

Haslam Park Primary School

Inspection report

Unique Reference Number	105168
Local Authority	Bolton
Inspection number	336439
Inspection dates	9–10 December 2009
Reporting inspector	Brian Holmes

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	227
Appropriate authority	The governing body
Chair	Mrs Pat Hall
Headteacher	Mrs Mya Bradbury
Date of previous school inspection	3 May 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons, and held discussions with governors, staff, groups of pupils and parents. They observed the school's work, and looked at its assessment data, evidence of activities and events, information about the curriculum and monitoring and evaluation of documents. Inspectors analysed 60 parents' questionnaires, 46 pupil questionnaires and 14 questionnaires from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of strategies to raise the achievement of specific groups of pupils, notably boys, White British pupils, and pupils with special educational needs and/or disabilities
- the consistency of teaching in promoting pupils' progress across the school
- the effectiveness of the curriculum in meeting the needs of all pupils and in raising the achievement of pupils through systematically planned opportunities to apply basic skills in all subjects
- the effectiveness of actions taken by all leaders, including the systems to identify underachievement and target interventions for specific groups of pupils.

Information about the school

The school is of average size on the outskirts of Bolton. It draws pupils from mixed private and council-owned properties close to the school. It has an Early Years Foundation Stage with two classes for Reception-aged children. The number of pupils eligible for free school meals is higher than average. The number of pupils with special educational needs and/or disabilities is similar to that in most primary schools. The proportion of pupils from minority ethnic backgrounds, and the proportion for whom English is not their first language, is much higher than average. The school has gained a number of awards including the Healthy School's Award and the Activemark.

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?

3

The school's capacity for sustained improvement

3

Main findings

Haslam Park is a satisfactory school, with a number of strengths. Following a period of significant change to the school leadership and several staffing changes, the headteacher and school leaders have a shared determination to challenge complacency and improve standards. They are supported by governors and by parents and carers and pupils, all of whom expressed positive views about the school.

Children in the Early Years Foundation Stage make satisfactory progress from entering the school with skills that are below those expected for their age in important aspects of their learning. Their progress is sound, in a safe and secure learning environment. In Key Stages 1 and 2, progress is satisfactory and pupils reach standards broadly in line with the national average by the end of Year 6. When children move from Reception to Year 1, the learning environment for many is structured too formally and this affects their progress when working independently. Teaching is satisfactory, with examples of good practice that the school can build upon. Too much teaching does not, however, develop pupils' skills for independent learning sufficiently consequently their progress slows when they are required to work alone. The curriculum satisfactorily supports pupils' achievement and is enriched well with additional activities, which support pupils' personal development. Opportunities for pupils to apply their writing skills in all subjects, although satisfactory, are not systematically planned across subjects and throughout the school.

Pupils' behaviour, both in class and around the school, is a strength and contributes well to their learning. Pupils are clear that they feel safe and that there is no bullying or racism. Pupils from many different backgrounds get on well together in a harmonious community. One pupil commented, typically, 'the colour of your skin doesn't matter'. Pupils contribute positively to the school through the responsibilities that they undertake, such as peer mediators and the work of the school council. The school develops pupils' spiritual, moral, social and cultural awareness effectively and pupils have a good understanding of other races and cultures.

The headteacher and school leaders have a clear vision for the school and are committed to raising standards. Self-evaluation is clear and focused, and is now having a demonstrable effect in improving standards, for example in eliminating inadequate teaching. The impact of self-evaluation is not consistent, however, because governors and subject leaders, although both are involved in school self-evaluation, are not yet systematically checking that the actions taken have the desired impact. There are enough positive signs to show that the school has a satisfactory capacity to sustain its improvement further.

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What does the school need to do to improve further?

- Increase the proportion of good and better teaching by:
 - ensuring teaching consistently enables all pupils to develop skills for independent learning and that the best practice is shared.
- Improve the impact of the curriculum on pupils' achievement by providing consistently planned opportunities for pupils to use their writing skills in all subjects.
- Improve the transition of pupils' learning from the Early Years Foundation Stage to Key Stage 1 by improving the classrooms and curriculum in Year 1.
- Improve the effectiveness of subject leaders and governors by ensuring that they are fully involved in checking the impact of the actions taken to improve achievement.
- About 40% of schools whose overall effectiveness is judged to be satisfactory may
- receive a monitoring visit from an Ofsted inspector before their next section 5
- inspection.

