

CfBT Inspection Services
Suite 22
West Lancs Investment Centre
Maple View
Skelmersdale
WN8 9TG

T 0300 1231231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 01695 566 852
Direct F 01695 729320
Direct email:
chuxley@cfbt.com



20 September 2012

Mr Mason-Edwards
Headteacher
Peel Park Primary School
Peel Park Drive
Bradford
West Yorkshire
BD2 4PR

Dear Mr Mason-Edwards

Special measures: monitoring inspection of Peel Park Primary School

Following my visit with Christine Millett Additional inspector to your school on 18 and 19 September 2012, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the fourth monitoring inspection since the school became subject to special measures following the inspection which took place in December 2010. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures - good

Progress since previous monitoring inspection - good

Newly Qualified Teachers may now be appointed in Key Stage 2.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Bradford.

Yours sincerely

Jim Alexander
Additional Inspector

January 2012



Annex

The areas for improvement identified during the inspection which took place in December 2010

- Raise attainment and achievement in all subjects, but particularly in writing by:
 - improving the quality of teaching to at least good throughout the school, especially by using assessment information effectively to raise teachers' expectations of what pupils can achieve and to ensure work is matched to their interests and abilities
 - making clear to pupils how to improve their work
 - improving the quality of the curriculum to take account of pupils' prior learning and raise their aspirations
 - providing more opportunities for pupils to practise their basic skills.

- Improve the leadership and management of the school by:
 - ensuring that school leaders provide a clear and sustainable direction for school improvement
 - increasing the effectiveness of monitoring systems to improve teaching and in checking that effective action is taken to address weaknesses
 - embedding the tracking of pupils' performance so that rapid action can be taken to tackle underachievement.

Special measures: monitoring of Peel Park Primary School

Report from the fourth monitoring inspection on 18 and 19 September 2012

Evidence

Inspectors observed the school's work, scrutinised documents and met with the headteacher, senior leadership team, the local authority's Primary Improvement Partner and the Chair of the Governing Body. Inspectors also spoke with groups of pupils. Twenty-one lessons were observed taught by sixteen teachers and inspectors listened to a number of pupils read from Year 1 and Year 3.

Context

The school has faced a number of significant changes. Since the last monitoring inspection seven new teachers have been appointed, three of whom are new to the profession. One member of staff remains on long-term absence. Three new teaching assistants have also been appointed. Building work to extend the facilities of the school is almost complete. Local authority support is reducing as the school's capacity to sustain improvements continues to improve.

Achievement of pupils at the school

Pupils enjoy their time at school and talk positively about the improvements they are seeing in their lessons. They understand their targets and are aware that the teachers' guidance is helping them achieve more highly in their work.

The quality of provision in the Early Years Foundation Stage has improved significantly and children are benefitting from a wider range of increasingly well-planned activities. This is particularly helping the development of their early writing and communication skills.

By the end of Key Stage 1, attainment in reading, writing and mathematics continues to improve for the more-able pupils. Progress is faster, however, in Year 2 compared with Year 1. By the end of Key Stage 2, improvements in reading attainment have been maintained. The school has had considerable success in raising attainment in pupils' writing. However, attainment in mathematics has fallen slightly.

A wide range of evidence demonstrates that a large majority of pupils across the school are making much better progress in their reading, writing and mathematics. Robust systems to track pupils' progress provide leaders with accurate information so that resources can be deployed to meet pupils' needs increasingly well. Leaders recognise that some groups of pupils are still not making fast enough progress. These include some disabled pupils and those with special educational needs; some girls in upper Key Stage 2 and also some pupils in Key Stage 2 who are in receipt of pupil premium funding.

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

- raise attainment and achievement in all subjects, but particularly in writing - good

The quality of teaching

Newly-appointed teachers have brought increasing strength to the school. They are receiving high quality induction, which is also helping to maintain the momentum of improvement. Work seen in pupils' books, school assessment data and lessons observed demonstrate the proportion of good lessons is increasing. Significantly, the proportion of outstanding lessons is also growing. However, whilst school leaders have been successful in eradicating inadequate teaching, too many lessons continue to require further improvement to ensure that gaps in pupils' learning close more quickly.

In the best lessons, teachers plan activities that hook and stimulate pupils' interests so that they are motivated to learn. As a result, many pupils are now working more independently and for sustained periods of time. Teachers' increasingly good subject knowledge, coupled with pupils' willingness to engage, promotes good progress in lessons. A notable feature is the positive relationships between pupils and adults and an enthusiasm for learning. Pupils say that 'lessons are so much more fun and exciting now'.

This best practice is still not consistent in all lessons and too many require improvements. These lessons are characterised by activities that can go on for too long so that pupils' attention wanders. As a result, some of the pupils' behaviour has a tendency to become silly. Some opportunities are also missed to challenge and extend pupils' vocabulary or help pupils recognise the correct letter sounds. There can also be an over reliance on the use of closed questions, which does not extend pupils' understanding well enough.

Behaviour and safety of pupils

In lessons and around the school pupils' behaviour is improving and many have a genuine pride in their school. Pupils are keen to talk about the developments in lunchtime and playtime routines and say that behaviour is 'much better now than ever before'. School records show that the number of unacceptable incidents is falling quickly. Incidents of bullying are exceptionally rare and dealt with effectively by the school.

Attendance improved last year term-by-term, but remains low overall. There are also some large variations between classes. It is noteworthy that some pupils' attendance is remarkably good and many never miss a day. These pupils are benefiting greatly from what this improving school has to offer. However, other pupils have too much time off school and this adversely affects the progress they are making.

The quality of leadership in and management of the school

School leaders are successfully establishing a range of strategies which have been developed to monitor the performance of the school. This strategic practice continues to go from strength to strength. There is a clear vision understood by all, including those who are new to the school. There is a shared determination to improve and staff have a commitment to support and challenge one another to give of their best.

Leaders have successfully eradicated inadequate teaching by implementing agreed procedures. They now recognise that many more lessons need to be good or better if the legacy of pupils' underachievement is to be eradicated. They are well on their way and leaders are making good progress towards this goal, as their capacity improves.

The governing body is increasingly well-informed and new members continue to bring a wider experience of school improvement. As a result, they are starting to ask leaders much more challenging questions and expecting evidence to back up any answers. The governing body ensures that safeguarding arrangements meet requirements and pupils are kept safe. The school have also recently conducted a survey of parents' views. All parents say their child feels safe at school and the overwhelming majority consider that their child is making good progress. All parents say the school helps them to support their child's learning at home.

Leaders are currently in the process of further developing performance management arrangements to ensure current requirements are met.

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

- improve the leadership and management of the school - good

External support

The local authority's high quality support is successfully building the school's capacity to improve. Senior leaders speak very highly of the support and guidance the school receives. The local authority, in partnership with school leaders, is now reducing the support the school receives because the school is increasingly able to demonstrate the necessary ability to stand alone.