

# Newhall Park Primary School

## Inspection report

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<b>Unique Reference Number</b>	132185
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	360390
<b>Inspection dates</b>	10–11 May 2011
<b>Reporting inspector</b>	Tony Painter

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	362
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Geoff Crossley
<b>Headteacher</b>	Mrs Pauline Whyte
<b>Date of previous school inspection</b>	6 November 2007
<b>School address</b>	Newhall Road Bierley, Bradford West Yorkshire BD4 6AF
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## Introduction

This inspection was carried out by three additional inspectors, who observed 17 lessons taught by 14 different teachers. Discussions were held with groups of pupils, members of the governing body and staff. The inspectors observed the school's work and examined a wide range of school documents including policies, planning and assessment records. They examined staff and pupils' questionnaire responses, as well as 183 questionnaires returned by parents and carers.

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

- How well senior managers have identified the right priorities and taken effective action to improve pupils' progress and raise attainment.
- The accuracy of new assessment systems and how well this assessment information is used to set targets and raise achievement.
- Whether teaching is as consistently effective as the school believes.
- The extent to which provision is effective in providing high quality care guidance and support.

## Information about the school

This is an above-average sized primary school where the large majority of pupils are from White British backgrounds. A small but growing percentage of pupils come from a wide range of minority ethnic backgrounds. The proportion of pupils known to be eligible for free school meals is above average. Around 24% of pupils have special educational needs and/or disabilities, which is above average, although the proportion of pupils with a statement of special educational needs is below average.

A children's centre adjoins the school under independent management and is subject to a separate inspection. The school has a number of awards including the Healthy School status, Artsmark and Sports Charter Mark.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. Senior leaders have taken effective action to address past low attainment and pupils now make good progress through the school from their low starting points. By the end of Year 6, overall attainment is broadly average. Pupils of all backgrounds and abilities, including those with special educational needs and/or disabilities achieve well. Increasing numbers of pupils reach the nationally expected levels of attainment. The proportion of pupils reaching higher levels of attainment is increasing but is still below average.

Senior leaders have an accurate view of the school's strengths and where additional development is needed. Staff show high levels of commitment to this vision, which is ensuring a good pace to improvements. Secure systems to monitor and evaluate the school's work have been established, although currently the range of staff involved is relatively limited. The governing body is taking steps to hold the school to account more thoroughly but is not yet influencing the school's strategic direction. However, the clear success of current developments and the good sense of ambition in the school indicate a good capacity for sustained improvement.

Effective strategies are improving teaching and ensuring consistency through the school. In particular, assessment systems give detailed and accurate information about how well pupils are doing. This is used very successfully to set targets for pupils, identify where any additional support is required and hold teachers to account for the accelerated learning of all their pupils. A significant and successful innovation in this process, much appreciated by pupils, is 'pupil mentoring'. These regular sessions give individual pupils a clear idea of how well they are learning by identifying their progress and what they need to do to improve. Teachers make overall good use of assessment data when planning lessons for pupils of different abilities to ensure good learning. However, sometimes opportunities are missed to respond quickly to pupils' needs, for example by changing groups or challenging further, particularly to extend the learning of the potentially higher-attaining pupils.

The school's good care, guidance and support for pupils are founded on detailed knowledge of each individual child. There is a very tangible sense of community in the school, where pupils of different backgrounds mix readily and are certain that they are all cared for well. Good partnerships with a wide range of agencies and outside bodies, including the adjacent children's centre, ensure effective support for potentially vulnerable pupils and their families. The effectiveness of this work can be seen in the pupils' enjoyment, high levels of enthusiasm for their lessons and their desire to do well. Behaviour is good and recent improvements have ensured that attendance is broadly average.

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

- Further promote pupils' progress in lessons by:
  - sharing the best teaching practice that is currently evident within the school
  - responding more flexibly to pupils' needs as they become apparent during lessons
  - ensuring that pupils, particularly those who are more-able, are consistently challenged to reach higher levels of attainment.
- Widen involvement in management systems by:
  - developing middle managers' skills to aid their observation and evaluation of teaching and other aspects of the school's work
  - increasing opportunities for staff beyond the senior leaders to take leadership roles
  - ensuring members of the governing body play a greater role in evaluating the school and determining its strategic development.

## Outcomes for individuals and groups of pupils

**2**

Initiatives focusing on raising attainment are having a good impact; pupils' learning and progress are good in all parts of the school. Pupils show great enjoyment of many tasks and work hard to use their developing skills, particularly where there are active and challenging elements. Actions to promote speaking and listening are having a positive impact. Many pupils articulate their thoughts and opinions with clarity in response to teachers' questioning. Pupils' independence in learning is improving and they increasingly recognise how well they are doing and ways in which they can improve their work.