Outcomes for individuals and groups of pupils

3

In the best lessons, pupils are fully engaged and make good progress. In a Year 5 science lesson, pupils were stimulated to think for themselves in planning an experiment to investigate which materials make the best 'string telephones'. Pupils worked well collaboratively and were able to test their ideas in a supportive learning environment. In some lessons, where teaching was not as well planned and lacked pace, pupils working in groups made less progress because they lacked the opportunity to develop their independent skills. In Year 1, the classrooms and curriculum did not sufficiently support the transition of pupils' learning from the Early Years Foundation Stage with tasks requiring pupils to work independently lacking challenge.

Across the school, different groups of pupils make satisfactory progress and reach standards broadly in line with the national average by the end of both Key Stages 1 and 2. The school is aware that girls achieve more highly than boys and is taking effective action to address these differences. There are indications that the gap between boys' achievement in mathematics and that of girls is narrowing. Evidence from lesson observations and pupils' work shows most pupils are making satisfactory progress and pupils in Years 5 and 6 are making good progress.

In most lessons, the progress of pupils with special educational needs and/or disabilities is satisfactory, but when they are supported well, as in the best lessons, they make good progress. Pupils for whom English is not their first language make satisfactory progress. There are variations between the progress of groups of pupils from different backgrounds in different year groups but, overall, pupils from Pakistani, Indian and White British backgrounds make satisfactory progress and attain in line with the averages for these groups.

Pupils say that they feel safe and that their teachers look after them. They value the work of the peer mediators. Pupils have a good understanding of how to live healthily

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through the healthy eating choices they make and good levels of participation in sporting and other fitness activities. Pupils undertake a number of roles to make a good contribution to the work of the school, such as playground leaders, door monitors and class representatives. Their contribution to the wider community is satisfactory with pupils involved in recycling activities. Attendance is broadly average and pupils satisfactorily develop the skills that will enable them to move on to the next stage of their education. Pupils demonstrate good spiritual, moral, social and cultural awareness. Assemblies contribute well to spiritual development. Pupils have a clear understanding of right and wrong and demonstrate a good understanding of other cultures through their interactions with the different cultural groups within school and the opportunities provided for them to learn about other cultures and faiths.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is satisfactory overall, with some examples of good practice. In the best lesson lessons, pupils make good progress because they are fully engaged in their learning and given well-planned opportunities to engage in independent and investigative learning.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Planning is effective in meeting the needs of all pupils and teachers share the lesson objectives well with pupils so they understand what is expected of them. Technology is used well to support learning. In too many lessons, the pace of learning slows because too much time is spent by teachers talking to the class and on activities which are not interesting enough. As a consequence, pupils' progress, though satisfactory, is inhibited. The use of assessment to support learning is satisfactory and improving. Pupils understand the marking in their books, which tells them what they have done well and what they need to do next to improve their work. They assess their own work when given the opportunity.

The curriculum underpins pupils' learning satisfactorily. There is an appropriate emphasis on improving achievement in numeracy through problem-solving activities. Pupils undertake an appropriate range of writing activities but opportunities for them to apply their writing skills are not systematically embedded across all subjects. Good practice was seen in Year 4 with pupils undertaking extended writing on their Ancient Greece topic. Pupils have the opportunity to take part in a good range of extra-curricular activities and to work with artists. There is a good contribution to pupils' personal development through work on healthy living in science and a good range of enrichment activities and themed events. Pupils' moral awareness was enhanced by Anti-Bullying Week and their cultural awareness was improved as a result of Black History Week.

Pupils are well cared for. Relationships are good and help to develop pupils' confidence and self-esteem. There are good procedures for supporting pupils with additional needs and good links with outside agencies, for example with family support workers. Procedures for monitoring attendance are thorough.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and other senior leaders have a clear vision for raising achievement and have embedded effective systems for checking the quality of teaching and tracking the performance of the different groups of pupils in the school. As a result, inadequate teaching has been eliminated, although the proportion of good or better teaching is too low. The school has an accurate view of its strengths and weaknesses, through effective systems for tracking pupils' performance and reviewing individual pupils' progress. Subject leaders are not as consistent as senior leaders in ensuring that actions taken have the desired impact. The governing body fulfils its statutory duties satisfactorily and

