

Peel Park Primary School

Inspection report

Unique Reference Number	101494
Local Authority	Bradford
Inspection number	355009
Inspection dates	9–10 December 2010
Reporting inspector	Marie Cordey

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	510
Appropriate authority	The governing body
Chair	Mrs Colleen Middleton
Headteacher	Mr Lloyd Mason-Edwards
Date of previous school inspection	27 February 2008
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 28 lessons and observed 17 teachers. They held meetings with members of the governing body, staff and groups of pupils. They observed the school's work and looked at documentation, including the school's self-evaluation, the school improvement plan, safeguarding documentation and internal and external monitoring reports on the school. Inspectors analysed 113 questionnaires from parents and carers, as well as questionnaires completed by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas:

- pupils' achievement and attainment, especially in English, and the progress of pupils with special educational needs and/or disabilities
- the effectiveness of teaching in raising attainment and providing challenge and engagement for all pupils
- the quality of provision in the Early Years Foundation Stage, especially children's participation in all areas of learning
- the effectiveness of leadership and management in the promotion of improved outcomes for pupils.

Information about the school

This is a larger than average-sized primary school. The proportion of pupils known to be eligible for free school meals is well-above average, as is the proportion of pupils with special educational needs and/or disabilities. About three quarters of pupils are of Pakistani heritage, with the remainder from a range of ethnic backgrounds. A large number of pupils are at an early stage of learning English as an additional language. The school has achieved the Inclusion Chartermark and the Basic Skills Award. Over the last two years there have been significant disruptions to staffing, particularly at senior leadership level.

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?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

School leaders, the governing body and staff are committed to improvement and have worked hard to limit the effect of the turbulence in staffing on pupils' learning. Staffing has now stabilised and leaders and the governing body are starting to gain a better understanding of the strengths and weaknesses of the school and what is needed for it to improve. However, there is a lack of clear direction for improvement or coherent monitoring of the school's performance. Too little has been achieved in establishing consistent strategies for improvement. Consequently, underachievement has not been acted upon quickly enough and thus achievement is inadequate. Pupils do not make enough progress and attainment is low, especially in writing. School leaders are having too little impact on the quality of provision and outcomes for pupils and are not, therefore, demonstrating the capacity to improve.

Teaching is inadequate overall: it fails to match work consistently to pupils' needs and interests, to accelerate their learning and progress, or to raise their attainment. Systems to check on how well pupils are doing and to target improvement are not used consistently. They do not help to improve the pupils' understanding of how well they are doing or what they need to do to improve their work. On the few occasions when teaching is good and tasks captivate their interest, pupils are eager to learn, rise to the challenge and have high aspirations for themselves. The curriculum is weak because it is not planned with sufficient thoroughness to take into account pupils' prior learning or to increase their knowledge and develop their skills. Too few pupils are challenged or motivated to achieve their best quality work because teachers' expectations of their achievement are too low. Children in the Early Years Foundation Stage settle in quickly because they are well prepared for their first years in school.

Throughout the school, pupils' spiritual, moral, social and cultural development is good. Pupils respect and value people from different walks of life and have a highly developed sense of right and wrong. They have a good understanding of how to keep healthy. The pupils also play a full part in the community and enjoy helping others.

What does the school need to do to improve further?

- Raise attainment and achievement in all subjects, but particularly in writing by:

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- 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.

Outcomes for individuals and groups of pupils**4**

Pupils start in Year 1 with skills that are well below those typical for their age and make little progress thereafter throughout the school. Attainment varies but overall is inadequate, as it has been for a number of years with little sign of improvement. A significant proportion of pupils do not reach the levels they should by the end of Year 6, especially in writing. Spelling, punctuation and grammar are weak and the ability to write at length is a particular weakness. Attainment is also inadequate for pupils with special educational needs and/or disabilities and those who are at an early stage of learning English as an additional language. Their learning and progress are inadequate and they do not get enough effectively targeted support to help them to improve.

Learning and progress are inadequate overall. Pupils enjoy learning best when they are actively involved and there is an element of competition to challenge their aspirations. For instance, in a good Year 5 lesson pupils thrived because they were challenged and encouraged to produce their best work ever. However, in many lessons the work is too easy and so pupils are not motivated by the activities provided.

