

Parkwood Primary School

Inspection report

Unique Reference Number	107267
Local authority	Bradford
Inspection number	377562
Inspection dates	15–16 November 2011
Reporting inspector	David Byrne

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	198
Appropriate authority	The governing body
Chair	John Butler
Headteacher	Julie Butler
Date of previous school inspection	13 September 2006
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Introduction

This inspection was carried out by three additional inspectors. Twelve lessons were observed taught by eight teachers. Meetings were held with parents and carers, pupils, members of the governing body and staff. A range of documentation was evaluated including documents relating to safeguarding, the school development plan, samples of pupils' work and data on the assessment and tracking of pupils' progress. The questionnaires received from 69 parents and carers were evaluated, as were those from pupils and staff.

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

- It determined how effectively the school is promoting the progress of all pupils from the Early Years Foundation Stage onwards.
- It explored the extent to which the curriculum is promoting pupils' academic achievement and personal development.
- It investigated how well the school's procedures for guiding and supporting pupils and families help them to overcome barriers that might limit pupils' learning.
- It evaluated the effectiveness of leaders at all levels, including the governing body, in contributing to school improvement.

Information about the school

This is a smaller than average-sized primary school. Over half the pupils are from minority ethnic groups, the large majority of whom are of Asian heritage. A higher than average proportion of pupils speak English as an additional language. The percentage of pupils known to be eligible for free school meals is three times the average. The percentage of pupils with special educational needs and/or disabilities is much higher than average. An above average proportion of pupils leave or join the school at times other than the start of the year.

The school has gained status as a Healthy School, has succeeded in gaining the Investors in People award and has the Activemark in acknowledgement of its contribution to pupils' physical development. It has also gained a Sing Up Award for promoting singing. Since the last inspection, aspects of the school building have been upgraded and extended, and some new staff appointments have been made.

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?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school which makes a positive difference to the prospects of its pupils and the local community. Outstanding care, guidance and support ensure that pupils of all backgrounds and abilities are exceptionally well looked after. First-rate teaching enables pupils to make excellent progress, including those with special educational needs and/or disabilities and those who speak English as an additional language. The curriculum is planned very well to promote pupils' personal development and academic progress in English, mathematics, science and information and communication technology (ICT). It is not as well planned to secure the best achievement in some other subjects or to enable pupils to pursue their own interests. Outstanding provision in the Early Years Foundation Stage sets children well on the way to becoming independent, responsible and caring young citizens of the future. From levels of development at the start of the Early Years Foundation Stage that are very low for their age, attainment in English and mathematics rises to average at Year 6.

Pupils' exceptional spiritual, moral, social and cultural development contributes to their exemplary behaviour and remarkable attitudes to learning. Pupils develop an advanced understanding for their age of how to live safely and they maturely manage risks, for example when playing and riding their bicycles. Many make extensive contributions to their school and local communities, for example, proudly acting as playground helpers and meeting the Town Mayor at the local War Memorial as part of their work on remembrance. The engagement of parents and carers is excellent and adds to their children's rapid learning. Parents and carers rate the school very highly and say that it is a happy family. Pupils' love of learning is evident; one parent reported that their child often declares, 'Another great day at a fab school.' This great enthusiasm, together with the work of the parent intervention worker, has boosted attendance to above average. The excellent promotion of community cohesion ensures pupils' advanced knowledge of the richness and diversity of cultures within the school and its locality, as well as globally. Excellent partnerships with other schools and agencies from health, education and social care give immense benefit to the pupils' education. Procedures for safeguarding and child protection are of the highest quality.

The outstanding outcomes mean that the school gives excellent value for money. This success is the result of the impact of excellent leadership and management and in particular, the care and dedication of the headteacher. Fresh ideas are welcomed

with enthusiasm if they will improve pupils' education. The school knows its strengths and weaknesses. It has made very significant improvement since the previous inspection and has an excellent capacity for sustained improvement.

What does the school need to do to improve further?

- Raise achievement further by developing the curriculum so that:
 - planning in all subjects matches the high quality in English and mathematics
 - opportunities are increased for pupils to follow their own interests.

Outcomes for individuals and groups of pupils

1

Pupils achieve well and enjoy all aspects of school. They are courteous, have excellent attitudes to learning and form positive relationships. In lessons, they especially enjoy challenging and lively activities, such as problem solving in mathematics linked to the story-book character Willy Wonka, writing instructions in literacy for making a cotton-bud creature, or using ICT to research into the life and times of the Tudors.