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is committed to the vision of senior leaders. Governors are involved in school self-evaluation, although not fully in checking the effects of actions taken. Safeguarding procedures meet current requirements with clear policies and guidelines for ensuring pupils' welfare. Equality of opportunity is promoted so that there is no discrimination. There is good engagement with parents and carers and with other schools and a range of partners to support pupils' learning and well-being. The school promotes community cohesion satisfactorily. The school is a cohesive and harmonious community and it has prioritised working with groups beyond the local community, although these plans are at an early stage of development.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The quality of provision for children in the Early Years Foundation Stage is satisfactory. The area is satisfactorily led and managed with the main areas of weakness identified and plans in place to address them. The staff place a high priority on children's safety to ensure that the school is secure and work effectively with parents and carers and outside agencies to guarantee children's safety. Children start school with skills levels that are below those typical for their age, especially in their language skills. They make satisfactory progress and by the end of the Reception year their attainment is just below that expected nationally.

Children settle quickly and happily into school routines and develop good relationships with each other and the adults who care for them. Activities engage their interest and enable them to develop sufficient levels of independence and confidence to select their

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own resources and make choices about which activities they want to take part in. They play well on their own and share resources. There are sound links between focused group activities and those that children choose for themselves. There is a strong emphasis on language and improving children's language skills, as was seen when children were investigating 'heavier or lighter'. Planning meets children's needs and assessment is used appropriately to plan the next steps in learning. The range of activities outside is not as well matched to children's learning needs as those indoors.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Inspectors' findings agree with the very large majority of parents and carers who are positive about the school. The overwhelming majority of parents and carers feel that the school keeps their children safe and are happy with their children's experiences at school. Parents and carers commented on the good behaviour of pupils, how happy pupils are in the school and the friendliness and approachability of the staff

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Haslam 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 60 completed questionnaires by the end of the on-site inspection. In total, there are 227 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	75	12	20	3	5	0	0
The school keeps my child safe	43	72	18	30	0	0	0	0
The school informs me about my child's progress	33	55	26	43	1	2	0	0
My child is making enough progress at this school	32	53	27	45	0	0	1	2
The teaching is good at this school	35	58	24	40	1	2	0	0
The school helps me to support my child's learning	31	52	27	45	1	2	1	2
The school helps my child to have a healthy lifestyle	32	53	25	42	3	5	0	0
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)	31	52	27	45	1	2	1	2
The school meets my child's particular needs	31	52	26	43	2	3	0	0
The school deals effectively with unacceptable behaviour	34	57	23	38	3	5	0	0
The school takes account of my suggestions and concerns	31	52	23	38	4	7	0	0
The school is led and managed effectively	29	48	28	47	3	5	0	0
Overall, I am happy with my child's experience at this school	40	67	20	33	0	0	0	0

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 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



Dear Pupils

Inspection of Haslam Park Primary School, Bolton, BL3 5QL

Thank you for being welcoming, friendly and polite when I visited your school with my colleagues recently. We enjoyed our time at Haslam Park, particularly the discussions we had with you. I know that you like your school a great deal and that you enjoy going there.

I think that Haslam Park is a satisfactory school, with some strengths. I was impressed by your good behaviour and by how well all the pupils from different backgrounds and cultures get on well with each other. As one of you told me, 'the colour of your skin doesn't matter'. You enjoy your lessons and make a good contribution to the school through all the jobs that you do. You like your teachers, who, you told me, are kind and help you to learn. You enjoy the learning opportunities that the school has to offer, especially the visits you go on and special events, like Anti-Bullying Week. As a result of everything that the school does for you, the standards you reach are similar to those in other schools. You become thoughtful, caring and responsible people who get on well and live in harmony with one another.

I am asking your school do a number of things to improve further. For those of you who are in the Reception year, I have asked the school to make sure that, when you move to Year 1, your learning is similar at first to what it was in the Reception year, to help you get used to the new classroom. For the rest of the school, from Year 1 to Year 6 I have asked the school to make sure that you all have opportunities to develop the skills you need to learn on your own. Thirdly, I have asked the school to give you more opportunities to use your reading, writing, mathematical and computer skills in all your subjects. Finally, I have asked those staff in charge of subjects, and the governors, to make sure that they do everything they can to keep improving your education. You can help by continuing to work hard, behaving well and doing your best to help the school improve even further.

With very best wishes for the future

Yours sincerely

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