

Harwood Park Primary School



Hardfield Street, Heywood, Lancashire, OL10 1DG

Inspection dates	12–13 May 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher has inspired all the school community to do their best. Her commitment to ensuring that everybody succeeds is a significant factor in the improvements made since the last inspection.
- The newly appointed middle leaders, by checking on the quality of teaching and learning, have ensured that standards in their subject areas have improved.
- The quality of teaching is consistently good. Teachers provide well-structured and interesting lessons.
- Pupils throughout the school make good progress from their starting points in a range of subjects, including reading, writing and mathematics.
- The school provides well for children in the early years. They achieve well in most areas of learning and increasing numbers achieve a good level of development at the end of the Reception year.
- The behaviour of pupils is good and the school is a happy, harmonious place. Pupils say that they feel safe in school and treat each other with great kindness and respect.
- Pupils’ spiritual, moral, social and cultural development is strong. They have rich opportunities to learn about other cultures and faiths. Consequently, pupils are very respectful towards each other and adults.
- The school’s work to promote British values is good. Pupils have a well-developed understanding of their rights and responsibilities.
- Governors are fully involved in the life of the school. They know the school well and support and challenge senior leaders effectively to improve standards even further.
- Parents and carers are highly positive in their views of the school, and are happy that their children are safe and well looked after.

It is not yet an outstanding school because

- A small number of pupils who enter the school at different times during the school year do not make consistently good progress because they are not always provided with the correct level of work.
- Activities within the early years outdoor area are not always sharply focused on learning.
- A small number of pupils do not make enough progress in their communication and language when they move from Reception into Year 1.

Full report

What does the school need to do to improve further?

- Further improve the quality of teaching and learning so that more pupils make even stronger progress, by:
 - ensuring that the work planned for pupils who enter the school at different times during the school year is matched specifically to their needs so that their progress is accelerated
 - continuing to develop the quality of teaching and learning by engaging with the outstanding practice, both in the school and within the local cluster partnership.

- Improve the quality of the outdoor provision in the early years by sharpening the focus of activities so that all the children make consistently good progress.

- Improve transition arrangements from Reception to Year 1 so that all children, particularly those who have entered the school part way through the school year, are effectively targeted with specific provision to develop their language and communication skills.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher is instrumental in ensuring that all staff and governors work together with a strong, shared ambition for every pupil to be successful. Staff and pupils have risen to the challenges she sets and are proud to be part of the school.
- Since the previous inspection, school leaders have tackled barriers to improvement and have established a culture in which relationships are positive, teaching can flourish and pupils are expected to behave well and achieve their best.
- The pace of improvement has increased significantly since the previous inspection and, as a consequence, pupils' progress is now good. Leaders make full use of the expertise from within the school to ensure that improvements are secure and sustainable.
- Leaders have a clear view of the school's strengths and weaknesses. They use this information effectively as a basis for improvement planning. Leaders monitor the implementation of their plans each term, making adjustments where necessary to increase the impact on pupils' achievements. Leaders are aware that a small number of the pupils who join the school part way through the school year are not making enough progress but, as yet, are at an early stage in providing the appropriate provision.
- Leaders have good systems in place to manage teachers' performance. The teachers are set measurable targets for the progress their pupils make and for their contribution to the wider aspects of school. Teachers' progress towards meeting their targets is checked through a range of strategies including lesson observations and the scrutiny of pupils' work. Leaders give teachers precise and regular feedback on the strengths of their teaching and where they need to improve. There are clear links between pupils' success and salary progression to ensure that only good practice is rewarded.
- The headteacher has created an environment where good teaching practice is shared regularly among all colleagues. The staff's continuous professional development is given a high priority at the school and is valued by all. Staff appreciate and are committed to their professional development within the 'SHINE' cluster of schools. As a result, the quality of teaching is good and improving and staff morale is high. There is great scope to continue to learn from the outstanding teaching and learning in the SHINE Partnership and use the outstanding practice within Harwood Park.
- Middle leaders are knowledgeable about their subjects and lead by example. They check carefully on teaching in their subjects. They follow up these checks with clear guidance, training and support. In this way, they have been successful in improving teaching and learning across different subjects.
- The pupils enjoy the curriculum and find it interesting. The curriculum is sharply focused on the development of pupils' reading, writing and mathematics skills and knowledge. At the same time, the quality of spiritual, moral, social and cultural education is strong and helps pupils respect each other and value their differences. Pupils' understanding of British values is promoted well through, for example, learning about democracy when electing the school council. This ensures that pupils are suitably prepared for life in modern Britain.
- Pupils are very appreciative of the additional activities that their teachers provide for them. Attendance at a wide range of after-school clubs is high. These include a range of sporting activities, gardening and drama. The pupils are rightly proud of being a part of the school choir.
- Leaders have used the physical education and school sport fund wisely to train staff alongside specialist coaches and increase the opportunities for inter-school competitions. Many pupils now participate in an extra-curricular sports club.
- Equality of opportunity is promoted well by the school. The special educational needs coordinator closely tracks the progress of pupils with additional needs. The school's plan for what pupils will learn is detailed and there is a wide range of support offered to pupils to support their learning. Consequently, pupils with special educational needs or disability are making good progress.
- Parents are positive about the work of the school. They say that teachers are very approachable and that they receive regular information about how well their children are doing. As one parent commented: 'My child has 100% attendance. He loves school which is a credit to the headteacher and staff.'
- The strong collaboration with the SHINE Partnership of schools has helped teachers to improve their practice. Relationships with the local authority are positive and officers recognise that the school has good capacity to sustain the improvement made.

