

# Peel Park Primary School and Nursery

Peel Park Drive, Bradford, West Yorkshire, BD2 4PR

**Inspection dates** 8–9 April 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Attainment is below average at the end of Year 2 in reading, writing and mathematics and below average at the end of Year 6 in reading and mathematics.
- Teaching requires improvement because not enough pupils make better than expected progress.
- Not all pupils understand clearly what they need to do next to improve their work.
- The most able pupils do not have hard enough work to enable them to make good progress.
- Pupils do not have enough opportunities to apply their literacy and numeracy skills in different subjects.
- Some subject leaders are new to their roles and do not have a clear enough understanding of the achievement of pupils in their areas of responsibility. As a result, they do not have enough information to ask staff questions about their practice or to identify priorities and bring about change.

### The school has the following strengths

- Children make good progress in the Early Years Foundation Stage. They settle happily and enjoy school.
- Pupils behave well, have good attitudes to their learning and want to do well.
- Pupils enjoy coming to school and feel safe.
- The headteacher is ambitious and has high expectations. He is supported by able deputies who all work together as a strong team. Together, they are systematically improving the school's effectiveness following a legacy of poor teaching and underachievement.
- Due to the strong steer that senior leaders and governors provide, pupils' achievement and teaching are improving rapidly.

## Information about this inspection

- The inspectors observed 23 part lessons and also visited classrooms for short periods of time.
- Meetings were held with groups of pupils, senior leaders and teachers with responsibility for leading and managing subjects and key stages. A meeting was held with a group of governors and a representative from the local authority.
- There were too few results from the on-line questionnaires (Parent View) for inspectors to consider. The results from a school questionnaire completed by parents at an earlier date were also considered. In addition, inspectors spoke with parents on the second day of the inspection.
- The inspectors observed the school's work and looked at a number of documents, including: the school's data showing pupils' current progress; documents relating to the school's own view of its performance; the school improvement plan; records relating to attendance; and documents relating to safeguarding.

## Inspection team

Pritiben Patel, Lead inspector	Additional Inspector
Baljinder Khela	Additional Inspector
Peter Allen	Additional Inspector
Mark Randall	Additional Inspector

## Full report

### Information about this school

- This school is much larger than other primary schools.
- Most pupils are of Pakistani background. A small proportion of pupils are from other minority ethnic backgrounds, White British and Other White heritages. There are 27 different languages spoken at the school.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils known to be eligible for support through the pupil premium funding is almost twice the national average. The pupil premium is additional funding given to schools by the government to support pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The school is expanding and major building works continue as they have since the last inspection.
- The school runs a breakfast club and an after-school club.
- More pupils than before are starting school at other than the standard times. Since September 2013, 73 pupils have joined the school.
- The school meets the government's current floor standard, which is the minimum expectation for pupils' attainment and progress in English and mathematics by the end of Year 6.

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

- Improve the quality of teaching in Years 1 to 6 so that more pupils make better than expected progress and so raise attainment in reading, writing and mathematics by ensuring:
  - teaching is consistently good or better
  - the most able pupils are set tasks that are hard enough to increase their progress
  - all pupils understand clearly what it is they need to do next to improve their work
  - pupils have greater opportunities to apply their literacy and numeracy skills in other subjects.
- Ensure new subject leaders have a clear understanding of the achievement of pupils in their areas of responsibility and use this information to set priorities and actions to raise attainment.

