

# Inspection of a good school: Harwood Meadows Primary School

Orchard Gardens, Harwood, Bolton, Lancashire BL2 3PS

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Inspection dates:

5–6 November 2019

## Outcome

Harwood Meadows Primary School continues to be a good school.

However, inspectors have some concerns that standards may be declining, as set out below.

## What is it like to attend this school?

Harwoods Meadows is a happy school. Pupils attend school regularly. They enjoy their lessons and the exciting activities on offer such as drama and learning outdoors.

Pupils benefit from a range of clubs, including fencing and archery. They talk enthusiastically about the music concerts in which they have performed and the many trips they have attended.

Pupils behave well in and around school. They are friendly, kind and respectful to each other and their teachers. Pupils enjoy learning and want to do well. Pupils who spoke with me said that staff care about them and help them to feel safe. Pupils also told me that bullying is rare and that staff deal with it quickly if it does occur.

Most parents and carers are very positive about the school. They typically commented, 'I could not be happier.' Parents praise the hard work of staff and the warm and friendly atmosphere in the school.

Leaders and governors want the best for every child. Pupils do well in mathematics and writing. Leaders are aware that reading and some other subject areas are not as well planned.

## What does the school do well and what does it need to do better?

Pupils achieve well in writing and mathematics at key stage 2. This is because these subjects are well planned and help pupils to develop their knowledge and skills. Teachers are very clear about what to teach and when. However, other subjects, such as science and history, are not as well developed. Most subject leaders are new to role and have not had subject-specific training to enable them to monitor areas of responsibility effectively and make improvements.

Pupils do not achieve well in reading in key stage 1. The new subject leader for English has focused everyone's attention on the teaching of reading but plans for improvement are at an early stage. Some staff have not had recent training on the teaching of reading in key stage 1. Although most teachers show good subject knowledge, assessment is not used well enough to identify what pupils already know and can do.

Pupils learn letter names and sounds soon after they start at the school. Teachers encourage pupils to read books that match the sounds that they know. Some younger pupils struggle with reading and do not enjoy reading. They do not learn phonics quickly enough to become confident readers.

Leaders promote a love of reading more successfully with older pupils. Leaders have invested in a wide range of books which help to motivate and interest older pupils. New ideas, such as the 'one hundred book challenge', are encouraging older pupils to read more often. Pupils concentrate well in class. They listen to what others have to say and value one another's opinion.

Children in the early years make a good start to their education. They know what teachers expect and behave well. The teaching of reading and early mathematics helps children to learn successfully. Children calmly and confidently choose activities to help their learning and play. Parents are very complimentary about the support that their children receive.

Pupils with special educational needs and/or disabilities (SEND) receive extra help that is specific to their individual needs. Leaders with responsibility for SEND work with other professionals, such as educational psychologists, so that these pupils are well supported. Leaders ensure that pupils with SEND do not miss out on any aspect of school life.

The school provides many opportunities for pupils to learn about the local environment and wider world. Residential trips and fundraising events enable pupils to consider how important their behaviour and actions are to others. Pupils enjoy music and are proud of their work. Every child is encouraged to play a musical instrument and to perform in a concert to an audience. This helps to improve their confidence and resilience.

Staff value their opportunities to improve their own skills and knowledge. Their training in mathematics and writing has been especially successful. Leaders and governors are careful to ensure that teachers' workload is manageable. Teachers appreciate this and staff morale is high as a result.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders make sure that the safety of pupils is of the highest priority. Leaders make appropriate checks to ensure the suitability of adults working in school. Staff and governors receive regular safeguarding training. Staff are alert to any risks to pupil safety and know what to do if they have any concerns. Leaders' records show that all concerns

are followed up quickly. Pupils are taught to keep themselves safe, for example when they are online. Pupils know what to do if they have any worries.

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

### **(Information for the school and appropriate authority)**

- Pupils achieve well in key stage 2. However, this is not the case with reading in key stage 1. Leaders need to ensure that teachers use assessment effectively to establish what pupils know and can do. In addition, leaders need to ensure that all staff receive training to help younger pupils become successful readers.
- The curriculum is planned well and delivered effectively in mathematics and writing. Leaders should ensure that the curriculum in all subjects is of the same high standard to ensure that pupils build their knowledge and skills as they move through the school.
- Some subject leaders are new to role. Leaders should ensure that training is provided so that subject leaders have the knowledge and skills to monitor their subject area of responsibility effectively.

## **Background**

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged Harwood Meadows Primary School to be good on 30 June–1 July 2015.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	137991
<b>Local authority</b>	Bolton
<b>Inspection number</b>	10087777
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	238
<b>Appropriate authority</b>	Board of trustees
<b>Chair of governing body</b>	Ian Moore
<b>Headteacher</b>	Siobain Barnes
<b>Website</b>	<a href="http://www.harwood-meadows.bolton.sch.uk">www.harwood-meadows.bolton.sch.uk</a>
<b>Date of previous inspection</b>	30 June–1 July 2015

## Information about this school

- The school has a breakfast club and an after-school club. This provision is managed by the school.

## Information about this inspection

- I met with the headteacher, other senior leaders and middle leaders, including the leader who oversees the provision for pupils with SEND.
- I met with four members of the governing body. I also had a telephone conversation with the school's improvement partner.
- I considered the following subjects in depth as part of the inspection: reading and phonics, history and science. My inspection activity included evaluation of curriculum planning, visits to lessons, scrutiny of pupils' work, listening to pupils read, discussion with subject leaders, teachers and discussions with pupils about their learning in these subjects.
- A range of documents were examined, including the school's self-evaluation, improvement plans and minutes of governing body meetings.

- I checked the single central record of checks on the suitability of adults to work with pupils and reviewed a sample of the school's safeguarding records.
- I spoke with some parents during the inspection.
- I took account of 53 responses to the online survey Ofsted Parent View. I also considered 54 free-text responses from parents. I took account of 11 responses to the inspection questionnaires which were completed by members of staff.

### **Inspection team**

Cathy Parkinson, lead inspector

Ofsted Inspector

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