

Inspection of Haslam Park Primary School

Wigan Road, Bolton, Lancashire BL3 5QL

Inspection dates: 7 and 8 March 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

Pupils enjoy coming to school each day and they are proud to be part of the Haslam Park community. They are clear that everyone is welcome at their school. Pupils understand how important it is to embrace diversity and celebrate the differences between people.

Pupils said that they feel safe in school and that staff teach them about the importance of talking to a trusted adult if they have any concerns. Pupils are confident that adults will help them to sort out any problems. Leaders have ensured that there are robust systems to support staff to deal with any incidents of bullying effectively.

Leaders have high aspirations for every pupil, including those with special educational needs and/or disabilities (SEND). Leaders and staff expect the best of pupils. Pupils rise to these expectations, try their best and achieve well. Children in the early years get off to a flying start. They benefit from a carefully thought-out curriculum that is delivered expertly well. They are exceptionally well prepared for the demands of Year 1.

Pupils are polite and respectful to each other and adults. They understand the school rules and they support each other to follow them. Pupils enjoy taking part in a wide range of clubs, including fencing, photography, drama, science and debate club.

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

Leaders have ensured that there is a strong culture of reading in school. They have selected books carefully to ensure that pupils encounter a broad range of authors and genres. For example, leaders have taken care to choose books which reflect the school's diverse community. Pupils enjoy reading about characters that they can identify with. They enjoy using the school's well-stocked libraries and relish the extra reading opportunities on offer such as those at the breakfast club.

Staff benefit from high-quality training to deliver the phonics curriculum well. Children begin learning phonics at the beginning of the Reception Year. Staff ensure that the books pupils read closely match the sounds that they have learned. Those pupils who need extra support in reading are identified quickly by leaders. Staff provide support for these pupils so that they can catch up with their peers.

Leaders have designed subject curriculums that are ordered logically, including in the early years. This supports pupils, including those with SEND, to build securely on what they know already. Teachers have a strong knowledge of the subjects that they teach. They use their expertise to design appropriate activities and provide clear explanations for pupils.

In most subjects, teachers use a range of assessment strategies skilfully to ensure that pupils gain the knowledge that they need. However, in a few subjects, some teachers do not use assessment strategies as well, to identify the gaps in pupils' learning. This is not the case in the early years. In the Reception class, staff are trained well to identify and address any forgotten learning. For example, they check regularly that children have a secure understanding of the vocabulary that will be most useful for future learning.

Children in the early years are happy and highly motivated to learn. They play happily with their friends. Pupils behave well during lessons and at social times. They talk to each other and adults respectfully. Lessons are calm and purposeful. Staff deal quickly and appropriately with poor behaviour so that pupils' learning is not disrupted.

Leaders ensure that pupils with SEND are identified quickly by staff. These pupils receive suitable support to access the curriculum. Staff are equipped appropriately to understand how to meet pupils' needs. Pupils with SEND progress well through the curriculum.

Pupils benefit from a range of opportunities to develop their leadership skills. For example, they talked proudly about their roles as school councillors, learning leaders, sports leaders and attendance ambassadors.

Leaders ensure that pupils can develop an understanding of British values. For example, pupils vote for who they want to represent them on the school council. This supports pupils' understanding of a democratic process. Pupils learn about other faiths and they visit a range of places of worship. Leaders afford pupils the opportunity to learn about the wider world.

Governors are informed well about the quality of education for pupils. Leaders and governors are mindful of staff's workload. Staff said that they feel they are appreciated and supported well by leaders. For example, some staff explained that they had valued additional training to develop them further as subject leaders.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in the school. Leaders ensure that all staff are trained so that they understand their responsibilities well. Regular updates keep staff's knowledge of safeguarding up to date. Parents and carers appreciate the additional support that staff provide for the whole family. Leaders make effective use of external agencies to support pupils and their families.

Pupils learn about the possible risks that they may face in their community and online. They have a very clear understanding of what to do if they have any concerns. They learn how to keep themselves safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, leaders have not ensured that some teachers have been supported well to use assessment strategies effectively. As a result, in these subjects, some teachers are less clear about the gaps in pupils' knowledge. Leaders should ensure that staff are trained sufficiently well to use assessment strategies effectively in these subjects.

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 information from Ofsted Parent View 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.

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

Unique reference number	105168
Local authority	Bolton
Inspection number	10256025
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	305
Appropriate authority	The governing body
Chair of governing body	Sam Walsh
Headteacher	Kati-Anne Roughley
Website	www.haslam-park.bolton.sch.uk
Date of previous inspection	19 October 2017, under section 8 of the Education Act 2005

Information about this school

- There have been many changes to staffing since the previous inspection.
- Leaders do not make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken this into account in the evaluation of the school.
- During this inspection, the inspectors met with the headteacher and a wide range of other staff.
- The inspectors met with members of the governing body and held a telephone conversation with a representative of the local authority.
- The inspectors spoke with pupils about their work and their wider school life.

- The inspectors scrutinised a range of documentation relating to safeguarding. They examined leaders' approach to safer recruitment. The inspectors also spoke to staff about their safeguarding knowledge and checked how well they understood their safeguarding responsibilities.
- The inspectors observed pupils' behaviour during playtimes and while in lessons.
- The inspectors spoke with parents to gather views about the school. They considered the views of parents submitted through Ofsted Parent View, including the free-text responses.
- The inspectors carried out deep dives in early reading, mathematics, foreign languages and religious education. They spoke with the staff who lead these subjects, visited lessons and spoke with teachers. They also spoke with pupils about their learning and viewed examples of their work. The inspectors considered how leaders organise other subjects across the curriculum. Additional meetings were held with leaders of other subjects.
- The inspectors observed pupils in key stages 1 and 2 read to a trusted adult.
- The inspectors considered responses to Ofsted's online surveys for staff. There were no responses to Ofsted's online survey for pupils.

Inspection team

Sarah Barraclough, lead inspector	His Majesty's Inspector
Kelly Eyres	Ofsted Inspector
Gaynor Rennie	Ofsted Inspector

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