Pupils are now on track to leave school at the end of Year 6 with broadly average levels of attainment, extending the trend of improvement and representing good achievement. The school's assessments, pupils' work and observations of lessons all show pupils on track to reach their appropriately challenging targets. The proportions of pupils reaching the higher levels of attainment are increasing but remain relatively small because of the steep rates of improvement required from their low starting points. Any pupils in danger of falling short of expectations are quickly identified and helped to make sure they do not drop behind. As a result, the pupils with special educational needs and/or disabilities are well supported and make good progress alongside the other pupils.

Pupils have positive attitudes to learning, clearly recognise how well they are doing and how they can improve their work. They say they are confident of their safety in school and know who they would turn to in the event of any concerns. The school's agreed behaviour strategies are understood well and effective in supporting pupils' good behaviour. Pupils have good knowledge and understanding of healthy eating and the benefits of regular exercise. Most take positive action to ensure their healthy lifestyles, including regular health-related activities, such as using the school gym. Pupils are keen to take on responsibilities in and around the school, such as helping younger pupils and serving on the school council. They mostly carry these out well but the range of opportunities they have is somewhat limited. Pupils' spiritual, moral, social and cultural development is good, with particular strengths in their social skills in forming a harmonious community from a

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wide range of cultures and backgrounds. In addition to their improving basic academic skills, pupils develop very good personal attributes of cooperation and interaction. They apply these effectively to a broad range of activities that prepare them well for the next stages of their learning.

*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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?**

Overall good teaching ensures pupils of all ages make good progress in lessons. Throughout the school, teachers' use of the agreed school strategies is creating consistency and an increasing proportion of good lessons. Teachers' well-established routines and good class management skills promote pace in lessons. Good relationships motivate pupils and give them confidence. Consistent marking follows the school's agreed strategy and identifies what pupils need to do next to improve their work. Support staff are confident in their roles and are generally used productively to ensure the learning, particularly of targeted pupils.

Overall, teachers make good use of assessment information to plan activities for pupils with different levels of ability and set clear learning objectives. Most teachers actively involve pupils in checking and assessing their own work and that of others. These actions, and the well-developed 'pupil mentoring' scheme, give pupils a good picture of how well they are doing and aid their progress well. However, there are times when teaching misses opportunities to adapt to pupils' responses, for example, through making changes

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to groups and organisation or quickly addressing minor misconceptions. Occasionally, opportunities to present additional challenge, for example to more-able higher-attaining pupils, are also missed.

The school has successfully incorporated pupils' views into a good, well-planned curriculum with activities that pupils find enjoyable and engaging. For example, a visit to Whitby promoted much atmospheric writing about Dracula. Pupils particularly appreciate the ways that tasks in mathematics lessons are frequently about 'real problems, not just sums'. Pupils use their developing basic skills in a wide range of subjects and contexts, such as extended mathematics challenges or when blogging about their learning. However, subject leaders have not been involved in checking the integrity of learning in all subjects within this cross-curricular work. A wide range of clubs and activities has good take-up among pupils and appeals to a variety of interests. Many take place through effective partnerships with outside agencies.

Good care, guidance and support are firmly established from the staffs' comprehensive personal knowledge of each pupil. A strong community atmosphere contributes very well to pupils' confidence, personal development and sense of well-being. There are strong positive relationships and there is a very cohesive and welcoming atmosphere. As a result, any potentially vulnerable pupils and their families have confidence in the school's ability to support them. Support systems make good use of well-established partnerships; actions are closely tracked and frequently very effective. However, records are not always kept in a form that aids monitoring and analysis.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Senior leaders have established an accurate overview of the school and identified the right areas for development. They have conveyed their enthusiasm and commitment well and all staff are wholeheartedly adopting new ways of working that are successfully raising achievement. Continued monitoring of teaching and well-directed training are ensuring that staff have the additional skills to put new strategies into place. The success of current strategies underpins the school's good capacity for sustained improvement and demonstrates good value for money.

A significant strategy has been the introduction of rigorous, regular and accurate assessment systems and use of this data is building a secure picture of progress throughout the school. Regular reviews of pupils' progress, holding teachers to account and identifying where any further support needs to be given, are reinforcing the drive for improvement and helping teachers to raise attainment. Some action has begun to widen

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leadership responsibilities and staff show commitment to the vision for improvement. However, they have had limited opportunities to develop their leadership skills or to contribute to the wider management of the school and take improvements to the next level.

