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10 June 2011

Mr L Mason-Edwards  
Headteacher  
Peel Park Primary School  
Peel Park Drive  
Bradford  
West Yorkshire  
BD2 4PR

Dear Mr Mason-Edwards,

### **Special measures: monitoring inspection of Peel Park Primary School**

Following my visit with Mrs Dee Brigstock, additional inspector, to your school on 8 and 9 June 2011, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection which took place in December 2010. The full list of the areas for improvement which were identified during that inspection are set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory

Newly-Qualified Teachers may not be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website.

I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Bradford.

Yours sincerely

Mr Jim Alexander  
**Additional Inspector**

January 2011



## **Annex**

### **The areas for improvement identified during the inspection which took place on 9 December 2010**

- Raise attainment and achievement in all subjects, but particularly in writing by:
  - improving the quality of teaching to at least good throughout the school, especially by using assessment information effectively to raise teachers' expectations of what pupils can achieve and to ensure work is matched to their interests and abilities
  - making clear to pupils how to improve their work
  - improving the quality of the curriculum to take account of pupils' prior learning and raise their aspirations
  - providing more opportunities for pupils to practise their basic skills.
  
- Improve the leadership and management of the school by:
  - ensuring that school leaders provide a clear and sustainable direction for school improvement
  - increasing the effectiveness of monitoring systems to improve teaching and in checking that effective action is taken to tackle weaknesses
  - embedding the tracking of pupils' performance so that rapid action can be taken to tackle underachievement.

## **Special measures: monitoring of Peel Park Primary School**

### **Report from the first monitoring inspection from 8 to 9 June 2011**

#### **Evidence**

Inspectors observed the school's work, scrutinised documents and met with the headteacher, the senior management team, the local authority's Primary Improvement Partner and a consultant headteacher from a local school. Inspectors also spoke with groups of pupils. Although the Chair of Governors was unavailable to attend school during the inspection, a telephone discussion took place between her and the lead inspector. Seventeen lessons were observed taught by 17 teachers.

#### **Context**

Since the inspection in December 2010 the school has received the support of a mentor headteacher from a school within the authority and additional external consultants, both at classroom and leadership level. The local authority has seconded a consultant deputy headteacher this term to support the development of mathematics in the long-term absence of the substantive subject leader. The school has faced a number of significant staffing issues, some of which remain.

#### **Pupils' achievement and the extent to which they enjoy their learning**

Pupils enjoy their time at school and attendance has been maintained, although some pupils continue to arrive late, which means they miss out on the important start of some lessons. The school offers a welcoming and attractive learning environment. The progress pupils make in their work is improving. Lesson observations, work seen in books and data collected by the school demonstrate, however, there is some variation in the rate of improvement across the school. Progress is generally stronger, for example, in English, than it is in mathematics and faster in reading than it is in writing. Pupils are now making accelerated progress in the Early Years Foundation Stage, Year 1 and Year 2. This is helping to raise attainment by the end of Key Stage 1. Current attainment for 7-year-olds is slightly higher than previously in mathematics and writing but similar to that of last year in reading. Progress slows in lower Key Stage 2 and remains inadequate in Year 3 and Year 5, although it is accelerating well in Year 6. This acceleration helps pupils catch up with work previously missed. Pupils' current attainment, however, remains similar to that of last year in English and mathematics combined. The progress made by pupils with special educational needs and/or disabilities is generally similar to that of others in the school.

Progress since the last section 5 inspection:

- Raise attainment and achievement in all subjects, but particularly in writing – satisfactory.

## **Other relevant pupil outcomes**

Pupils happily explain that the school keeps them safe and that they are cared for well. The overwhelming majority of pupils are polite, courteous and respectful of the thoughts and feelings of others. This helps pupils to encourage and support one another in lessons and in many classes they are developing positive attitudes to learning. An example of this was observed in Year 6 and is a major contribution to the faster progress these pupils are now making this year.

The behaviour of some boys in Year 5, however, has slipped as they increasingly find some lessons lack relevance. Their poor behaviour is now not only disrupting the progress of pupils in their class but also occasionally affecting the enjoyment of others at play and lunchtimes. Also weaker classroom management in Year 3 results in pupils calling out or chatting during lessons and many are less actively engaged in meaningful learning activities. This slows their progress. A small number of boys in Year 3 also show disrespect to their teacher and visitors to school.

