

Parkland Primary School

Inspection report

Unique Reference Number	107225
Local authority	Bradford
Inspection number	377553
Inspection dates	9–10 July 2012
Lead inspector	Christine Millett

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	194
Appropriate authority	The governing body
Chair	Neville Cox
Federation Headteacher	Dave Jones
Head of School	Laura Newcombe
Date of previous school inspection	17 June 2009
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Introduction

Inspection team

Christine Millett
Sue Eland

Additional inspector
Additional inspector

This inspection was carried out with two days' notice. The inspectors observed teaching and learning in 17 lessons or parts of lessons given by 10 members of staff. They also listened to pupils read. They held meetings with groups of pupils, members of the governing body and members of staff. They also observed the school's work, and looked at work in pupils' books, school policies and plans, data tracking of pupils' progress and records on safeguarding, health and safety and attendance. The inspectors considered 30 questionnaires completed by parents and carers as well as those returned by pupils and staff.

Information about the school

Parkland is smaller than the average-sized primary school. It is federated with another local primary school. Most pupils are of White British heritage. A very small number are from minority ethnic groups. The proportion of pupils known to be eligible for free school meals is well above average. The proportion of pupils supported at school action plus and the proportion of those with a statement of special educational needs are above average. The school meets the current floor standards set by the government, which determines the minimum expectations for attainment and progress. A significant number of pupils start school at different times throughout the school year. There have been a number of staff changes, including the appointment of a deputy headteacher, since the previous inspection.

The school has received Healthy School status, Eco-schools award (silver) and the Basic Skills Quality Mark. The governing body manages a breakfast club. A Children's Centre and Family Centre adjoin the school. These have been inspected separately and did not form part of this inspection.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key Findings

- Parkland is a satisfactory school. It is not yet good because not all teachers have sufficiently high expectations of what pupils can achieve and pupils' progress in writing is not rapid enough, as teachers do not always provide sufficient opportunities for pupils to develop their skills in writing through first-hand experiences and in other subjects. Also, children in the Early Years Foundation Stage do not make enough progress in their mathematical development as they should. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Children start school with skills and knowledge that are generally well below those expected for their age. During their time in the Early Years Foundation Stage, children make good progress, except in mathematical development. By the end of Year 6 attainment is below average in mathematics and reading, but improving rapidly.
- Teaching is satisfactory overall, though often good. There are strong relationships between teaching staff and pupils. Staff create a calm and welcoming climate in which pupils feel well supported and able to learn. Work is marked regularly but does not always help pupils to improve their handwriting and spelling.
- Pupils' behaviour is good and they have a good attitude to learning, settling to their work quickly and wanting to do their best. Pupils say they feel safe, and all the parents and carers who completed the questionnaire believe their children are kept safe. Attendance is average but improving year-on-year.
- The vision, determination and passion of the Head of School are instrumental in driving the school forward. The restructured management team, staff and governing body have a shared sense of purpose. The governing body is committed to bringing about improvement through rigorous performance management. Less effective teaching has been eradicated. However, as the full impact of changes is yet to be seen in overall attainment; leadership and management are satisfactory

What does the school need to do to improve further?

- Increase the proportion of teaching that is good or outstanding by:
 - sharing the good practice that already exists in school
 - ensuring all staff have high expectations of what pupils can achieve
 - continuing the rigorous monitoring of all aspects of teaching and learning.
- Improve achievement and attainment in writing across the school by:
 - motivating pupils to want to write by providing them with more first-hand experiences across the curriculum
 - developing the use of new and innovative information and communication technology systems
 - improving the presentation of work and the accuracy of spelling
 - providing more opportunities for self- and peer-assessment.
- Strengthen the effectiveness of the Early Years Foundation Stage by increasing the range of opportunities children have to develop number skills, particularly those that lead to addition and subtraction, both indoors and out.