■ The governance of the school

- Since the previous inspection, governors have shown determination to work together to fulfil their role. They have committed to training and now have the necessary knowledge and skills to carry out their responsibilities and provide challenge to school leaders. They are regular visitors to school and see practice first hand. This has helped them hold leaders to account for the quality of the teaching and pupils' progress.
 - Governors have an accurate understanding of how well the school is doing in comparison with national standards, including how well disadvantaged pupils are making progress compared to others in the school and nationally.
 - Governors know how the performance of staff is managed to improve teaching, how this is aligned to pay progression and how any underperformance is tackled promptly and rigorously. They set challenging targets for the headteacher's performance.
 - Financial management is sound and governors are involved fully in making decisions about how to spend additional funds. They are aware of the difference the use of these funds is making to pupils' progress and their physical well-being.
 - Governors are highly committed to continuous school improvement and have ensured that the school has a good capacity to improve further.
- The arrangements for safeguarding are effective. Safeguarding policies are presented on the school's website. The governor with responsibility for safeguarding meets regularly with the school staff to review the school's work. The home-school support worker knows the families well and supports the pupils as well as the families to meet their needs. The school's records are detailed and show that the school works well with a range of external agencies to support pupils.

Quality of teaching, learning and assessment is good

- The quality of teaching has improved since the previous inspection and is now good. Teachers' secure subject knowledge is used to deliver interesting lessons that motivate pupils and make them want to learn. This is particularly the case in English and mathematics, where teachers successfully build on pupils' prior learning. Teachers focus on developing the basic skills in these subjects effectively.
- Teachers create a very positive climate for learning through their effective questioning and regular feedback to pupils on how well they are doing. Pupils say that they usually find the work hard enough. They appreciate how teachers guide them to improve their work with helpful comments both verbally and in their marking in their books.
- The teaching of writing is effective and pupils find it engaging. For example, key stage 2 pupils were provided with rich images and examples of toys. They were stimulated by the subject and wrote advertisements of high quality. The presentation of their work in books is excellent, as pupils respond to teachers' high standards. In their 'linked learning' which joins subjects within topics, pupils practise and maintain their standard of work in their writing skills across other subjects.
- The teaching of reading is a strength. Teachers promote reading for pleasure through discussing and celebrating well-known authors and ensuring that pupils read every day. Reading lessons focus on developing understanding and comprehension of the texts pupils are reading. There is good provision for pupils who struggle with reading or are falling behind. Pupils are encouraged to read widely at home and there is a rich variety of books to borrow. The teaching of phonics (the sounds that letters make) is of high quality. For the past two years, the majority of Year 1 pupils have reached the expected standard in the Year 1 phonics screening check. Most pupils become proficient readers very quickly.
- The teaching of mathematics is effective. Pupils are fluent in the skills of addition, subtraction, multiplication and division. The pupils apply their skills to problem-solving questions before deepening their knowledge through mathematical reasoning.
- Pupils enjoy learning and make good contributions in lessons. Pupils have the opportunity to learn about other faiths and cultures in their topic work. For example, Year 5 pupils made a significant contribution in gathering information in learning about different religions.
