



High Lawn Primary School

Inspection Report

Unique Reference Number 105156
Local Authority Bolton
Inspection number 287139
Inspection date 30 January 2007
Reporting inspector Michael Onyon

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

Type of school	Primary	School address	Holden Avenue
School category	Community		Sharples, Bolton
Age range of pupils	3-11		Lancashire BL1 7EX
Gender of pupils	Mixed	Telephone number	01204 332728
Number on roll (school)	348	Fax number	01204 332729
Appropriate authority	The governing body	Chair	Mr D Kay
		Headteacher	Mr Mark Williams
Date of previous school inspection	21 May 2001		

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a larger than average primary school approximately two miles from the centre of Bolton. In September 2004 it took responsibility for the pupils from a neighbouring primary school that had closed, and the number on roll increased significantly. As a result, the socio-economic circumstances of the pupils have changed. The number of pupils eligible for free school meals is below average. An above average number of pupils are from minority ethnic backgrounds, some of whom learn English as an additional language. There are fewer pupils than average identified with learning difficulties and/or disabilities.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school where pupils' personal development, and the care, guidance and support they receive are outstanding. Parents express confidence in the staff and its leadership. Parents' views are typified by the comment, 'The school offers a caring ethos and children are encouraged to learn and develop in a positive way.' Parents appreciate the outstanding care given to their children by the staff. Because of warm and friendly relationships pupils feel safe and value the support of staff.

Pupils' outstanding personal development is central to the success of the school. Pupils from diverse communities have come together well and develop very positive attitudes for learning and personal skills year on year. Pupils' behaviour is good and they have high levels of respect for one another, exemplified when new children joined the school. They have a good awareness of the need for healthy lifestyles and do much to contribute to the school community.

The headteacher provides strong leadership and direction with a clear focus on raising standards. Recent improvements in the Foundation Stage mean that arrangements are well planned and children progress well; most reach the standards expected for their age by the end of the Reception year. Pupils make good progress in Key Stage 1 and Key Stage 2. Standards in Years 1 and 2 have been consistently high and, by the end of Year 6, are above those expected nationally overall. In relation to their attainment on entry to the school, pupils achieve well.

Teaching is of good quality. Pupils really enjoy lessons and the way that teachers 'make learning interesting'; as a result pupils learn quickly. The rich and exciting curriculum motivates pupils to learn well. Pupils have a good awareness of the targets they are set to help them understand how to improve in literacy. Marking does not always help pupils understand how to improve their work in other subjects and the school has identified this is an area for development. The school's good practice in tracking the progress of pupils in Key Stage 2 has yet to be fully utilised at Key Stage 1 to identify any underachievement as early as possible.

Leadership and management are of good quality and are a key factor in the school's success. The headteacher and deputy headteacher have developed a strong team approach and provide exceptional leadership. Staff work hard and are committed to ensuring that the needs of all pupils are met. As the school has grown, a new leadership structure has been implemented and staff have responded with enthusiasm to their new responsibilities. The school's monitoring and self-evaluation are broadly based and accurate, although modest about its success in fostering pupils' personal development and the quality of care, guidance and support. Governors fulfil their responsibilities well and are closely involved in the school's management and in monitoring its work. Finances are carefully managed and the school provides good value for money. There has been good improvement since the last inspection and the school has a good capacity to improve further.

What the school should do to improve further

- Ensure that all marking reflects existing good practice in writing to help pupils improve their work in all subjects.
- Use assessment and tracking to identify and help pupils earlier in Key Stage 1.

Achievement and standards

Grade: 2

The profile of children's attainment on entry to the Foundation Stage has changed and is broadly as expected for their age. Pupils achieve well throughout school and overall attain above average standards by Year 6. Those pupils who have attended this school throughout attain standards well above average by Year 6. Importantly, all groups of pupils make good progress and achieve well throughout the school. Pupils with learning difficulties and/or disabilities and those learning English as an additional language make good progress because their needs are identified accurately and they are supported well.

Personal development and well-being

Grade: 1

The school has been modest in its own evaluation, and personal development and well-being, including spiritual, moral, social and cultural development, is outstanding. Starting in the Foundation Stage, children quickly grow in confidence and independence and develop caring attitudes. As a result, pupils are well prepared for future schooling and life. This has helped those joining the school to settle quickly and to get the best from their learning. Any incidents of bullying are dealt with effectively and pupils' behaviour is good. Very good attitudes to learning and above average attendance reflect the high levels of enjoyment. Pupils appreciate the importance of healthy lifestyles and keeping safe. As one pupil said, 'We feel safe because we know there is always somebody we can go to if we have worries.' Pupils contribute to their community in numerous ways, for example as prefects, play leaders and through the work of the school council.

