

# Harwood Meadows Primary School

Orchard Gardens, Bolton, BL2 3PS

**Inspection dates** 30 June–1 July 2015

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected as an academy	
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management	Good		2
Behaviour and safety of pupils	Good		2
Quality of teaching	Good		2
Achievement of pupils	Good		2
Early years provision	Good		2

## Summary of key findings for parents and pupils

### This is a good school.

- Harwood Meadows is a welcoming school where all pupils are nurtured and well-cared for.
- The headteacher provides clear and strong leadership to improve pupils' achievement and the quality of teaching. She is supported well by the deputy headteacher, governors, staff and parents.
- Governors ensure that the safeguarding of pupils and staff is given the highest priority. They know how well the school is performing and use that knowledge to challenge the leadership to make further improvements.
- The quality of teaching is good. As a result, pupils generally achieve above average standards in reading and writing and well above average in mathematics.
- Children get off to a good start in the early years where they confidently develop new skills and knowledge.
- In Years 1 to 6, pupils of all abilities make good progress in reading and writing and outstanding progress in mathematics. They say they really enjoy coming to school.
- Pupils' positive attitudes and good behaviour make a strong contribution to their learning.
- Pupils feel safe in this inclusive and happy school. They are usually eager to learn and are very proud of their school. Parents highly value the wide range of opportunities provided for their children to develop as well-educated, responsible and caring young people.
- Pupils' spiritual, moral, social and cultural development is good. The strong emphasis on promoting pupils' understanding of values such as respect, democracy and honesty prepare them extremely well for life in modern Britain.
- The curriculum provides pupils with a wide range of opportunities to extend their learning, including visits that broaden their experiences. There are many opportunities for pupils to take on responsibilities and participate in a wide range of drama and musical activities.
- The school continues to improve because it really lives out its shared vision of providing every child with the 'roots to grow and the wings to fly'.

### It is not yet an outstanding school because

- Marking does not consistently help pupils understand how to improve their work. Pupils do not always have the opportunities to act upon the teachers' marking comments.
- Some subject leaders do not consistently check that the quality of teaching and pupils' learning is good enough to enable all pupils to achieve the best they can.

## Information about this inspection

- Inspectors observed teaching and learning in lessons and part-lessons. One lesson was observed jointly with the headteacher.
- A scrutiny of work in pupils’ books was carried out by inspectors with the headteacher and deputy headteacher.
- Meetings were held with senior leaders, school staff, a group of parents and three governors, including the Chair of the Governing Body.
- Inspectors held discussions with parents and groups of pupils. Inspectors also spoke informally to pupils in lessons, during breaks and lunchtimes.
- Inspectors listened to a small number of pupils from Years 1, 2 and 6 read.
- Inspectors observed the work of the school and looked at the latest school data on pupils’ achievement and the progress they are currently making.
- Other documentation scrutinised by inspectors included strategic development planning, safeguarding information, behaviour logs, attendance records and minutes of recent meetings of the governing body.
- Inspectors took account of the 25 responses to the on-line questionnaire (Parent View) as well as the 18 responses from staff to the inspection questionnaire.

## Inspection team

Clare Henderson, Lead inspector	Additional Inspector
Pamela Hemphill	Additional Inspector
Peter Martin	Additional Inspector

## Full report

### Information about this school

- Harwood Meadows Primary School converted to become an academy in April 2012. When its predecessor school, also called Harwood Meadows Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The school is larger than average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs is above the national average.
- The proportion of disadvantaged pupils is average. Disadvantaged pupils are those pupils who are known to be eligible for free school meals and those who are looked after by the local authority. These pupils receive additional support from pupil premium funding.
- The early years provision comprises one Nursery and one Reception class. The children attend the provision in Reception full time and have a choice of part- or full-time attendance in the Nursery.
- The majority of pupils are White British. A small, though increasing, proportion are from various minority ethnic groups.
- A small proportion of pupils are at an early stage of learning to speak English.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- There is a breakfast club which is managed by the governing body, and this formed part of the inspection.
- The school is part of a local cluster of schools.
- The headteacher is a Local Leader of Education.

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

- Improve the quality of teaching so that standards of attainment and the rates of progress pupils make in their learning are consistently outstanding by:
  - making sure that marking consistently helps pupils understand how to improve their work, and that pupils are given regular opportunities to act upon the teachers' marking comments
  - ensuring subject leaders consistently monitor the quality of teaching and pupils' learning in the subjects of the curriculum they lead in order to ensure all pupils achieve the best they can.

