

Bowling Park Primary School

New Cross Street, West Bowling, Bradford, West Yorkshire, BD5 8BT

Inspection dates 26–27 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- This is a happy and improving school where pupils from a range of different backgrounds get on very well together.
- Teaching is good. Lessons are interesting with a wide variety of activities.
- The leadership and management of the school, including that of the governing body, are good. The headteacher is an inspirational leader who has driven significant improvement since the last inspection. The role of subject leaders is stronger. Leadership is effectively improving the quality of teaching and pupils' achievement.
- Pupils are courteous and considerate. Their spiritual, moral and social development is strong as a result of the rich and varied range of experiences provided by the school.
- From starting points that are much lower than is typical for this age pupils make good progress as they move through the school.
- Children in the Early Years Foundation stage receive a good start to their education as a result of the stimulating teaching and high levels of care they receive.
- Pupils feel very safe and secure and enjoy coming to school, with the result that they attend regularly.
- Pupils at the early stages of learning English as an additional language and those pupils supported by the pupil premium are very well guided by the school. Consequently, they make as good and sometimes better progress, than their classmates.

It is not yet an outstanding school because

- Not enough teaching is outstanding and there is a small amount of teaching still requiring improvement. In some lessons the most-able pupils are not challenged enough and pupils are not always clear how to improve.
- Although progress in mathematics is good it is not as strong as in reading and writing. Pupils are not always skilful when solving problems.

Information about this inspection

- Inspectors observed 32 lessons taught by 28 members of staff. Six lessons were carried out as joint observations with the headteacher.
- Meetings were held with staff, pupils and members of the governing body. A meeting was also held with a representative of the local authority.
- Inspectors observed the school’s work and looked at several documents including its plan for future development. Additionally, records of pupils’ progress, arrangements for safeguarding and documentation on the monitoring of teachers’ performance were scrutinised.
- Inspectors analysed the 20 responses to the online questionnaire (Parent View). Inspectors also spoke to parents as they visited the school and looked at the results of the school’s own parental questionnaires.
- Inspectors listened to pupils read.

Inspection team

Ray Biglin, Lead inspector	Additional Inspector
Jennifer Firth	Additional Inspector
Peter Allen	Additional Inspector
Pamela Davenport	Additional Inspector

Full report

Information about this school

- The school is larger than most primary schools.
- Pupils are taught on two sites, approximately one mile apart.
- The proportion of pupils supported through school action is above average.
- The proportion supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for pupil premium (additional funding provided for children in local authority care, those from service families and those known to be eligible for free school meals) is well above the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Pupils come from a variety of ethnic backgrounds. Most pupils are from a British Asian Pakistani background. White British and Gypsy Roma pupils make up the next two most significant groups. Nearly three-quarters of the pupils speak English as an additional language.
- A significant number of pupils enter the school in the early stages of learning English as an additional language.
- The number of pupils leaving or joining the school part way through the year is well above average.
- The school has been awarded the Investors in Pupils Award.

What does the school need to do to improve further?

- Increase the quality of teaching and rate of pupils' progress, especially in mathematics, to outstanding by:
 - ensuring the work given to the most-able pupils is always hard enough
 - providing more opportunities for pupils to improve their work in response to teachers' comments in their books
 - increasing opportunities for pupils to solve mathematical problems in all subjects, including the Early Years Foundation Stage, not just in mathematics.

Inspection judgements

The achievement of pupils is good

- When children enter Nursery they do so with skills and abilities that are much lower than usually seen for this age, particularly in language, mathematics and some aspects of personal development. These weaker aspects are given priority with practical activities and role play. Children are keen to learn, play happily together and share their toys. This was seen when a group of boys played imaginatively with a table-top activity as they explored fantasy stories. Overall progress is good and pupils start in Year 1 with more confidence in basic skills that prepares them well for learning.
- Children develop effectively the basic skills of linking letters and the sounds they make and, as a result, are well placed to develop confidence in reading and writing. The school's systematic approach to the teaching of letters and sounds is clearly having an impact on pupils' progress.
- Pupils continue to make good progress as they move from Year 1 to Year 6. Although the standards reached by pupils at the end of Key Stage 1 remain below average, they have improved over the last two years and current standards of work indicate further improvement.
- Attainment at the end of Key Stage 2 is below average. Standards are affected by the number of pupils who start school at different times during Key Stage 2. Although they make good progress there is not always enough time for them to reach the level expected for their age. Nevertheless, attainment is rising and reading and writing are much closer to average. An increasing number of pupils are achieving the expected level (Level 4) and beyond (Level 5) in English and mathematics. Progress is improving and over a third of pupils made more than expected progress in both reading and writing.
- Older pupils read with confidence and expression and the school works effectively to improve reading standards for all pupils. Children enjoy books and were keen to talk to members of the inspection team about their reading habits. As one Year 6 pupil said, 'I learn something every day from reading books.' Many write well, showing improvement in grammar and punctuation skills. Although pupils show accuracy in number skills they lack the ability to apply these skills to solve problems.
- The school promotes equal opportunities well. As a result disabled pupils and those with special educational needs make good progress. Those pupils supported by the pupil premium (including those eligible for free school meals) make as good progress as their class mates. The additional support enables them to reach standards slightly higher than those of other pupils in the school although they are a term behind similar pupils nationally.
- A significant proportion of pupils enter the school at the early stages of learning to speak English as an additional language. These pupils are fully integrated into the school and quickly make good progress.

