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24 November 2011

Mr 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 Yvonne Mills-Clare, additional inspector, to your school on 22 and 23 November 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 second 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 is 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

Progress since previous monitoring inspection - 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 Strategic Director - Services to Children & Young People for Bradford.

Yours sincerely

Jim Alexander  
Lead inspector

September 2011



## **Annex**

### **The areas for improvement identified during the inspection which took place in 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 address 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 second monitoring inspection on 22 and 23 November 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, the chair of governors and a consultant headteacher from a local school. Inspectors also spoke with groups of pupils. Eighteen lessons were observed taught by 17 teachers.

#### **Context**

The school continues to go through a period of significant change. Since the last monitoring inspection, six teachers, ten teaching assistants and one learning mentor have been appointed. Three teachers are on long-term absence. Three experienced governors have also been appointed to the governing body. The school continues to receive the support of a consultant headteacher from a nearby school and additional external consultants, both at classroom and leadership level. The local authority continues to second a consultant deputy headteacher in the long-term absence of the substantive mathematics subject leader. A new double-storey mobile classroom unit is now home for the Year 5 and Year 6 pupils.

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

Pupils continue to enjoy their time in school, which offers a warm, welcoming and attractive learning environment. Across the school, pupils generally appreciate the recently-introduced more-creative curriculum. In a Year 6 literacy lesson, for example, pupils were captivated by the overnight discovery of an 'alien egg'. They applied skills learnt the previous week, when a visiting local journalist had explained how to investigate a story. This work particularly motivated the boys with their writing.

Attainment at the end of Key Stage 1 fell in 2011, significantly so in mathematics. Too few pupils gained the higher levels. This fall, however, had been predicted and the school generally met or exceeded its targets. Attainment at the end of Key Stage 2 was above the governments' floor standards and closer to the national average than last year. However, too few pupils gained the higher levels, particularly in English. Pupils who are eligible for free school meals also underachieved. Targets set for the school were exceeded in English but were not met in mathematics.

Work seen in books, assessment data collected by the school, and lessons observed demonstrate that the progress pupils make in their work is improving. However, there remains some variation across the school. Progress is strongest in Year 2 and Year 6, where pupils are helped to catch up with work previously missed. Progress is slower in Year 1 and Year 5; it remains inadequate in Year 3. Pupils are much clearer about their targets in English and have a better understanding of how to improve their written work. Pupils are

less clear about their mathematics targets and what is required to improve their work. Leaders are currently working on developing more child-friendly targets for this subject.

Progress since the last monitoring inspection on the areas for improvement:

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

### **Other relevant pupil outcomes**

Whilst attendance remains broadly in line with the national average it has fallen slightly. However, many more pupils are arriving on time for school and benefitting from what this improving school has to offer. The proportion of pupils who are persistently absent has reduced significantly. Generally, pupils are finding lessons more relevant and boys particularly are finding activities more engaging. In the lessons observed, an increasing number of pupils were concentrating harder in small groups or on individual tasks. A number of pupils who have been identified as having special educational needs and/or disabilities, or who have fallen behind in their learning, were working for sustained periods of time and this was helping them to make better progress. However, there remain some lessons that fail to capture pupils' interests well enough and, in these lessons, pupils continue to be passive, disengaged and restless.

### **The effectiveness of provision**

Leaders have introduced a range of initiatives to improve the quality of teaching. A number of new and experienced teachers have also joined the school. Sharper assessment procedures, carefully monitored planning and the new curriculum are beginning to help target specifically-designed activities to particular groups of pupils. This is helping the good teaching become better. It is also helping the satisfactory teaching to improve. However, the gap is widening between this improving teaching and that which is inadequate. There remains too much teaching which is not good enough to help accelerate the progress pupils make, or to narrow the gaps in their attainment. A greater proportion of lessons observed were good. In these better lessons, teaching assistants are deployed well so not a moment of time is wasted. Work is pitched at the right level for all groups of pupils, which helps maintain their motivation and accelerates the progress they make. Inadequate lessons are characterised by teachers' poor subject knowledge, weak classroom management techniques, a slow pace of learning and teaching assistants who are ineffectively deployed.

The recently introduced curriculum aims to provide more creative and relevant learning opportunities for pupils to enjoy. In the most successful year groups, teachers are planning exciting tasks, which help pupils to practice their skills in a range of contexts. This is proving popular with pupils. There is, however, a direct correlation between the quality of teaching and the effective provision of a relevant curriculum within lessons. As a result a minority of pupils continue to have poorly planned and delivered lessons.

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

The headteacher and senior staff have developed a clear strategic vision for the school, which is understood by all. Senior leaders are also benefiting from the effective support from the local authority's Primary Improvement Partner and the consultant headteacher from a local school. Together they are developing a range of strategies to monitor the performance of teachers and the progress pupils are making, with increasing rigour. Some of these procedures are becoming more established whilst others are still at a very early stage of implementation. Subject leaders, aided by the highly experienced seconded deputy headteacher, continue to improve and are being empowered to take a more effective role. Together, they have developed more robust procedures to monitor the progress pupils make and to track their attainment. This is helping the school target support where it is most needed.

The strengthened governing body remains supportive and is increasingly well informed. Governors have taken part in training to strengthen their understanding of pupil progress data. They have also started to collect first-hand evidence, for example, by observing meetings between senior staff and teachers where pupils' progress is evaluated. The chair of governors has also fostered links with experienced governors from successful local schools to offer further support and guidance. The governing body are now in a much better position to challenge the leaders regarding the progress the school is making. They do not have a structured approach, however, to do this robustly enough to ensure inadequate teaching is eradicated swiftly. Governors and senior leaders ensure that safeguarding arrangements meet requirements.

Progress since the last monitoring inspection on the areas for improvement:

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

## **External support**

The additional support provided by consultants and external advisers is welcomed and generous. Senior leaders have benefitted, for example, from the support to strengthen meetings regarding pupils' progress. The impact of this additional expertise and support remains satisfactory.