The children's skills on entry to the Early Years Foundation Stage are very low compared to those expected for their age. Many have difficulties with communication, language and literacy and low levels of social and emotional development. As pupils move through the school, they make excellent progress in overcoming what for many are significant barriers to learning. The many new arrivals joining the school settle quickly and also make excellent progress. Well-targeted initiatives have led to accelerated progress in reading, writing and in mathematics. Pupils widen their vocabulary and become confident speakers. Many develop good writing skills and the quality of their handwriting is excellent. Challenging targets for Year 6 pupils in English and mathematics are met and often exceeded. By the end of Year 6, attainment matches the expectations for their age with some exceeding this. Robust data indicate that attainment is rising across the school. Pupils with special educational needs and/or disabilities are identified very early on and given exceptional care and support. Many grow so much in their confidence and ability that by upper Key Stage 2 they have caught up with others and no longer require additional support.

Pupils are naturally caring and demonstrate genuine respect for others, regardless of their faith, culture or heritage. They say they feel exceptionally safe and talk enthusiastically about how incidents of aggression are rare. They are adamant that they know exactly what to do in the event of a concern. Pupils are well aware of the importance of a healthy diet. They respond with great enthusiasm to those innovative options provided by the school to promote exercise, such as riding mountain bikes during lunchtime. Pupils make an exceptionally positive contribution to the school community. They willingly take on roles, such as helping others in the playground and tidying up during lunchtime. They proudly support a range of charities, such as the Poppy Appeal and Red Nose Day. Attendance has risen strongly in recent years and is above average. Pupils' outstanding personal development,

excellent attitudes to learning and confidence in using ICT mean that they are well prepared for their next stage of education.

These are the grades for pupils' outcomes

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

How effective is the provision?

The teamwork between all teaching staff provides pupils with a wide array of exciting opportunities for learning. As a result of excellent leadership, a distinctive approach to learning pervades the school. All staff work in similar ways and this consistency gives security to the pupils and promotes their excellent progress. Learning is fun; pupils understand the purpose of each lesson and, through good marking, understand how they can improve. Interactive whiteboard technology is employed very well to gain pupils' attention and computers are successfully used by pupils to support learning. A significant strength of teaching is the skill with which staff promote pupils' speaking and listening skills. Questioning techniques are very skilfully employed to develop pupils' thinking and great value is placed on developing pupils' understanding by promoting debate and discussion. These techniques are very important factors in developing the pupils' confidence and deepening their understanding.

The curriculum successfully promotes pupils' personal, social and health education. A strong focus on the development of pupils' skills of speaking, reading, writing and mathematics is driving up attainment. Individual support for pupils at risk of falling behind in reading and mathematics has a very positive impact on pupils' learning. In order to widen pupils' knowledge and understanding of the world, excellent use is made of educational visits to inspire learning. Partnerships effectively enrich the curriculum, for example, a National Food Hero works with pupils tending an allotment to grow fruit and vegetables. As part of a history-based study, pupils were fascinated by visiting Saltaire as part of their study of the Victorians. There are many strengths in planning for English, mathematics, science and ICT. In other subjects the focus on achievement is not as embedded. While good progress is underway to link subjects together to add relevance to learning, planning is not yet refined

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

enough to enable pupils to pursue their own interests or lead aspects of their own learning.

All staff care deeply about all pupils and do their utmost to support them. As a result, pupils are cared for exceptionally well, their varied learning needs are met and they develop self-esteem, respect and a sense of responsibility. Innovative strategies are adopted, for example when pupils find it difficult to find time and space to work at home they are welcome to attend 'chill club' during lunchtime to complete homework tasks. Staff ensure that wheelchair users have access to after-school clubs, providing taxis home where necessary. Sensitive care is available for pupils who speak English as an additional language and for the significant number of pupils who arrive at the school at times other than the usual start of the year. The school works closely with parents and carers to ensure that most pupils attend regularly. Excellent support is available to parents and carers through the work of the parent intervention worker who provides access to parenting programmes. Well-established and highly effective practices involve parents and carers when their children enter school, move from class to class and transfer to secondary school.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account:	
The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The leadership, vision and dedication at the most senior level are outstanding and have been particularly successful in securing strong teamwork and high levels of commitment from all staff. This has led to very positive attitudes among pupils, resulting in them enjoying their learning. There is no complacency and staff are relentless in their determination to improve. The work of leaders at all levels is very strong and, as a consequence, they have a good awareness of how effective the school is and its priorities for improvement. Continuous professional development has a high priority and the skills of staff are nurtured and developed well. Governance is good. Under strong leadership, the governing body has a clear vision for its role in supporting the school and monitoring its effectiveness. Financial decisions are wisely made and there is much success in applying for grants. This has contributed to a very well-maintained and well-resourced school. Safeguarding has a very high profile, the success of which is reflected in how exceptionally safe pupils feel. Systems for checking the suitability of adults in contact with pupils are meticulously monitored, excellent procedures for child protection have minimised referrals for support and very good site management ensures the school is secure.