The supportive governing body has a secure understanding of the school's position and the current strategies for improvement, ensuring its satisfactory effectiveness. Members of the governing body are improving their links with the school and increasingly asking searching questions, but are not yet closely involved in determining the school's strategic direction. The governing body ensures safeguarding arrangements fully meet statutory requirements and takes effective action to monitor and improve safeguarding matters.

Very good links with parents and carers are established through a wide range of opportunities for them to come into school and to have information about how well their children are doing. The school has established many extremely strong partnerships that contribute well to aspects of pupils' personal development. The school effectively promotes community cohesion from a good understanding of its own context. There are strong links in the local area, nationally and internationally that help pupils from a wide range of cultures and backgrounds to get along very well together. Although many aspects of equality of opportunity are promoted well, the overall effectiveness is satisfactory. The school tackles discrimination well and effective action has seen the gaps between pupils' attainment and the national expectations closed. However, some more-able pupils could still do better and the school's analysis of the relative performance of groups is at an early stage of development.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>



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## Early Years Foundation Stage

Children's good progress ensures they leave the Early Years Foundation Stage with attainment closer to the nationally expected levels. Progress in personal development is particularly good; children are happy and settle quickly and comfortably into each school day. The caring, welcoming and encouraging staff ensure a supportive and positive atmosphere that encourages good behaviour. Children are interested in their tasks and some work with high levels of concentration. Although progress in their language skills is good, many children have low starting points and their skills remain limited when joining Year 1. However, the school provides well for the growing numbers of children joining the school with limited experience of English.

Teaching is good, although there are sometimes variations in effectiveness. Some of these relate to the accommodation; the outdoor space for Reception Year children is more limited. However, planning here often focuses on what will be set out rather than identifying what children will learn from using and playing with the equipment. Interactions by adults with children are sometimes too fleeting to deepen their learning, and opportunities to push learning on are missed. However, good small group adult-led activities throughout the classes ensure that there is a strong focus on developing children's speech and language.

The new leader acts as a good role model and has constructed an effective team approach. She has made some important changes to improve effectiveness and these are bringing about clear improvements in provision and children's outcomes. Effective action taken in improving assessment strategies, links with parents and carers and liaison with the children's centre demonstrate good capacity to improve further. However, she has had limited opportunities to develop evaluation skills and play a more effective part in school leadership.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The inspection questionnaire response rate, at 51%, is well above the average found in primary schools. Most parents and carers responded with wholly positive views of their children's experiences with particularly high support for the school's good teaching and the meeting of individual needs. Inspection findings support these views. A small number of comments expressed negative views and inspectors thoroughly investigated all the general matters raised. Their findings are included within the report.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Newhall 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 183 completed questionnaires by the end of the on-site inspection. In total, there are 362 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	103	56	74	40	4	2	2	1
The school keeps my child safe	83	45	97	53	3	2	0	0
My school informs me about my child's progress	71	39	106	58	5	3	0	0
My child is making enough progress at this school	74	40	100	55	6	3	0	0
The teaching is good at this school	75	41	103	56	2	1	0	0
The school helps me to support my child's learning	70	38	99	54	10	5	0	0
The school helps my child to have a healthy lifestyle	78	43	89	49	12	7	0	0
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)	53	29	109	60	8	4	0	0
The school meets my child's particular needs	66	36	112	61	1	1	0	0
The school deals effectively with unacceptable behaviour	53	29	112	61	10	5	3	2
The school takes account of my suggestions and concerns	52	28	115	63	9	5	3	2
The school is led and managed effectively	54	30	120	66	5	3	0	0
Overall, I am happy with my child's experience at this school	92	50	86	47	3	2	0	0

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



12 May 20011

Dear Pupils

**Inspection of Newhall Park Primary School, Bradford, BD4 6AF**

I would like to thank you all for making the inspectors so welcome when we came to your school. I would like to give special thanks to those of you who gave up some of your time to talk with us about your work and how you enjoy school. You told us that you think your school is helping you to learn well and we agree. You work hard in school, and are proud of what you achieve. Most of you know just what you need to do to get even better. You behave well and get on really well with each other.

Yours is a good school. The headteacher and all the staff are good at making sure that you are very well cared for. We can see that all the staff have been working hard to help you learn better and it is proving successful. We saw how keen you are to learn and all of you, including the youngest children, make good progress.

One reason for our visit was to see how your school can improve. We have asked your school leaders to make sure that:

teachers do everything they can to help you to learn in lessons, for example, in making sure that all your tasks are really challenging

staff and the governing body have more ways to play a part in checking how well things are going and leading new ideas in the school.

I hope that you will help by continuing to do your very best in all you do.

Yours sincerely

Tony Painter

Lead inspector

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