

# 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>	355842
<b>Inspection dates</b>	9–10 March 2011
<b>Reporting inspector</b>	Brian Dower

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>	274
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Steve Brown
<b>Headteacher</b>	Mrs Julie Pickles
<b>Date of previous school inspection</b>	10 March 2008
<b>School address</b>	Hardfield Street Heywood Lancashire OL10 1DG
<b>Telephone number</b>	01706 369592
<b>Fax number</b>	-
<b>Email address</b>	head@harwoodpark.rochdale.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. They visited 18 lessons and observed the work of 12 teachers. Meetings were held with groups of pupils, staff, the Chair of the Governing Body and two members of the local authority. Inspectors observed the school's work and looked at a range of documentation, including curricular and lesson plans, safeguarding policies and action plans, minutes of the governing body's meetings, improvement plans and the school's assessment records. Time was given to the scrutiny of pupils' books from all year groups. Forty-two questionnaires from parents and carers were returned and analysed, together with those from staff and a sample of views from Key Stage 2 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The reasons for pupils' well below average attainment in Key Stage 1 and Key Stage 2 in 2010 and whether there is evidence that progress has improved and attainment is rising.
- The success of leaders and managers in minimising the impact of the new build on pupils' learning and in maintaining staff morale during the changes.
- The effectiveness of lesson planning and short-term improvement planning in accelerating progress and raising attainment.
- The effectiveness of the measures the school has taken to improve attendance.

## Information about the school

The school is a larger than average primary school. The proportion of pupils known to be eligible for free school meals is well above average. The proportion of pupils with special educational needs and/or disabilities is above average. Pupils are predominantly of White British heritage. The percentage of pupils from minority ethnic backgrounds is below that seen in most other primary schools. A few pupils speak English as an additional language. None are at an early stage of learning the language. More pupils than average join or leave the school at other than the usual times for admission. The school has undergone extensive building work for some time now which has yet to be completed. This has led to significant disruption to its day-to-day work. The school has a number of awards, including Healthy School status, Artsmark Silver and accreditation for 'I Can' early talk.

**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**

**3**

## 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 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 pupils' achievement, preparation for future economic well-being and attendance.

Attainment is low and achievement inadequate. The extensive prolonged disruption due to building work and alterations to the school grounds has led to interruptions in routines and hence to inconsistency in provision. Pupils' learning and progress have suffered and are not improving rapidly enough to raise attainment and close the gap between current levels and what pupils should be attaining. The frequent breaks in routine have made life difficult for some pupils. However, the calm and purposeful atmosphere noted during the inspection shows that the school is getting back to normality. Pupils are behaving well and working conscientiously. Staff are keen to build stability and get back to normal teaching routines now that classrooms and resources are not constantly being moved around.

Children get off to a good start in the Early Years Foundation Stage because of good teaching and good care and support. In Key Stages 1 and 2, while pupils' progress in lessons is improving and is now satisfactory, attainment in English and mathematics remains low. Teaching is satisfactory overall, although inconsistencies in its quality mean that pupils are unable to secure the rapid progress required to raise attainment. In some lessons, work lacks challenge and marking is not sufficiently helpful in showing pupils what they need to do to improve further. Also, on occasion teachers talk for too long and the deployment of teaching assistants is not always effective. Some pupils have poor listening skills. A few pupils have frequent periods of absence. Although the school is rigorous in implementing measures to address this, overall attendance remains low. This, together with low attainment means that not all pupils are fully prepared for the next stage in their education.

Pupils show a good understanding of healthy lifestyles and they contribute well to their school and local community. The working relationships staff have with pupils are good. There is outstanding creative work being done. The older pupils' Remembrance poetry is exceptionally well crafted and very moving to read. The art work on display is impressive. The production of 'Oliver' did much to raise morale and promote enjoyment and the sense of a job done well by staff and pupils. Senior leaders are ambitious and have re-established the momentum for improvement with signs of accelerating progress as teaching improves. Pupils' health, safety and well-being receive a high priority and satisfactory safeguarding procedures enable pupils to feel safe in school despite the

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upheaval. The school is accurate in its assessment and evaluation of what needs to be done to improve further and demonstrates a satisfactory capacity to move forward.