Excellent partnership with others, such as local schools and support agencies for pupils and families, makes a big difference to pupils' education. Highly positive relationships exist with parents and carers and communication with them is good. The school's commitment to working with families is underlined by its provision of

'the hub', a room specifically for their use. Staff are dedicated to promoting equal opportunities for the development of all pupils and ensuring that there is no discrimination. The school is proud of its inclusive nature and makes an outstanding contribution to community cohesion. The impact of the school's work is felt strongly within the school and pupils from different backgrounds get on noticeably well with each other. Pupils have a highly developed understanding of the school's community and diversity in the United Kingdom and beyond.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

The quality of provision is excellent and provides children with a first-class start to their education. A highly skilled leader has created a team of dedicated and well-organised staff who work closely together to meet fully the wide range of children's needs. Very effective assessment quickly identifies those who need additional support and intervention to reduce the risk of falling behind. A wide range of exciting activities enables children to make excellent progress in improving their social and emotional skills, acquiring good early skills of reading, writing and numeracy and learning about the world around them. Great emphasis is placed on improving children's learning by promoting speaking and listening. During activities linked to the book of the week, 'Goldilocks and the Three Bears,' children were engrossed in discussions around letters and sounds. An excellent balance is struck between free-choice activities and focused adult-led learning. Outdoor learning has a high profile and everyone has regular access to high-quality outdoor experiences. A number of enrichment activities contribute to widening children's experiences, including visits to a farm, local shops, woodlands and Chester Zoo.

The promotion of children's welfare and their safety is excellent. Very strong partnerships between staff, parents and carers adds to the quality of provision. The parent intervention worker successfully encourages parents and carers to be involved with their children's education. The combined impact of the excellent provision and outstanding leadership and management is that children make excellent progress in their time in the Early Years Foundation Stage. The proportion of pupils achieving the expectations for their age increases significantly by the time children enter Year 1.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management in the Early Years Foundation Stage	1

Views of parents and carers

Just over a third of parents and carers responded to the questionnaire, which is close to average. The respondents strongly support the school and its leaders and how they meet their children’s needs, ensuring their children enjoys school, and are healthy and safe. Some parents and carers took the trouble to come to speak to an inspector to say how much they appreciated the good support the school provides for their children and families. The inspection findings reflect these very positive views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Parkwood 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 69 completed questionnaires by the end of the on-site inspection. In total, there are 198 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	67	22	32	0	0	0	0
The school keeps my child safe	48	70	21	30	0	0	0	0
The school informs me about my child's progress	42	61	24	35	3	4	0	0
My child is making enough progress at this school	46	67	23	33	0	0	0	0
The teaching is good at this school	50	72	18	26	0	0	0	0
The school helps me to support my child's learning	40	58	26	38	3	4	0	0
The school helps my child to have a healthy lifestyle	39	57	30	43	0	0	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)	40	58	29	42	0	0	0	0
The school meets my child's particular needs	41	59	27	39	1	1	0	0
The school deals effectively with unacceptable behaviour	42	61	24	35	2	3	1	1
The school takes account of my suggestions and concerns	33	48	33	48	3	4	0	0
The school is led and managed effectively	47	68	20	29	2	3	0	0
Overall, I am happy with my child's experience at this school	50	72	19	28	0	0	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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">■ 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.



17 November 2011

Dear Pupils

Inspection of Parkwood Primary School, Keighley, BD21 4QH

Thank you for welcoming the inspection team to your school. We were impressed by your excellent behaviour and remarkable attitudes to learning. Your school is outstanding because it makes a big difference to your lives and that of your families. You benefit from an excellent start to school in the Early Years Foundation Stage. This prepares you well for learning. By the end of Year 6 you are well equipped to take advantage of your next stage of education. This is because you grow into caring young people with the confidence, skills and the desire to learn.

Your teachers and support staff are very caring and those of you who need help benefit from excellent support. Lessons are exciting and opportunities to visit museums, art galleries and to explore your locality add very much to your understanding of the world. We are most impressed by how well you develop good skills of speaking and your ability to discuss ideas. The way the school celebrates the different faiths adds to your advanced understanding of the richness and diversity of modern society. Everyone is treated equally and you rightly told us that you feel extremely safe. You make an excellent contribution to your school and community by the many jobs that you do and your efforts to raise funds for charities.

The excellent things about your school are the result of skilled work by teachers and their assistants and excellent leadership by your headteacher and senior staff. They are constantly seeking ways of making the school even better. Part of my job is to suggest how the school can be improved. I have asked that it seeks ways of helping you to do even better in some subjects and to give you more opportunities to follow your own interests. We wish you all the very best for your future.

Yours sincerely

David Byrne
Lead inspector

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