The quality of teaching is good

- Teaching has improved since the last inspection because leaders and subject leaders regularly check the quality of lessons and provide staff with good professional support in order to improve. There is some teaching that is outstanding, much of it is good and a small proportion requires improvement.
- Teachers plan their lessons effectively and in the best lessons work is always carefully matched to pupils' individual needs. However, in some lessons the work given to the most-able pupils is not always hard enough or, where it is, they do not always move to it swiftly enough. For instance, in a mathematics lesson on measuring capacity, the most able, as part of a carousel of activities, spent too much time on activities which were too easy for them.
- Relationship between pupils and staff are good and learning takes place in an orderly atmosphere. In the best lessons pupils learn at a brisk pace and no time is wasted.
- Pupils particularly enjoy lessons where there are opportunities for independent learning and

activities are fun. In one class children really enjoyed writing their own pieces about blue dragons.

- Reading is taught well and from the start teachers are skilled in helping children develop their skills in letters and sounds. All classes start the day with individual reading time and the importance of reading is reinforced at the start of every afternoon when guided reading takes place. All pupils have access to a wide range of high quality reading books. Consequently, pupils, including those in the early stages of learning English as an additional language and who join the school at different times of the year, make good progress with their reading.
- The teaching of mathematics is effective. Pupils make good progress especially in basic number calculations because lessons often include practical activities. Teaching of how to solve problems and extend pupils' skills across the curriculum is not as strong.
- Pupils' books are thoroughly and consistently marked by their teachers. Comments praise hard work and suggest what pupils could do to make their next piece of work better. Although pupils are encouraged to respond to the advice they are given, they do not always do this and consequently opportunities to improve their work are missed. This especially slows improvement in attainment in writing.
- Throughout the school there are a good variety of resources available to help children learn, and teachers ensure that their classrooms are welcoming with stimulating displays. Information and communication technology are used particularly well. For example, children can use electronic tablets and post answers on the school 'blog'.
- The school employs a number of well trained teaching assistants who skilfully and sensitively help pupils who need extra support, particularly in reading, writing and mathematics.
- The school arranges small group teaching led by qualified teachers for those pupils for whom English is an additional language or who are new to learning English.

The behaviour and safety of pupils are good

- Pupils' behaviour is typically good both in classrooms and around the school. The school is a harmonious one and pupils fully understand the importance of good behaviour. They are courteous and helpful.
- The vast majority of parents and pupils and all members of staff agree that behaviour is good. Any incidents of inappropriate behaviour are quickly resolved. There is a behaviour-management system in place which is clearly understood by pupils and consistently applied by staff. As one parent said, 'The school feels like a family.' Pupils help one another and the whole school is very inclusive and a place where every pupil really does matter. At lunchtimes older pupils organise games for younger children and make sure that no one is left out.
- The school recognises the importance of pupils' attitude to one another and in conjunction with a local museum has trained a group of pupil 'peacemakers' whose job is to help fellow pupils sort out any arguments.
- There are few instances of bullying and pupils are fully confident that the staff take any such occurrences seriously and therefore feel safe, secure and well cared for. They understand the different kinds of bullying including cyber bullying and know how to deal with them appropriately.
- Attendance has improved since the last inspection and pupils now attend regularly and far fewer are away for any significant length of time.

The leadership and management are good

- The inspirational headteacher has gained the full confidence and support of all staff in his drive for improvement. Staff are happy and determined to raise achievement for all pupils. As one teacher said, 'I am proud to be a member of the team.' There is a clear understanding about priorities and the school is well placed to continue the improvements.
- Subject leaders manage their subjects effectively. They regularly check how well pupils are doing and use information gleaned to make adjustments to provision and support teachers. All staff have recently been trained in the teaching of letters and sounds, which is having a positive impact on progress in reading. As a result progress is improving.
- Teaching is checked and staff informed what to do to improve. Only a few variations remain between classes. Teachers are set targets based on their teaching and pupils' progress. This has improved teaching because it ensures that teachers only move up the pay scale when they can clearly demonstrate that their teaching is good enough to secure good achievement.
- The school has good relationships with parents. Parents are well informed and various events for parents, such as coffee mornings, help them understand their child's work. As one parent wrote, 'There are no barriers between the school and parents.'
- The pupil premium is used well to ensure that all pupils have an equal opportunity to do well. The school has used this extra funding in a variety of ways but primarily to fund additional small group teaching in English and mathematics.
- Pupils are provided with a curriculum that meets their needs and the use of themes enthuses pupils. For example, pupils in Year 4 study the topic 'War and Peace'. Although this approach encourages writing, as yet it does not provide pupils with sufficient opportunities to practise and improve their mathematical problem-solving skills.
- The school makes a strong contribution to pupils' spiritual, moral, social and cultural development. There are many opportunities for pupils to take part in sporting and cultural activities as well as residential trips, such as the annual visit to Whitby. Pupils are also actively involved in checking their learning and continually encouraged to 'Go the extra mile' so as to get the most out of their lives.
- The local authority provided a range of support after the last inspection but recently it has adopted a more 'light touch' approach as the school has improved. Additionally, the school engages a number of consultants to offer advice.
- **The governance of the school:**
 - Governors have a clear understanding of how the school is performing and provide challenge to school leaders. They review information about pupils' progress and understand that the priority for the school is to continue to raise achievement for all pupils, particularly in mathematics. School finances are managed well and the governors have used the extra pupil premium money to help these pupils improve their basic skills. Governors are fully involved in checking the quality of teaching. They know that teachers' targets are linked to improvements in teaching and progress and are linked to pay awards. They ensure that the school is a safe and secure place for pupils to learn and all statutory safeguarding requirements are met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	107234
Local authority	Bradford
Inspection number	400894

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	706
Appropriate authority	The governing body
Chair	Shakila Hanif
Headteacher	Stuart Herrington
Date of previous school inspection	9 June 2010
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