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

- Improve achievement and raise attainment in English and mathematics by ensuring that:
  - – learning activities are suitably challenging and enjoyable for all groups of pupils
  - – teachers do not talk for too long before pupils get down to independent or group activities
  - – teaching assistants are deployed effectively to support learning
  - – marking evaluates the progress pupils have made against their learning targets and guides them on how to improve
  - – a whole-school approach is developed to improving pupils' listening skills.
- Improve attendance to at least average levels by:
  - – continuing to rigorously follow up persistent absentees and provide them with encouragement and support when they are in school
  - – ensuring all measures to improve attendance are consistently and routinely applied.
- Provide pupils with the skills that will prepare them effectively for future economic well-being by:
  - – improving attendance and raising attainment
  - – helping them to write competently for different purposes
  - – providing them with opportunities to become skilled in mathematical problem-solving
  - – enabling them to evaluate their progress against their individual learning targets and hence develop their independent learning skills.

## Outcomes for individuals and groups of pupils

<b>4</b>
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Most pupils enjoy their work. Their attainment on entry to the school is well below average. The quality of the work seen in lessons and in pupils' books indicates that they are now making satisfactory progress. This is so for all groups, including those pupils with special educational needs and/or disabilities and those pupils who join the school at other times during the year. Although pupils have the ability to write at length, they struggle to adapt their writing for different purposes. Pupils do not frequently use their mathematical skills for problem solving.

Pupils say they feel safe and secure and that rare instances of bullying are dealt with promptly and effectively. They demonstrate a good understanding of how to stay fit and well by eating nutritious lunches and taking plenty of exercise. Older pupils help to care for the younger ones and most pupils are involved in local community sporting and cultural events. Pupils do much to raise money for a variety of charitable causes. Behaviour is good and pupils work well together. There is occasional inattention because

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the listening skills of a few pupils are poorly developed. Pupils' conduct around the school and in the dining room is friendly and courteous. Pupils' preparation for the next stage in their education is inadequate because of low attainment and low attendance rates. Also, they do not have the ability to assess for themselves how well they are doing and work out what they must do to improve. As a result, their independent learning skills are not sufficiently well developed. A very small number of pupils do not understand the consequences of their actions and have difficulty resolving conflict in an acceptable way. This has led to short-term exclusions.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
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>2</b>
<b>Pupils' behaviour</b>	<b>2</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>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>4</b>
Taking into account: Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<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

## How effective is the provision?

Staff have been successful in establishing normal working routines after the recent hand over of the new teaching rooms. Pupils are settled and keen to learn. The monitoring of their progress in lessons is good and in the classroom, teachers provide timely advice and support when difficulties arise. As a result, progress is beginning to improve. Marking, however, is inconsistent. Good practice was seen where some pupils were informed on how well they are doing and pointers were given showing them how to improve but this was not the case for all. There was little evaluation of progress against pupils' individual learning targets and pupils are not always provided with sufficient opportunities to assess their progress for themselves. Whilst pupils mostly behave well in lessons and show positive attitudes to learning, low level restlessness in a small number of lessons arose

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because the teacher talked for too long or because the learning activities were not sufficiently stimulating and enjoyable. In these lessons, planning did not provide effectively for the use of time or provide pupils with sufficient challenge in their work.

The school worked successfully to care for and ensure the well-being of pupils during the building work. There were a few pupils who found the constant changes difficult but they were supported well. The learning mentor and other key staff have been successful in improving the attendance of some persistent absentees, but as yet there is no significant improvement in overall attendance rates.

The school has maintained a balanced curriculum despite the resource limitations arising from the premises developments. Staff and volunteers have given generously of their time to provide a wide range of well-attended enrichment activities and trips, which have added greatly to the pupils' education and their enjoyment of school. The school has plans in place to provide additional support to boost the attainment of those pupils who will soon be taking national tests or assessments.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

Leaders, managers and the governing body have worked hard and successfully to sustain the school in its day-to-day working during prolonged disruption. However, the time and energy they have had to give to 'keeping the ship afloat' have distracted them from the drive to improve progress and raise attainment. The calm and purposeful atmosphere prevailing in school and the improving rate of pupils' progress are evidence of their determination and success in starting to address and reverse the low attainment of the past. All staff are keen to see the school improve.

Members of the governing body have worked closely with the school to provide welcome encouragement and support. However, their monitoring of the school's academic performance has not been sufficiently rigorous during the changes. The governing body is now beginning to address this issue. The headteacher has implemented a rigorous monitoring and tracking system to identify those pupils at risk of underachievement. This, together with the school's work to support potentially vulnerable pupils, shows its commitment to providing an equal opportunity for every boy and girl and to tackle any form of discrimination.