Main Report

Achievement of pupils

Children enter the Nursery class with skills and knowledge well below those typical for their age in all areas of development. Children make good progress overall because staff match activities to the next steps in children's development. Progress in communication, language and literacy is better as reading and writing are well taught through carefully planned activities which enable children to acquire knowledge of letters and sounds. Progress in mathematics is less rapid as children have too few opportunities to develop number skills in the different learning areas both indoors and out. Children's experiences in the Early Years Foundation Stage prepare them well for learning in Year 1.

The school's main focus has been on establishing sustainable improvements in the levels of progress made by all pupils. The impact of improvements in provision can be seen in Key Stage 1 where pupils' attainment by the end of Year 2 has been continuously rising. In 2011, attainment in reading was below average. However, the school's tracking system shows that the current attainment of pupils in Year 2 is nearer average and this was confirmed when listening to pupils read. In Key Stage 2, where attainment is currently below average, effective booster classes have been put in place. These have resulted in the accelerated progress of pupils in the current Year 5 and 6 classes. 2012 data show that from, very low starting points, pupils make good levels of progress in English and mathematics by the end of Year 6. Progress in other classes has not been as strong, particularly in writing. The school's rigorous monitoring of data means that senior leaders are able to respond quickly and effectively to the needs of all pupils. Disabled pupils, those with special educational needs, and those believed to be eligible for free school meals make similar levels of progress as their peers. Pupils who start school at different times are assessed quickly and any necessary support put in place promptly.

Pupils are attentive and participate well in lessons. The overwhelming majority of pupils say the school helps them to do well. The best lessons clearly illustrate the improving levels of progress that are now being made. This was evident in a literacy lesson where pupils were writing their own fantasy story. All were engaged throughout because of skilful questioning and the use of visual clues by the teacher. The questionnaires completed by parents and carers indicate that all are happy with the help their children receive to develop literacy and numeracy skills.

Quality of teaching

The Head of School is working to ensure there is consistency in teaching across the school through the frequent monitoring of teaching and learning and, as a result, there have been a number of changes recently in class organisation. However, it is too soon for the full impact of these changes to be seen in the raising of attainment across all year groups. Many of the lessons seen clearly demonstrated the good practice that exists in the school and some teachers would benefit from this being shared. Responses in the questionnaires indicated the high level of confidence parents and carers share in the quality of teaching in school. The best lessons support this view, but the inspection judgement is that, over time, teaching is satisfactory.

Teachers have sound subject knowledge and generally make lessons interesting and varied through the curriculum and choice of topics. In the best lessons, learning objectives are shared with pupils at the start, and pace is brisk in order to maximise learning time. For example, in a mathematics lesson in Year 5, pupils made good progress and were challenged particularly well as they combined and applied their knowledge of times-tables and number lines to solve problems involving division. This is not always the case as sometimes teachers' expectations of what pupils can achieve are too low.

Lesson planning takes into account all levels of ability, so work is well matched to pupils' needs. Other adults give valuable support either in the classroom or with small groups. This contributes to the quality of learning, ensuring that disabled pupils and those with special educational needs make similar levels of progress as their peers. Opportunities for group work are helping to develop pupils' social skills. Pupils have opportunities to share ideas and discuss their learning so they develop skills in speaking and listening. However, opportunities to develop writing skills through first-hand experiences across the curriculum are not so widespread. The marking of pupils' work is inconsistent. The best practice highlights strengths and areas for improvement, though handwriting, presentation and spelling are rarely included. Pupils have few opportunities for self- and peer-assessment. Information and communication technology is used effectively to support learning. However, advantage is not being taken of new technologies in order to motivate pupils to develop their skills in writing.

Behaviour and safety of pupils

The vast majority of the parents and carers who responded to the questionnaire were confident that their children are well looked after and kept safe at school. They are equally satisfied with the way that the school deals with the rare instances of bullying or poor behaviour. This confidence is well founded from the evidence in this inspection. Pupils typically behave well in lessons and around school. This is the result of an approach to behaviour management, which consistently places high expectations on pupils, while

providing warmth and compassion. Pupils are given the skills and support needed to help them manage their own behaviour. The nurture room plays an important part in this.