Attendance is broadly average. The school's work to improve attendance has been successful due to a clear focus and prompt action to engage with parents and carers on the first day of absence. Partnerships with local schools have led to the employment of an educational social worker who has also had a positive impact on improving attendance. Pupils have firm and informed views about keeping fit and healthy and eating sensibly. They enjoy coming to school and physical education is one of their favourite subjects. Pupils are welcoming and courteous to visitors and considerate in their behaviour. However, in lessons where they are not inspired or challenged sufficiently they are less engaged and not focused on learning. Pupils' make a good contribution to their school and local community, for example through their litter picking and fundraising in the neighbourhood, where they are held in high regard. They are proud of their eco work and their involvement on the school council. They feel safe and secure because they trust the staff and are keen to take care of each other. Pupils thrive in lessons where they develop

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their speaking and listening skills or use information and communication technology (ICT) to deepen their learning and knowledge. Nevertheless, low attainment in their basic skills does not prepare pupils well enough for their future and, overall, their achievement and enjoyment are inadequate.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	4
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

The quality of teaching and assessment to support learning, while variable, is inadequate overall. It is not effective because, in the main, work is not planned rigorously enough to match the interests and abilities of pupils. Consequently, pupils' interest flags and their concentration dwindles. Variations in the presentation of pupils' work reflect uneven and often low expectations of what they are capable of achieving. Teaching is most consistently effective in upper Key Stage 2 where expectations and challenge are increasing and moving pupils forward more rapidly. This is not enough, however, to make up for pupils' previous underachievement. Assessment information is not used consistently to plan effective learning and generally marking does not give pupils enough guidance on how they can improve their work. The use of support staff is uneven. Some are directed to give challenging, focused and sensitive support and are very active throughout lessons, while others spend too long listening to the teacher talk to the class.

The curriculum is inadequate in providing for the range in pupils' attainment and capabilities. There are insufficient opportunities for pupils to develop their literacy and

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numeracy skills in other subjects. The use of ICT is beginning to make a positive difference to pupils' research skills and in the presentation of their work, particularly for boys. Additional activities enrich pupils' understanding and they welcome the many after-school clubs in, for example, sport and music.

Pupils who are potentially vulnerable due to their circumstances are well supported and cared for, especially in the very effective nurture group. As a result, these pupils make better progress than their peers. Careful planning to meet the needs of pupils with special educational needs and/or disabilities, and those who are at an early stage of learning English as an additional language, is successful in promoting their personal well-being. Consequently, their attendance has improved and is in line with that of other pupils, and their social development is good.

These are the grades for the quality of provision

The quality of teaching	4
Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	4
The effectiveness of care, guidance and support	3

How effective are leadership and management?

Significant disruptions in staffing, particularly at senior leadership level, have slowed school improvement. It has taken a long time to introduce actions to secure improvement and these are not being applied consistently by all staff. Monitoring and evaluation procedures are not rigorous enough to arrest underachievement or raise attainment. This is evident in the inadequate quality of teaching as well as inconsistencies in marking and lesson planning. Targets for pupils' attainment have not been met and current progress indicates that targets will be missed this year. The governing body is aware of the school's poor performance and consistently challenges school leaders to improve. Governors are making difficult decisions in their determination to hold the school to account. They recognise that pupils' attainment is too low and have set challenging targets for leaders in order to improve the school's performance. Requirements for the safeguarding of pupils are met.

Pupils' attainment is inadequate, their learning is not monitored sufficiently well to ensure all make the progress of which they are capable and this leads to unequal opportunities. However, school leaders are rightly proud of their unequivocal position in tackling discrimination. Community cohesion is celebrated and promoted positively in the local and school community. The school is working to further its promotion and awareness of the global community.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
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	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
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	4

Early Years Foundation Stage

Children start in the Nursery with skills that are well below those typical for their age, especially in some aspects of their language, communication, mathematical and personal development. Most children settle happily into school routines in the Nursery and Reception classes and quickly grow in confidence and independence as they choose their own activities and resources. They play happily together, willingly sharing resources and taking turns, and behave well at all times. They show good concentration on the tasks in hand, as when matching shapes to pictures or writing their own Christmas cards.