## Inspection judgements

### The achievement of pupils requires improvement

- Attainment at the end of Year 2 is below the national average in all subjects. The school's information about current pupils shows that attainment is on track to rise in reading, writing and mathematics for the current Year 6, but it is still below the national average and has been for the last three years in reading and mathematics.
- The school's information about current pupils' progress shows an increased rate from the previous year. Most pupils make at least the progress expected of them from their starting points in reading, writing and mathematics, and now the majority of pupils in each year group are making better than expected progress. However, over time, progress requires improvement because pupils currently in school are still making up for previous underachievement when teaching was not as effective.
- There is no significant difference in the progress that pupils make in reading, writing and mathematics. Since the last inspection, the assessment of writing has become more rigorous and the higher levels are only awarded if pupils demonstrate complete confidence. Pupils do not have enough opportunities to apply their literacy and numeracy skills in different subjects.
- The progress of the most able pupils requires improvement. Not enough make better than expected progress and too few reach above the levels expected for their age. Expectations of what these pupils can achieve are not high enough and work set is often too easy. Leaders have increased the focus on the needs of these pupils, for example, they are taught in small groups for literacy and numeracy where they work on more challenging tasks. However, it is too early to see sufficient impact on these pupils' achievement.
- In reading, more pupils than nationally attained the expected standard in the Year 1 screening check in phonics (the sounds that letters make) in 2013 because staff are well trained and teach phonics in a careful sequence.
- Children start the Nursery with skills that are well below those expected of three-year-olds. Due to good teaching and a highly nurturing environment, children make good progress. By the end of the Reception Year, although their skills are still below age-related expectations, they are doing well.
- Pupils' progress is assessed on a half-termly basis and those who are not making the progress expected of them are supported so that they do not fall behind. Equality of opportunity is not yet fully promoted because the most able are not doing well enough. The achievement of all other significant groups, including pupils from Pakistani, other minority ethnic backgrounds and other White heritages, is similar.
- Pupils who are new to speaking English as an additional language make progress in line with their peers because staff who are bilingual support these pupils and their families. In addition, there is a focus on teaching key vocabulary in lessons.
- Due to regular checks and more effective support, pupils of White British backgrounds are now making expected progress from their starting points. This shows improved performance from the national tests in 2013, when they did not attain in line with their peers nationally.
- Test results showed the progress of boys lagged behind girls. Leaders have taken action. For example, the range of reading books now provides greater appeal for boys and the focus on practical activities is capturing their interest and increasing their progress. For example, in Year 2, pupils made dens for the pigs in the story *The Three Little Pigs* to provide a meaningful context for their learning. As a result, boys are catching up and making similar rates of progress to girls.
- Disabled pupils and those who have special educational needs make progress in line with their peers because of the additional support they receive in literacy and numeracy.
- Pupils who are entitled to support through the pupil premium and who are known to be eligible for free school meals make similar rates of progress to other groups of pupils. Currently, pupils known to be eligible for free school meals are one term behind in their attainment in reading,

writing and mathematics in comparison to their peers. Over time, the gap is closing rapidly because the funding is used well, for example, to provide one-to-one support in literacy and numeracy.

### The quality of teaching

### requires improvement

- Teaching across Years 1 to 6 is not good enough to ensure pupils consistently make better than expected progress. Tasks do not always meet the needs of the most able pupils and, at these times, pupils start to lose interest and do not challenge themselves to work hard. In Key Stage 2, in mathematics, these most able pupils were set work that did not allow them to use their skills in algebra to solve problems and, as a result, their understanding was not enhanced.
- Despite recent improvements to teachers' marking, not all pupils are clear enough about exactly what they need to do next to improve their work. This slows pupils' progress because they do not know how to make their work better and so reach higher standards.
- Pupils' work shows that they do not always have enough opportunities to apply their literacy and numeracy skills in different subjects.
- Leaders have had a focus on improving teaching and stronger aspects are now emerging. More activities are capturing pupils' interests and books are used well to encourage pupils to enjoy a story. For example, in Key Stage 1 literacy, pupils retold the story of *Handa's Surprise*. This extended pupils' knowledge of a range of fruits and vegetables and pupils clearly understood the story and what was expected of them.
- Questioning is used well to extend pupils' language skills and to test their understanding. This is especially the case in mathematics when pupils have to explain their method of calculation. Pupils explain the answer and clarify their own understanding and thereby make good progress.
- Support staff are highly confident in their roles and make a sound contribution to the learning in lessons. They are highly skilled and support all groups of pupils effectively. As a result, disabled pupils and those who have special educational needs make similar progress to their peers.
- Teachers are highly enthusiastic and this improves pupils' learning because they are engaged, interested and want to do their best.

### The behaviour and safety of pupils

### are good

- The behaviour of pupils is good. Parents say that behaviour is good and are confident that their children enjoy coming to school and to the breakfast and after-school clubs. For example, one parent representing the views of many enthused, 'My daughter loves it here.'
- Good relationships are a strong feature of this school. Adults act as good role models for pupils and respect and courtesy permeate throughout. Pupils are a real delight and display good conduct in classrooms, and at break and lunchtimes. They are eager to do well in lessons and speak very highly of their teachers.
- Pupils who require additional support with their behaviour receive good care. They have specific plans in place to help with their individual needs. The nurture room is used effectively to develop positive behaviours with pupils who are at risk of exclusion.
- There are no exclusions because behaviour is managed well. Pupils have a good understanding of the behaviour system and know what is expected of them.
- The regular logs of incidents kept by the school show a minimum number of instances of poor behaviour because pupils choose to behave well.
- Pupils from a very wide range of backgrounds get on happily and harmoniously. Racism is not an issue, with only one recorded incident for this school year.
- Pupils understand different forms of bullying, including cyber and homophobic bullying. They say that bullying is not an issue and, if it happens on rare occasions, then staff deal with it quickly.