The relationships that exist between pupils and staff are strong. Pupils treat adults and each other with respect and collaborate well in lessons. Positive attitudes and a good work ethos are constantly reinforced. Pupils are confident that all members of staff are there to help them, and any problems that they may have are dealt with quickly and effectively. In all lessons, starting from the Nursery, pupils cooperate well together socially and celebrate one another's achievements. Older pupils take on responsibilities readily, and provide good role models for the year groups below them.

Pupils have a good understanding as to what constitutes a safe and unsafe situation. The curriculum equips them for life through age-appropriate life-skills such as Road Safety Week and visits from the Fire Service. Movement around school is extremely orderly which reinforces personal safety.

Leadership and management

The successes of the school in raising achievement and promoting consistently good attitudes and behaviour are the result of a cohesive team, which is well led and managed. The Head of School leads by example, and is developing an effective team whose members implement her vision with determination and commitment. The curriculum is still being developed in order to provide more meaningful cross-curricular links and topics that will appeal to all ages, and so it is no better than satisfactory. It does, however, make a good contribution to pupils' spiritual, moral, social and cultural development. Pupils have a well-defined sense of right and wrong and benefit from a range of cultural experiences. A range of enrichment opportunities such as sport, drama and music also make a valuable contribution to this. Displays around the school celebrate pupils' achievements.

The governing body is well informed and is active in providing both challenge and support. It ensures that the site is safe and risk assessments for all activities are in place. Some members of the governing body are familiar figures around the school and this helps them to evaluate how well plans are developing. Management systems are robust and the school runs smoothly. Rigorous tracking procedures have enabled staff to keep a close check on the progress of all pupils and to implement interventions for those pupils at risk of underachieving. The school effectively promotes equality of opportunity and ensures that discrimination of any kind is not tolerated. Safeguarding requirements are met and systems and procedures for child protection are in place. Self-evaluation is accurate and feeds into the school development plan. Staff benefit from a programme of continuing professional development. There are strong partnerships with neighbouring schools to drive improvement further. Outcomes and the impact of the school's activities are monitored so that the school is in a good position to continue to improve in the future. The school engages well with parents and carers and plays an important part in the life of the community. Pupils take part in local events. For example, they were recently involved in the Community Centre garden.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



11 July 2012

Dear Pupils

Inspection of Parkland Primary School, Bradford, BD10 9BG

Thank you for being so friendly and helpful when we inspected your school recently. We enjoyed our time with you and particularly liked having the opportunity to talk to you and to see you in lessons and at play. We also enjoyed listening to some of you read. Here are some of the things we found out.

- Parkland provides you with a satisfactory standard of education.
- You get off to a good start in the Early Years Foundation Stage and you are now making good progress during your time in school.
- Teaching is satisfactory and attainment is below average by the time you leave school but improving all the time in mathematics and reading. Progress in writing is slower.
- You told us that you enjoy school and feel safe and secure.
- You think that behaviour is usually good, and we agree. We found that you behave well in and around the school and know how to stay safe.
- You have good relationships with your teachers and you get on well with each other.
- The headteacher, other adults and the governing body are working hard to make the school as good as possible for you.

In order to help you do even better in your learning we have asked the headteacher and your teachers to do the following things:

- make sure that all teaching is at least good
- give you opportunities to practise your writing skills through the use of information and communication technology and first-hand experiences
- ensure that teachers' comments in your books tell you how to improve the presentation of your work and your spelling
- give children in the Nursery and Reception classes more activities involving numbers for both indoor and outdoor areas.

All of you can help the school by continuing to try your best in lessons, coming to school regularly and always behaving well. We wish you all the best for the future.

Yours sincerely

Christine Millett
Lead inspector