- Teaching assistants are skilled and make a valuable contribution to learning. On most occasions they are deployed well and provide effective support for individuals and small groups of pupils who need extra help.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. All adults within the school community work hard to provide a caring and cohesive environment for the pupils. Pupils say that they feel safe in school because the adults look after them well and pupils are taught to respect each other. Pupils typically comment that, 'We play with our friends and if we fall out we always say sorry.'
- Pupils are rightly proud of the school and take great pride in their work, presenting it to the best of their ability at all times. Displays across the school are bright, attractive and help to promote a love of learning.
- The school is very inclusive and this is enhanced by the willingness of pupils to take on responsibility, such as being a member of the school council. The older pupils are given responsibilities during the school day. As sports leaders, Year 5 pupils support the play of the younger children. Pupils understand their role and responsibility to look after their school and each other. These roles help to prepare them to become good citizens of the future.
- Pupils know how to keep themselves safe through training in areas such as road safety. Pupils have regular updates in lessons about how to maintain their personal safety online and are particularly alert to 'stranger-danger'. The pupils know who they would go to if they had any concerns.
- Pupils are clear that bullying and derogatory or aggressive language are very rare and not tolerated. Pupils are knowledgeable about the different forms that bullying can take, such as physical bullying, racism or cyber bullying.

Behaviour

- The behaviour of pupils is good. There is a culture of respect, and pupils show great care for the school environment and keep it tidy. They take care of equipment and behave well in the playground, corridors and dining room. Lunchtimes and playtimes are very pleasant experiences and the pupils enjoy playing and chatting with their friends. Pupils are thoughtful, courteous and polite and show great respect to visitors to the school.
- Pupils behave well at all times. Staff are very committed to ensuring that lessons are positive experiences for all. Attitudes to learning are very good as the pupils find the work interesting and engaging. Pupils are eager to learn, settle quickly to work without any fuss and cooperate extremely well. They are keen to engage with adults to talk about their learning.
- Pupils are supportive of each other, particularly of pupils who have special educational needs or disability. They treat each other with great respect, demonstrating the school's effectiveness in fostering good relations and tackling discrimination.
- Pupils' attendance has risen since the previous inspection and is now average. Pupils say they enjoy learning, are happy and feel safe in school. Parents agree and say that they are very pleased with the ways in which their children are cared for.

Outcomes for pupils are good

- From their various starting points, pupils are making good progress. Since the previous inspection, due to improvements in teaching, pupils' progress has increased in all subjects. They leave Harwood Park well prepared for the next stage in their education.
- Underachievement has been successfully tackled. Throughout the school, accurate assessments of pupils' achievements, combined with the work seen in their books, show a continuing positive trend of improvement in reading, writing and mathematics. Rapid progress is secured for some pupils through clear, targeted extra support for English and mathematics.
- Standards of reading have improved since the last inspection. Pupils' achievement in line with the national average in the Year 1 phonics check. Most pupils have a good knowledge of the sounds that letters make and know how to 'break words down' when they are unsure about new vocabulary. They enjoy their reading across a wide range of literature and speak knowledgeably about different authors. Pupils are motivated to tackle challenging comprehension work. Their attainment is now closer to the national average than it has been previously at the end of key stages 1 and 2.