## Inspection judgements

### The leadership and management are good

- The headteacher, very ably supported by the deputy headteacher, provides strong and extremely effective leadership. As a result, pupils' achievement is good and continuing to improve.
  - Senior leaders have the full confidence of staff, governors, pupils and parents and consequently the school provides a very positive climate for learning and ongoing improvement. Their success is built on a set of shared values that successfully promote good levels of pupils' achievement and behaviour.
  - The leadership and management of teaching are good. English and mathematics leaders are effective because they identify precisely where teaching needs to be improved through the regular checks they make on the amount of learning taking place in lessons and the quality of pupils' work in their books.
  - Subject leaders, other than of English and mathematics, are not fully involved in this work of checking the quality of teaching and pupils' achievement in the subjects they lead. As a result, some pupils do not achieve as well as they could.
  - Weaknesses in some teachers' marking and limited time for pupils to act upon the marking advice slow the progress of some pupils.
  - The management of teachers' performance is carried out systematically and is closely linked to teachers' salary awards and training. Targets set for teachers are challenging and are closely linked to pupils' progress.
  - Teachers new to the school are well supported by the more experienced staff and this helps all staff to share and learn from effective practice.
  - The school checks that all pupils have equality of opportunity to succeed. Overall, the needs of all groups of pupils are identified promptly and support is provided where most needed. For example, the most able pupils are fully challenged to achieve their best and this is reflected in the very high proportion of pupils in Year 6 currently working at the higher Level 5 and the highest Level 6 standard.
  - The pupil premium funding is used effectively to support the good progress made by the small number of disadvantaged pupils.
  - The curriculum is broad and balanced and is very successful in promoting the spiritual, moral, social and cultural development of pupils, which is a strength of the school. Pupils enjoy an exciting curriculum, which gives them many opportunities to be creative. High-quality singing and practising for the Year 6 performance of *'Bully'*, for example, not only extends pupils' musical skills but also their ability to perform to an audience and to learn how prejudice-based actions can affect their lives and the lives of others.
  - Year 6 pupils work with local magistrates to learn at first-hand about crime and punishment as well as the rules of and democratic systems in Britain. Such events ensure pupils are extremely well prepared for life in modern Britain.
  - Leaders ensure that there is no discrimination against anyone in the school. It is fully inclusive and extremely welcoming to all pupils and their families and particularly those at an early stage of learning English.
  - Safeguarding is given a high priority and regular assessments are made to ensure pupils are kept safe. Arrangements are effective and meet statutory requirements.
  - The school uses the primary physical education and sport premium effectively to develop pupils' abilities in a wide variety of sports. All groups of pupils have access to the full range of sporting activities and participation levels have increased.
  - The school works very closely with consultants and with a local cluster of schools. The headteacher's work as a local leader of education ensures the school is at the forefront of school improvement.
- **The governance of the school:**
- The governing body is effective and highly committed to the school. It has a clear overview of the school's strengths and areas that could be improved. Governors are kept very well informed through the detailed reports they receive from the school, but also by regularly visiting the school and talking to staff. They are skilled in analysing data and are knowledgeable about how the school is performing in comparison to others; consequently, they are well equipped to provide leaders with strong levels of challenge.
  - Governors are knowledgeable about the quality of teaching and set targets in managing the performance of the headteacher. Governors are fully aware of the systems in place to tackle underperformance in teaching should it occur. They make sure any staff pay awards are related to pupils' progress. Statutory requirements are fully met, including those for safeguarding and child

protection. Governors engage well with staff, pupils and parents.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils is good. Pupils move about the school in a calm, orderly way and they are exceptionally polite, friendly and respectful.
- Pupils behave well in lessons, around the school and at lunchtimes and play times. They show great care and consideration for each other. Pupils like their teachers and come to school eager to learn. Their enjoyment of school is very apparent.
- The positive attitudes pupils of all ages have towards learning make a good contribution toward their progress and the standards they achieve. They respond positively to teachers' high expectations of their behaviour.
- Pupils willingly take on a range of responsibilities such as school council duties. They actively gather pupils' views on the improvements they would like to see in school, such as increasing the number of activities to do at lunchtimes.
- A very small number of pupils at the school sometimes find it difficult to manage their own behaviour. However, they are well supported by staff and their behaviour rarely prevents learning from taking place.

### Safety

- The school's work to keep pupils safe and secure is good.
- The school's systems and practice to ensure that pupils, including children in the early years, are safe at all times are effective.
- Pupils are generally aware of the different forms of bullying and told inspectors that, on the rare occasion when bullying happened, it was dealt with quickly by teachers. They know that name-calling, inappropriate language or any form of discrimination are not tolerated and are aware of the consequences of such behaviour.
- Inspectors viewed a wide range of evidence which shows that bullying and racist incidents are rare and that when they happen appropriate measures are put in place.
- Pupils know how to keep themselves safe in a variety of situations, for instance, when using the internet.
- Parents who responded to Parent View or spoke to inspectors, overwhelmingly believe their children feel safe and are extremely happy at school.
- Attendance for most pupils is above the national average for primary schools. This reflects how much pupils enjoy being at school and the positive way in which the school works with parents.
- The breakfast club is well attended and provides a safe environment for pupils to spend time playing with their friends before school starts.