Progress is satisfactory overall. However, over recent times boys have performed significantly less well than girls in all areas of their learning. The Early Years Foundation Stage leader has identified this and introduced a range of appropriate strategies to address the issue. These are beginning to close the gap between the achievement of girls and boys. As a consequence of new assessment systems, information about children's progress is beginning to be used more rigorously to plan next steps in learning. There are plans in place to improve and extend the use of the outdoor area where provision is limited and restricts the development of children's independence. The balance between adult-led activities and those that children choose and organise themselves is satisfactory rather than good because the range of resources and activities are somewhat limited by the constraints of the building.

Teaching is satisfactory overall, although some good and outstanding teaching was observed during the inspection. These better lessons place a strong emphasis on developing children's spoken language and musical skills. Relationships are good; children are safe and well cared for in this secure and welcoming environment. Welfare procedures are in place and meet current requirements. Leadership and management are satisfactory. Staff work well as a team and there are good links with parents and carers, who are very supportive of their children's learning.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	3
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

Almost a quarter of parents and carers returned questionnaires. Of these, the majority were happy with the school's provision and indicated that their children enjoyed school. These parents and carers also agreed that the school helped their children to have a healthy lifestyle. Inspection findings confirm that this aspect is good. A very small number of parents and carers expressed concerns about behaviour but inspectors found that during the inspection the pupils' behaviour was satisfactory. Inspection evidence indicates that the school is constantly working to involve parents and carers even more in their children's learning.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Peel 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 113 completed questionnaires by the end of the on-site inspection. In total, there are 510 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	64	57	47	42	2	2	0	0
The school keeps my child safe	64	57	47	42	2	2	0	0
My school informs me about my child's progress	60	53	45	40	6	5	1	1
My child is making enough progress at this school	41	36	63	56	6	5	1	1
The teaching is good at this school	44	39	63	56	3	3	1	1
The school helps me to support my child's learning	41	36	65	58	5	4	2	2
The school helps my child to have a healthy lifestyle	45	40	59	52	3	3	1	1
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)	37	33	57	50	5	4	2	2
The school meets my child's particular needs	42	37	62	55	7	6	0	0
The school deals effectively with unacceptable behaviour	49	43	51	45	7	6	4	4
The school takes account of my suggestions and concerns	33	29	71	63	3	3	4	4
The school is led and managed effectively	43	38	60	53	2	2	6	5
Overall, I am happy with my child's experience at this school	51	45	55	49	5	4	1	1

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 pupils' 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.



13 December 2010

Dear Pupils

Inspection of Peel Park Primary School, Bradford, BD2 4PR

On behalf of the inspection team, I wish to thank you for your help and for talking with us when we visited your school. We listened carefully to what you had to say. We would particularly like to thank the pupils who gave us such an interesting and informative tour of the school. You were all very polite and welcoming.

The staff in your school have helped you to develop a good understanding and respect for people from different backgrounds. You are also very health-conscious and keen to keep fit through all your sporting activities. Well done on all the jobs you do in school as well as in your neighbourhood. Children in the Nursery and Reception classes are welcomed into school and make satisfactory progress.

We looked very carefully at your school and found that there are some important things that need to improve. We have judged that it requires 'special measures'. This means it will get extra help and inspectors will visit regularly to make sure that the school is improving quickly. So that all of you achieve as well as you can, we have asked the school to do the following things:

look closely and regularly at your work and then plan ways to improve it so that you all achieve as well as you should

make sure that all teaching is good or better, that all work is matched to your needs, that you are challenged to do your best, and you know how to improve your work

improve the curriculum so that it matches your skills and interests and enables you to practise your basic skills in other subjects

check carefully that the school's actions to improve teaching are working.

You can all help your school to improve by continuing to attend regularly and working with your teachers to achieve the very best you can.

Yours sincerely

Mrs Marie Cordey

Lead Inspector

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