Quality of provision

Teaching and learning

Grade: 2

The good quality of teaching is the major reason for pupils' good achievement. Pupils say that lessons are interesting and that teachers always make it clear what they are expected to do. This is because teachers plan carefully and start lessons by telling pupils exactly what they want them to learn. Classrooms are stimulating, with many useful visual prompts to guide pupils as they work. A positive feature in all classes is the caring relationships and management of pupils' behaviour. New pupils have settled

well into classroom routines. Consequently, learning takes place in a calm and orderly atmosphere. Assessment information is used best in Key Stage 2 to identify underachievement. It is not yet used in Key Stage 1 to identify successful ways to support the learning of pupils who may not be on course to reach the levels expected of them. The marking of pupils' work in writing is particularly effective but this is not always the case in other subjects. A key factor in the good progress made by pupils with learning difficulties and/or disabilities and those learning English as an additional language is the skilled support from teaching assistants. Detailed individual programmes and well planned intervention ensure that they receive the help they need.

Curriculum and other activities

Grade: 2

The curriculum enriches and enlivens pupils' learning very effectively. The basic skills of literacy and numeracy are promoted well. Emphasis is also given to all the other subjects through a well planned programme of topics and themes. The very effective use of information and communication technology in many subjects enhances learning. For example, pupils contribute to online forums and use the homework helpdesk. Pupils enjoy the broad range of activities and the developing emphasis placed on creativity which excites and stimulates them to want to learn. A wide range of visits, visitors and after-school clubs enhances pupils' opportunities for learning very well and older pupils talk with enthusiasm about the residential visit to Shropshire. Work by specialist teachers enables a high proportion of pupils to enjoy music and to develop their skills in a range of sports. The school is not complacent and is constantly seeking ways to improve provision. For example, recent work on the development of writing is having a positive impact on standards.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding. The whole ethos of the school is focused on safeguarding pupils and enabling them to achieve as well as they can. The school's ethos underpins every aspect of its work. This is evident in the happy and caring atmosphere, which enables pupils to feel safe and secure. All essential safety procedures are carried out. Thorough checks are conducted to see that all working in school are suitable to be involved with children. Close links with external agencies enable staff to offer well informed guidance, especially to pupils with learning difficulties and/or disabilities. Systems for tracking pupils' progress are good, in particular the identification of strategies to support pupils' learning in Key Stage 2. The link between the information gained and the strategies to address any dips in pupils' learning at Key Stage 1 is not so clear. Teachers involve pupils in their own learning and at the end of many lessons pupils identify if they need more help and teachers use this information in their future planning. This is helping to accelerate the pupils' progress.

Leadership and management

Grade: 2

Leadership and management are good. The excellent leadership of the headteacher and deputy headteacher provides a strong direction to the school and has enabled two diverse school communities to come together effectively. A very clear vision of what must be done to further improve the work has created a common sense of purpose among staff and governors. Leadership is shared effectively with the leadership team and provides genuine involvement in the evaluation of the school's progress and decisions about its future. Consultation with pupils and parents is used well to contribute to those decisions. Equal opportunities are central to the school's ethos and there is a good track record in making improvements. The school is effectively seeking opportunities for leaders at all levels to fully develop their skills and competences. Governors are committed and knowledgeable. They have a good understanding of the school's strengths and weaknesses and are supportive yet challenging. There is no complacency and the school is keen to build on its success.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

I really enjoyed my visit to your school. Thank you for making me so welcome. I was pleased to see that you care about your school and the people in it and that you are very polite and courteous. I was very impressed by the way in which you talked confidently about your school because this helped me with the inspection. For example, I learned that you feel safe and secure in school and that teachers are very friendly and give you interesting things to do so that you work hard and enjoy coming to school. High Lawn Primary School is a good school.

Some of the things that your school does well include the way you benefit from good teaching because your teachers work hard to make lessons interesting so that you make good progress. All of you are really helpful to those children who join your school or who have extra needs. The school looks after you extremely well and helps you develop as individuals. The headteacher leads the school extremely well and all the staff and governors work hard to make improvements.

There are two areas I have identified for improvement. First, the marking of your work to help you understand your learning targets in other subjects as well as you do in literacy. Second, for teachers to use all the information they have about children's work in Years 1 and 2 to check whether children are on track to do as well as they can and to offer support quickly when they are not.

Thank you again for your kind welcome.