The majority of pupils is responding positively to the new targets they have been given. The school is also developing creative ways to improve pupils' basic skills. For example, in association with Jaguar Cars, pupils have opportunities to apply their mathematical skills outside a normal lesson environment.

## **The effectiveness of provision**

Every teacher was observed. The quality of teaching is improving but remains variable across the school. An increasing number of good lessons were observed and some that were outstanding in Year 6. This represents improvement since the previous inspection. Some teaching observed, however, was no better than satisfactory which is not helping to accelerate progress quickly enough or close the gap in pupils' attainment. A minority of teaching remains inadequate. In the best lessons, work is pitched at a challenging yet achievable level for the pupils within the class who have a range of abilities and needs. A variety of teaching styles is used to maintain pupils' interests and motivation to learn. Teachers are exploring creative ways to make links between subjects to support the development of pupils' basic skills. The use of relevant targets is woven through a lesson to ensure successful learning is increasingly achieved. Teachers are using what the assessment data tell them about the pupils' progress and understanding with better effect to set a clear direction in lessons. An example of this was in a Year 6 mathematics lesson where outstanding relationships, high expectations, aspirational child-friendly targets and excellent behaviour ensured pupils made the best possible progress in the time available. Inadequate teaching was characterised by poor subject knowledge, weak classroom management, slow pace of learning and activities that failed to capture the interests of pupils. As a result, pupils became passive, disengaged or mischievous.

Although a major review of the curriculum is not scheduled until September, pupils already have access to a wide range of additional clubs and activities. Pupils' high attendance at

these is a clear indication of their popularity. The school also takes part successfully in local and national competitions. Across the school, information and communication technology (ICT) is being used more effectively by staff to support their teaching. However, opportunities for pupils to use ICT to enhance their learning are missed in some lessons.

Pupils with special educational needs and/or disabilities, or those who have circumstances that make them potentially vulnerable, are supported increasingly well. Their progress is being monitored more carefully through the newly-introduced tracking system. This, together with the care, guidance and support they receive, enables the progress they make to be similar to that of others in the school.

### **The effectiveness of leadership and management**

The school moved swiftly in responding to the findings from the inspection in December 2010. With support from the local authority and the local consultant headteacher, leaders have developed a detailed plan of action. This has contributed to leaders making significant changes to their practice. Senior leaders now monitor teaching and learning more regularly and rightly now focus on the progress pupils are making in their lessons. More of the satisfactory teaching, seen at the time of the last inspection, is now becoming good. However, too much teaching remains inadequate and has not been tackled quickly enough to ensure pupils in every class are given equal opportunities to improve.

Subject leadership has been strengthened by the secondment of the consultant deputy headteacher. This is helping to focus attention on the need to accelerate progress in mathematics at the same rate as that in English across the school, particularly in some Key Stage 2 classes. The headteacher is ensuring that within the staff there is a collective determination to encourage and support one another. This is helping to drive improvements. Staffing is also becoming more stable as experienced teachers are returning from long-term absence. With the support of the consultant deputy headteacher, attainment and pupils' progress are monitored more regularly and have a higher profile than before. A new system to track the progress pupils make has been developed and is currently being implemented. Leaders validate this data by working with other schools and local authority colleagues to moderate the assessment of pupils' work.

The governing body continues to be supportive, but members are now beginning to offer more robust challenge. Governors are also beginning to collect first-hand evidence for their improved monitoring programme, which is enabling them to offer this increased challenge. Safeguarding arrangements meet requirements and pupils are kept safe; and the school recognises that now some aspects of record-keeping require more rigorous monitoring.

Progress since the last section 5 inspection:

- Improve the leadership and management of the school – satisfactory.

## **External support**

The local authority's statement of action and work to support the school is satisfactory. The school is fully committed to achieving the overall targets set for them by the local authority, although the ambitious timescale for some of these improvements is short and there has already been some slippage. The additional capacity provided by consultants and external advisers is welcomed and generous. The impact of this additional support is increasingly effective.

## **Priorities for further improvement**

- Eradicate inadequate teaching
- Accelerate the rate of progress in mathematics in Year 3 and Year 5 to at least match the progress made in other year groups.