complex ones. However, this is not consistent across the school and teaching is variable. In some lessons, the higher-ability pupils are not challenged sufficiently, and some activities do not always result in pupils making enough progress. The way pupils assess their own understanding remains in its infancy.

Pupils' personal development is a strength of the school and the curriculum is beginning to provide links between subjects. Pupils are taught the school values of cooperation, respect, kindness and perseverance. This supports pupils' satisfactory spiritual, moral, social and cultural development. Most pupils agree that teaching is good at school and they appreciate the curriculum enrichment activities that the school offers to enhance the quality of teaching. The large majority of parents and carers also feel their child is taught well.

Marking of pupils' work is inconsistent across the school. Some effectively guides pupils in how to improve their work, especially in literacy. However, this is inconsistent across all subjects and often marking simply affirms the efforts of pupils. The learning journeys in the Early Years Foundation Stage are a valuable record of

what the children have achieved and show the effective balance between adult-led and child-initiated activities.

### **Behaviour and safety of pupils**

Almost all the parents and carers say their child feels safe in school. Pupils talk with confidence about the school's expectations for how they should behave and treat each other. However, a minority of pupils stated that behaviour was not always good, but acknowledged that teachers sort problems out. The school acknowledges there remain a few incidents of poor behaviour and they are developing ways of supporting pupils who find good behaviour a challenge. Links with external agencies are effectively supporting this work. A good awareness of different types of bullying is held by pupils and they know the dangers of cyber-bullying. Older pupils are gainfully employed at lunchtimes, working with the younger pupils, for example running mathematics clubs and helping in the dining room. This is having a positive impact on behaviour. A new system to record incidents of poor behaviour has recently been implemented by the headteacher. This is leading to a greater focus on promoting good behaviour by all staff. Rewards and sanctions are applied consistently and all staff are committed to promoting good behaviour, for example the canteen staff award prizes for pupils who display good manners. Pupils demonstrate an awareness of risk and unsafe situations and know who to turn to if a problem arises.

Attendance in 2011 was below average. However, recent improvements are clearly evident and effective strategies put into place are already paying dividends. Improvements can also be seen in rates of persistent absenteeism and pupils are arriving at school more punctually.

### **Leadership and management**

The headteacher provides good, clear direction for the school and has the full support of the staff and the governing body for the changes she is bringing about. She has galvanised the support of staff towards improving outcomes for all pupils and developing the quality of provision. The newly established leadership team holds an accurate view of strengths and weaknesses and it has communicated a clear vision for school improvement. Staff are enthusiastic to work alongside school leaders. Improved tracking systems, implemented by the headteacher, ensure all staff have an accurate view of pupils' progress and attainment. This results in staff more able to intervene quickly when pupils start to fall behind and useful pupil progress meetings support this work. Monitoring of teaching and learning has ensured leaders have an accurate view of the quality of provision and performance management has been appropriately implemented as a result. Plans and initiatives to improve aspects of the school's work are beginning to have an impact, for example in improving attendance rates and developing writing. This is indicative of the school's capacity to improve. However, improvements are yet to be sustained for the higher achievers.

The governing body is supportive of the school and the new headteacher. It has been strengthened by the appointment of two additional governors recently and it meets its statutory duties. Links between governors and teaching staff are

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developing and members of the governing body are keen to develop aspects of accountability for all members of staff.

The creative curriculum is in its early stages of development. Currently, insufficient relevance is given to what pupils wish to learn. There are clear plans to develop it further, including developing a cross-curricular approach. Currently, cultural development is limited. A range of enrichment activities is in place, including a variety of after-school clubs and pupils speak positively about educational visits to different localities.

Middle leaders are enthusiastic and keen to impact on outcomes in their subject area but are not involved in action planning for the subject area. Senior leaders have devised a cycle for monitoring and evaluation purposes which includes observing lessons, learning walks and scrutinising pupils' books. This is undertaken by the senior leaders and does not currently involve middle leaders. Leaders promote equality of opportunity satisfactorily and all groups are identified and their performance carefully tracked. This is resulting in the school closing the gap in attainment for some groups.

Spiritual, moral, social and cultural development is promoted satisfactorily. Although there are opportunities to engage in musical and sporting activities, these are not well linked into the curriculum, and pupils have limited understanding of their own heritage. Pupils show respect for cultural diversity, but the school does not enable them to engage more deeply in the richness of different cultures.

The school has focused on ways of developing links with parents, including a half termly curriculum newsletter for parents showing what children will be learning and how parents can support at home, set up a suggestion box for how parents and carers can improve the school and introduced useful workshops for parents on how to help their children learn. The school's arrangements for safeguarding pupils meet statutory requirements.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



22 March 2012

Dear Pupils

**Inspection of Harwood Park Primary School, Heywood – OL10 1DG**

On behalf of the inspection team I would like to thank you for the very friendly welcome you gave us when we inspected your school recently. As you know we came to see how well you were doing and what you said helped us with our findings.

Harwood Park is a satisfactory school and we could tell that you are proud of your school. From conversations with you it is clear that most of you feel safe in school and you know who to turn to if you have a problem. We agree that your teachers take good care of you. Your achievement is satisfactory but we can see you are starting to attain better in your lessons and are beginning to make faster progress. The headteacher, teachers and governing body are committed to doing their best to make sure that the school keeps getting better.

It is our job to find out how schools can do even better. We have asked your headteacher, teachers and the governing body to work on three things in particular:

- to raise attainment and improve your progress in reading, writing and mathematics
- make the curriculum even better
- improve the quality of middle leadership.

We know that you will want to help in every way you can, so please continue to try hard in lessons. We wish you every success in your education.

Yours sincerely

Jane Millward  
Her Majesty's Inspector

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