Safeguarding procedures are appropriate and effective. Adults are alert to the risks that come with building work on site and they ensure safe working in daily routines. Appropriate health and safety checks and risk assessments are carried out routinely. The

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cohesive working of the school was fractured by the building work but it is now re-establishing itself as a close and harmonious learning community. There are appropriate plans in place to achieve this and to further extend its promotion of community cohesion. Although there is a clear commitment to improvement with evidence of some success in tackling underachievement, the school's overall inadequate outcomes for pupils mean that the value for money it provides is also inadequate.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</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>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

## Early Years Foundation Stage

Although attainment on entry to the school can vary and in the past has often been well below average, attainment for the current cohort of children is below the level expected for their age. They settle quickly and are soon happy and secure. They make rapid progress because of the care and support they receive and effective teaching. Adults work exceptionally well as a team. They seamlessly and instinctively support play in a sensitive manner. As a result, children are confident to initiate play and express themselves, explore and use their imaginations. In the construction area, boys made rockets and described their journey as they launched them into space. Independent learning is a strength of the setting. Children are confident to wash their hands and take care of their own belongings, placing items in their named trays.

Close links with parents and carers and the use of home/school diaries enable them to support their children's learning. Assessments of the children's development are undertaken daily. Well annotated observational assessments, together with photographic evidence, are collated in the learning journeys. These are monitored closely to ensure that all areas of learning are covered effectively. As a consequence of such good provision, by the time children enter Year 1 their attainment is broadly average. Plans are in place to



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enhance the quality of provision further now that the outdoor areas are nearing completion.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

A very small minority of parents and carers returned the Ofsted questionnaires. Almost all were supportive of the school. There was no pattern of dissatisfaction in the few concerns raised. They were individual in nature and drawn to the attention of the senior leadership team without compromising confidentiality.

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

Ofsted invited all the registered parents and carers of pupils registered at Harwood Park 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 42 completed questionnaires by the end of the on-site inspection. In total, there are 274 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	14	33	25	60	1	2	2	5
The school keeps my child safe	15	36	24	57	1	2	2	5
My school informs me about my child's progress	22	52	15	36	3	7	2	5
My child is making enough progress at this school	13	31	22	52	4	10	1	2
The teaching is good at this school	13	31	25	60	2	5	2	5
The school helps me to support my child's learning	17	40	21	50	2	5	2	5
The school helps my child to have a healthy lifestyle	20	48	17	40	3	7	2	5
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)	13	31	22	52	1	2	2	5
The school meets my child's particular needs	12	29	22	52	3	7	2	5
The school deals effectively with unacceptable behaviour	18	43	16	38	4	10	2	5
The school takes account of my suggestions and concerns	8	19	26	62	2	5	2	5
The school is led and managed effectively	5	12	28	67	3	7	3	7
Overall, I am happy with my child's experience at this school	13	31	23	55	1	2	2	5

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 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and 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 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



11 March 2011

Dear Pupils

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

Thank you for the warm welcome we received when we visited your school. We are particularly grateful to those of you who talked to us about your work. You made a valuable contribution to the inspection.

You and the adults have had to put up with a lot of disruption over many months because of the building work. Some of you have found this particularly unsettling. As a result, your progress has slowed and your achievement has not been as good as expected in English and mathematics. Therefore, we have issued a 'notice to improve,' which means that your school will receive a visit from an Ofsted inspector to check how well things are improving.

We saw you behaving well in class and around the school. You are polite and courteous young people. We were very impressed by the high quality of some of the work seen. The Remembrance poetry I read was most moving. Your art work is impressive and what we read and were told about the production of 'Oliver' shows how well you work together and with the staff.

Most of you attend school regularly and punctually but there are a few pupils who do not and we have asked that every effort is made to encourage them to be in school. We have also asked that teachers' marking of your work tells you how well you are doing against your learning targets and how you can see for yourselves the progress you are making. Sometimes the activities you are given do not challenge you well enough and occasionally teachers keep you listening for too long before you get on with your work. Some pupils have difficulty listening for so long. We have asked that these things be improved so that you achieve well and as a result are well prepared for future life.

Thank you again. On behalf of the inspection team, I wish you every success in the future.

Yours sincerely

Brian Dower

Lead inspector

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