

Pupil Outcomes and Achievement

Haslam Park Primary School

At Haslam Park Primary School, we are ambitious for every child. We use assessment information carefully to understand how well pupils are achieving, identify barriers to learning and ensure that teaching, support and intervention respond effectively to pupils' needs. We consider outcomes over time and take account of cohort characteristics and individual starting points, particularly for disadvantaged pupils and pupils with SEND.

Early Years Foundation Stage

We are committed to ensuring that children develop strong foundations during Reception. In 2024/25, 64% of children achieved a Good Level of Development (GLD). Analysis identified the achievement of disadvantaged children as an important priority.

In 2025/26, outcomes improved, with 74% of children achieving GLD. This was above the Bolton figure of 68% and the national figure of 72% reported in the Bolton data pack.

GLD	2024/25	2025/26
All pupils	64%	74%
Disadvantaged	44%	83%
Non-disadvantaged	74%	72%

In 2025/26, 83% of disadvantaged children achieved GLD, compared with 72% of non-disadvantaged children. The disadvantaged cohort was small (6 children), so this percentage is interpreted with appropriate caution. The improvement provides encouraging evidence of progress against a previously identified priority.

Phonics and Early Reading

Developing confident, accurate and fluent readers is a key priority. In 2024/25, 86% of Year 1 pupils achieved the expected standard in the Phonics Screening Check, compared with 79% across Bolton and 80% nationally. This represented an improvement from 77% in 2023/24.

Year 1 Phonics	2023/24	2024/25	2025/26
Haslam Park	77%	86%	81%

In 2024/25, 100% of disadvantaged pupils eligible to participate in the Phonics Screening Check achieved the expected standard.

While the headline data for 2025/26 indicates lower attainment for disadvantaged pupils, analysis of individual pupil needs provides important context. Of the seven disadvantaged pupils in the cohort who didn't pass the screening, six are also pupils with SEND. Four of these pupils access the Cherry Garden Curriculum within the school's inclusion base and were not eligible to participate in the Phonics Screening Check due to their individual learning needs and stage of development.

Leaders have ensured that all pupils for whom phonics is an appropriate pathway receive targeted and intensive support, carefully matched to their identified needs and starting points. Provision is reviewed systematically on a six-weekly cycle, enabling staff to evaluate pupils' progress, identify barriers to learning and adapt intervention promptly where required.

This graduated and responsive approach ensures that disadvantaged pupils, including those with SEND, receive appropriately ambitious and individualised support. Leaders evaluate the impact of provision through regular review of pupils' progress from their individual starting points, rather than relying solely on headline attainment measures, ensuring that provision remains focused on securing strong and sustained progress for every pupil.

Key Stage 2 Outcomes

Pupils achieved strong outcomes at the end of Key Stage 2 in 2024/25. Attainment at the expected standard was above Bolton and national outcomes in Reading, Writing, Mathematics and Reading, Writing and Mathematics combined.

Expected standard+	Haslam Park	Bolton	National
Reading	80%	75%	75%
Writing	81%	74%	72%
Mathematics	78%	77%	74%
RWM combined	74%	64%	62%

A particular strength was Mathematics at the higher standard: 44% of pupils achieved the higher standard, compared with 28% across Bolton and 26% nationally.

Achievement of Disadvantaged Pupils

Ensuring that disadvantage does not limit achievement is central to our work. Disadvantaged pupils achieved strongly at the end of Key Stage 2 in 2024/25.

Expected standard+	Haslam Park disadvantaged	National disadvantaged
Reading	77%	60%
Writing	77%	56%
Mathematics	73%	57%
RWM combined	67%	43%

In RWM combined, disadvantaged pupils at Haslam Park achieved 24 percentage points above the corresponding national disadvantaged outcome. We also monitor in-school differences carefully. The RWM difference between disadvantaged and non-disadvantaged pupils reduced from 16 percentage points in 2024/25 to 4 percentage points in 2025/26; in Reading it reduced from 6 points to 3 points.

Pupils with SEND

We have high expectations for pupils with SEND and are ambitious for what every pupil can achieve. Achievement is considered carefully in relation to pupils' individual needs and starting points, alongside their attainment against age-related expectations. In 2024/25, 33% of pupils with SEND achieved the expected standard in reading, writing and mathematics combined, compared with 25% across Bolton and 24% nationally.

Our inclusive practice is underpinned by a clear understanding that pupils with SEND should receive the provision, adaptations and specialist support they need to access an ambitious and appropriate curriculum. Our inclusion base is central to this approach, providing carefully tailored provision for pupils whose needs require a more individualised curriculum and learning environment. This enables pupils to access learning that is appropriately matched to their stage of development while remaining fully part of the wider school community.

Leaders take a rigorous and systematic approach to monitoring the quality and impact of SEND provision. Every pupil's provision and progress are formally reviewed on a six-weekly cycle, enabling staff to evaluate the impact of interventions and curriculum adaptations and to make timely changes where provision is not having the intended impact. This is strengthened by weekly meetings between the SENCO and the inclusion base lead teacher, where individual pupils' progress, emerging needs, provision and next steps are scrutinised. SEND provision is also evaluated through the school's wider monitoring schedule, ensuring that leaders maintain a clear and current understanding of pupils' experiences across the curriculum and that agreed adaptations are implemented consistently.

This cycle of identification, provision, review and refinement ensures that support is responsive rather than static. Where pupils are not making the progress expected from their individual starting points, leaders identify barriers, adapt provision and determine appropriate next steps. This ensures that resources and interventions are purposeful and closely aligned with identified need.

Leaders recognise that differences in attainment remain and improving outcomes for pupils with SEND continues to be an important priority. However, evaluation of SEND is not limited to headline attainment measures. Leaders consider the progress pupils make from their starting points, the knowledge and skills they acquire, their increasing independence and their readiness for the next stage of their education. This rigorous, inclusive approach ensures that pupils with SEND receive provision that is appropriately ambitious, carefully monitored and continually refined in response to their needs.

Our Improvement Priorities

- Sustain improvements in EYFS, including outcomes for disadvantaged children.
- Continue to improve outcomes for pupils with SEND, with close attention to progress from individual starting points and the impact of adaptations.
- Maintain strong outcomes in Reading, Writing and Mathematics and increase the proportion of pupils, including disadvantaged pupils, attaining at the higher standard.

Our aim is to ensure that all pupils acquire the knowledge, skills and confidence they need to succeed at the next stage of their education.