- Pupils are very proud of their writing and there has been significant improvement in the quality at both key stages 1 and 2. By the time the pupils leave key stage 1 they have made good progress. This is consolidated at key stage 2 with pupils now producing work that is consistently in line with the standard found nationally.
- Mathematics was raised as an issue for improvement at the last inspection. Mathematics has been an area where there have been some very positive improvements in the achievement of the pupils. Pupils are now achieving well in this subject because they are encouraged to practise calculation skills and make best use of the latest computer technology to develop their mental mathematics skills. Teachers make mathematics interesting, ensure that pupils understand and apply efficient calculation methods, and consistently challenge them to attain high standards.
- Pupils who have special educational needs or disability make good progress due to the targeted extra help provided for them either by specialist support, a monitoring group or by teaching assistants in class. These other adults work alongside pupils and break learning down into manageable steps so that pupils can complete their work successfully.
- There are no gaps in attainment between disadvantaged pupils and other pupils in school. Disadvantaged pupils make good or better progress across the school. However, a small number of pupils who have entered the school during the school year do not make the same consistently good progress.
- Progress in language and communication skills stalls for a few pupils when they make the transition from Reception to Year 1.
- The most-able pupils in key stages 1 and 2 are being challenged increasingly in their work. Their progress is improving as a consequence.
- Pupils enjoy their 'linked learning' in which they develop key reading, writing and mathematics skills in their topic work. Progress across a range of subjects, including science, geography and history is good.

The early years provision

is good

- Good leadership and management of the early years has created a cohesive staff team. Staff undertake regular training so that the quality of their work continually improves.
- Effective induction arrangements into Nursery ensure that the children settle well into their new classes. There is close communication, with staff making home visits to see the children before they start Nursery to learn more about the children and their families.
- Children joining the school in the early years usually have skills and levels of understanding below those typical of their ages, particularly in communication and social skills. As a result of good teaching, an increasing number of children are achieving a good level of development by the end of the Reception Year.
- The percentage of children in the current Reception class who are likely to achieve a good level of development is close to the national average.
- Teachers know the children well and provide clear, well-structured tasks that stimulate children and inspire them to learn. The adults in the setting observe children carefully and record children's achievements thoroughly. Parents contribute to the assessment of their child and the 'learning journals' provide a clear, detailed and accurate record of their child's progress.
- Staff in the early years work with a range of external agencies to ensure that the provision meets the needs of all children. Children's welfare and safety are well catered for, with locks on doors and fencing around the outdoor area. The children listen well to each other and to adults and their behaviour is good.
- Easy access to a safe and secure outdoor area enables children to extend their learning outside. The space is well equipped and stimulating and the majority of children become absorbed in their activities. However, a small number of children find it difficult to maintain focus and drift between activities with only limited progress being made. This is because activities lack a tight focus.

School details

Unique reference number	105796
Local authority	Rochdale
Inspection number	10012104

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	283
Appropriate authority	The governing body
Chair	Ellen Yates
Headteacher	Amanda Davies
Telephone number	01706 396660
Website	www.harwoodpark.rochdale.sch.uk
Email address	head@harwoodpark.rochdale.sch.uk
Date of previous inspection	28 January 2014

Information about this school

- Harwood Park Primary School is larger than the average-sized primary school.
- Most pupils are of White British heritage. The number of pupils from minority ethnic groups is below the national average, as is the proportion of pupils who speak English as an additional language.
- The proportion of pupils who have special educational needs or disability is above average.
- The proportion of pupils eligible for the pupil premium is above the national average. This is the additional government funding to give extra support to those pupils who are eligible for free school meals or children who are looked after by the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress in English and mathematics.
- The school offers a breakfast and after-school club which are managed by the governing body.
- The school meets the requirements for publishing information on its website.

Information about this inspection

- The inspectors observed teaching and learning. In addition, inspectors made a number of short visits to classrooms and watched sessions where pupils were taught in small groups.
- Meetings were held with staff and two representatives from the local authority.
- A meeting was held with three governors.
- The inspectors talked to pupils informally in class and at breaks and listened to pupils read.
- A number of documents were scrutinised, including the school's own information about pupils' learning and progress, planning and monitoring documents, minutes of governors' meetings, the development plan, records relating to behaviour and attendance, and safeguarding information.
- The inspectors took account of the 31 responses to the online Ofsted questionnaire (Parent View), as well as consulting informally with parents at the start of the school day. The inspectors took account of the views of staff and pupils gained from formal and informal discussions, together with the 23 staff responses to the online questionnaire.

Inspection team

Andrew Morley, lead inspector	Ofsted Inspector
Doreen Davenport	Ofsted Inspector
Stephen Rigby	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2016