- Pupils who are new to school are supported well. Their abilities are assessed and pupils are 'buddied-up' with a peer who speaks the same home language to make them feel comfortable. This helps pupils to settle in quickly.
- Pupils' social, moral, spiritual and cultural development is good. They participate in Remembrance Day activities, celebrate Eid and raise money for charity, such as 'Children in Need'. Pupils in Year 4 learn to play the violin and are developing an appreciation of music.
- The school's work to keep pupils safe and secure is good. Pupils feel safe in school and know how to keep themselves safe in different situations. For example, pupils say, 'You should not take anything from strangers.' They have designed e-safety posters and know that the fire bell is tested weekly for their safety. Pupils have a good understanding of road safety and the fire-brigade visit about fire safety.
- There is a good range of opportunities for pupils to show responsibility. The Eco-Warriors help to pick up litter and keep the school grounds tidy. Sports leaders from Year 5 lead sports activities for younger pupils. Playground buddies help to ensure lunchtimes run smoothly.
- Staff, including the attendance officer, work hard to ensure pupils attend school. Attendance is closely monitored and strong action is taken when required. For example, 22 fixed-penalty notices have been issued this school year. Attendance is improving and is just below the national average.

## **The leadership and management** are good

- Senior leaders recognise that the school is still on a journey to become good. Some aspects are improving such as progress in the Early Years Foundation Stage and pupils' skills in reading with improved teaching of phonics. There is an accurate understanding of strengths and aspects to improve and actions are in place to move the school forward. Expectations are rising and leaders and staff have a clear idea of how successful the school can be.
- Pupils' progress is now checked more closely so that, when a pupil is identified as not making enough progress, support is provided. Success is evident in the gradual increase in the proportion of pupils making better than expected progress. However, this is not fully resolved when tasks are not set at the right level.
- Teaching, too, is improving because close checks on teaching are carried out by senior leaders. Weaker teaching has been eradicated and those teachers who require additional support receive the training they need. Senior leaders coach these teachers and there are only a few remaining aspects to address.
- Teachers are set targets based on their performance and the progress of pupils. Expectations of their performance are much higher and questions are asked if pupils do not make better than expected progress. Where targets are met by teachers, they are rewarded via their pay.
- Subject leaders work hard and want to do their best. The majority of these middle leaders are effective because they check teachers' planning and pupils' work. Some leaders are new to their posts and are getting to know their roles. They have not yet acquired a detailed understanding of achievement in their areas of responsibility and this limits their ability to drive improvements.
- Nevertheless, a comprehensive action plan has been drawn up with precise actions and clear systems to measure success. As a result, for example, pupils' attendance and their attainment have risen.
- Parents speak highly of their children's experiences here. There is an informative website for parents. Workshops in phonics, mathematics and reading have been held. The parental-involvement worker successfully assists with developing home-school links.
- The curriculum is taught through topics so that pupils learn in a meaningful context. Outdoor learning is a developing feature. Pupils use the outdoors to develop skills such as teamwork as well as to raise their attainment. A range of visits, for example, a residential visit to France, enriches the curriculum effectively. Ensuring literacy and numeracy skills are taught in different subjects is a developing area.

- The sport funding is used effectively to provide opportunities for pupils in sports that they may not otherwise have, including horse riding. Staff receive coaching from experts in areas such as rugby and football so they can teach these sports themselves to a good standard.
- The headteacher, and other staff, make a strong contribution to the local schools in the 'BD3 Achievement for All' local authority partnership. The school receives support and guidance from other schools but leads on many developments too.
- The local authority has reduced the amount of support it provides to the school because officers recognise that leaders are self-sufficient and are doing a good job in moving the school forward. In the recent past, the local authority has worked alongside leaders in checking the quality of pupils' work and jointly assessing the quality of teaching.
- Safeguarding meets government requirements.
- **The governance of the school:**
  - Governors take their roles very seriously and want to do their best for pupils. They provide support to leaders and act as critical friends. Governors attend regular meetings and links to key aspects such as literacy and numeracy keep them well informed. They contribute to the school's evaluation of its work and monitor plans to improve the school's effectiveness. Some governors wear a fluorescent pink jacket when they stand in the playground each morning. Parents can identify them easily and are able to approach and share any concerns.
  - Governors have a good understanding of the quality of teaching and how it is being improved. They know that teachers' salaries are linked to their performance. Governors set challenging targets for the headteacher. They review data and understand progress pupils make and aim to increase the challenge of questions they pose about progress. Governors know that the pupil premium funding is used to provide one-to-one support for eligible pupils and that this is improving achievement. Finances are in good order.

## 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

<b>Unique reference number</b>	101494
<b>Local authority</b>	Bradford
<b>Inspection number</b>	442168

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

<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>	615
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Brent Fitzpatrick, MBE
<b>Headteacher</b>	Lloyd Mason-Edwards
<b>Date of previous school inspection</b>	24 January 2013
<b>Telephone number</b>	01274 639377
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