## The quality of teaching is good

- The quality of teaching is good across the school. This is reflected in pupils' good progress over time in reading and writing and outstanding progress in mathematics. The work seen in pupils' books, the school's records on checking the quality of teaching and inspection evidence confirm this.
- Teachers have high expectations of what pupils can achieve and plan accordingly. Good teaching helps pupils to consolidate and build on their starting points, which are often below those that are typical for their age. It secures good progress and generally above average standards by the end of Year 6 in reading and writing and well-above average standards in mathematics. The good quality teaching helps pupils to enjoy learning and prepares them well for the next stage of their learning.
- The teaching of phonics (letters and the sounds they represent) is good and sets pupils off to a good start in their reading and writing. Pupils are encouraged to read often and widely and many are enthusiastic about their reading. Small-group and intervention work pinpoint exactly where pupils need to improve and have been highly successfully in closing gaps in learning for pupils.
- The teaching of writing is good. Pupils write confidently, fluently and at length in different subjects as well as in English lessons. They benefit from opportunities to share ideas and talk through what they intend to write.
- In mathematics, pupils learn well because they are given opportunities every day to apply their basic

mathematical skills to solve a variety of challenging problems. As a result, standards in mathematics at the end of Years 2 and 6 are well above the national average, particularly for the most able pupils.

- Teaching assistants provide good support to pupils, especially for those who need extra help. They have contributed well to the good progress made by disabled pupils and those who have special educational needs.
- Highly skilled specialist drama and music teaching extends pupils' personal development, and their communication and confidence skills extremely well. This produces happy, well-rounded young people.
- Teachers mark pupils' work regularly. However, teachers' marking does not always follow the school's own marking policy to inform pupils of what they need to do to improve their work. There are not enough opportunities for pupils to act upon teachers' marking and make the improvements required. As a result, progress slows for some and a small proportion of pupils in a few classes do not achieve as well as they could.

### The achievement of pupils

**is good**

- From their generally below typical starting points on entering Nursery, pupils achieve well by the time they leave the school.
- Results from the 2014 national screening check on standards in phonics showed the proportion of Year 1 pupils that reached the required standard was above the national average. Currently, a greater proportion of Year 1 pupils are meeting the required standard. This has a positive impact on pupils' reading skills.
- Year 2 pupils read confidently, with enthusiasm and expression, and use their phonics skills well to tackle unfamiliar words. Pupils' good grounding in phonics also helps them approach their writing confidently in Years 1 and 2.
- Standards at the end of Year 2 are above the national average in reading and writing and well above average in mathematics.
- In 2014, attainment at the end of Year 6 was above the national average in reading and writing and well above average in mathematics. Though there was some variation in standards, outcomes represented good progress for all pupils from their different starting points. Even so, weaknesses in some teachers' marking and limited time for pupils to act upon the marking advice slow the progress of some pupils.
- In 2014, the small number of disadvantaged pupils in Year 6 made better progress than other pupils nationally in reading, writing and mathematics. The school's own data show that currently these pupils are making at least good progress in all subjects across the school. In 2014, there were too few disadvantaged pupils to compare their attainment to others nationally or within the school.
- Disabled pupils and those who have special educational needs are well supported by highly skilled staff. Their progress, from low starting points, is good in all year groups because their learning needs are met well.
- Pupils from different ethnic groups achieve equally well because the school is committed to ensuring equality of opportunity and is highly successful in tackling discrimination.
- Overall, the most able pupils achieve well and do particularly well in mathematics where challenge and expectation for their success are very high.

### The early years provision

**is good**

- Achievement is good in the early years. When children first join the Nursery class, their knowledge and skills are assessed by the school as generally below those typical for their age, particularly in their speech and language and their personal development. By the end of their time in the Reception class, the majority of children in 2014 had attained the nationally expected level of development.
- Many children meet, and some exceed, the goals expected of them by the time they start Year 1. This year, three-quarters of the children achieved the expected level, which is an above average proportion.
- Particularly rapid progress is made in pupils' personal development. Children show a good level of confidence as they choose activities and organise themselves. Their behaviour is good and they are eager to join in with activities. They follow routines well, take turns and cooperate and work well together; for example, a group of children worked well with each other to draw around their shadows.
- The quality of teaching is good. Children learn successfully through a balance between activities led by adults and those chosen by the children themselves. This is reflected well in daily activities. A good range of activities is available in the classrooms and in the outdoor area. However, adults do not always ensure

that the activities which the children choose for themselves are used well enough to extend their thinking and investigative skills.

- The children play well together; this was evidenced as a group worked with each other to find a way of collecting water in different receptacles to move boats down the dry river bed. Although the children were having fun, there was a missed opportunity from the adults to fully use this play to develop the children's language and mathematical skills.
- There is a strong focus, in teacher-led sessions, on the development of phonics and early reading skills. The well-structured phonics and group-guided reading sessions ensure that children use these skills well in their reading and writing.
- Children are safe and happy. All welfare and safeguarding policies and procedures are implemented consistently.
- Disabled children, those who have special educational needs and disadvantaged children are included fully. They are well supported in their learning and so they do well.
- Adults check children's progress regularly. A strong partnership with local consultants ensures the accuracy of assessments made by staff. Half-termly checks are used to ensure that children are making progress across each of the areas of learning.
- The early years provision is well led and managed. All adults work closely together. Leaders work closely with parents so that they are kept well informed and involved in their child's learning.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	137991
<b>Local authority</b>	Bolton
<b>Inspection number</b>	461764

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

<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	260
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ian Moore
<b>Headteacher</b>	Siobain Barnes
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	01204 333702
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