

Parkland Primary School

Old Park Road, Thorpe Edge, Bradford, BD10 9BG

Inspection dates

10–11 June 2014

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

Summary of key findings for parents and pupils

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

- In all key stages, pupils' progress is not consistently good. Attainment in reading, writing and mathematics by the end of Year 6 is well below average.
- Pupils' achievement in writing – their spelling, punctuation and grammar in particular – requires improvement, especially for boys.
- Over time, the quality of teaching has not been good enough to ensure that pupils make consistently good progress. Information about pupils' abilities is not always used well to provide work that meets pupils' varying needs, especially in writing.
- The quality of marking is variable. Not all staff follow the agreed marking policy. Not all pupils know how well they are doing.
- Opportunities to develop pupils' writing skills, including spelling, punctuation and grammar, are overlooked in their work across subjects.
- Children's language and communication skills in the Early Years Foundation Stage do not develop at a good rate. The outdoor learning area does not yet promote these skills through creative and imaginative play.
- Over time, leaders have not ensured that there has been enough good-quality teaching to raise pupils' achievement to good.
- The roles of subject leaders in checking the quality of teaching and achievement of groups of pupils are not yet fully developed.

The school has the following strengths

- Leaders and governors have a clear sense of direction. Teaching across the whole school is improving. Achievement in reading and mathematics is improving strongly.
- Pupils' attendance and behaviour have improved greatly. Pupils behave well, feel safe and attend regularly.
- Strong care, welfare and teaching support systems successfully promote good spiritual, moral, social and cultural development.
- Governors have strengthened their effectiveness. They are supportive, knowledgeable and well informed about the school. They ensure good practice among the federation is shared and that it leads to improvement.
- Partnerships with the local authority and other schools, including within the federation, have strengthened leadership and management and teaching.

Information about this inspection

- Inspectors attended 17 full or parts of lessons and observed nine teachers and one sports coach. Two of these observations were conducted with senior leaders.
- An inspector observed the school's nurture room and spoke with nurture room staff and pupils that attend.
- Inspectors observed playtimes, lunchtimes, an assembly and behaviour around the school.
- Meetings were held with school leaders, including the head of school and deputy headteacher of the federation, the headteacher of another local primary school, members of the governing body, two groups of pupils and a representative of the local authority.
- School documents and policies relating to safeguarding, behaviour and attendance, school improvement and staff appraisal were examined. School records of pupils' progress and the school's curriculum, teaching and learning policies, local authority reports and minutes of meetings of the governing body were also reviewed.
- Inspectors took account of the views of parents by meeting with a small group in school and referring to a questionnaire survey completed at a recent parents' evening. There were not enough responses on Parent View, the online questionnaire, to register.
- Inspectors also considered 18 responses from the staff questionnaire distributed at the start of the inspection.

Inspection team

John Ashley, Lead inspector	Additional Inspector
Steve Rigby	Additional Inspector
Carol Machell	Additional Inspector

Full report

Information about this school

- This is an average-sized primary school, having doubled its numbers on roll in the last four years.
- Most pupils are of White British heritage.
- The proportion of pupils who leave and join the school other than at the usual times is high. The local authority has designated the school as 'priority one' due to its challenging circumstances.
- The proportion of pupils supported through the pupil premium is well above average and currently includes about two thirds of pupils. However, this can vary due to the high number of new joiners and leavers. The pupil premium is funding provided to support pupils known to be eligible for free school meals and children looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs supported through school action is well above average. The proportion supported at school action plus or with a statement of special educational needs is also well above average.
- The school does not meet the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- The school has been federated with Holybrook Primary School since 2008 and shares a federated governing body. It is part of the Local Area Partnership (LAP) which includes 16 primary and two secondary schools, as well as Parkland Children's Centre which is located on the same site as the school. It also belongs to the Bradford Primary Improvement Partnership (BPIP).
- There have been a number of recent teaching staff turnover changes. A number of new appointments have been made.

What does the school need to do to improve further?

- Improve teaching in all key stages so that it is consistently good in order to raise pupils' attainment, particularly in writing and for boys, so that the proportion of pupils reaching the nationally expected Level 4 and above by the end of Year 6 is at least average by ensuring that:
 - information about pupils' abilities, particularly in spelling, grammar and punctuation, is always used well so that work provided always meets pupils' varying needs and abilities
 - pupils are given more opportunities to practise their writing skills when completing work across the different subjects
 - the school's agreed policy for marking pupils' work, especially with regard to the marking of writing, is followed by all staff and that all pupils are clear about how to improve
 - plans to develop the outdoor learning area are quickly implemented in order to provide more opportunities for learning through creative and imaginative play so that children's language and communication skills develop at a good rate.
- Improve leadership and management by:
 - developing the roles of the subject leaders so that they effectively check the quality of teaching and ensure that achievement for all groups of pupils, especially boys in their writing, grammar, spelling and punctuation, is consistently good, including by reviewing work and marking in pupils' books.

Inspection judgements

The achievement of pupils

requires improvement

- Although overall, pupils make the expected rate of progress in all key stages, progress over time is inconsistent and so too few pupils do better than this, particularly boys in writing. This reflects in pupils' attainment by the end of Year 6. In 2013, a below-average proportion of pupils reached the nationally expected Level 4 in reading, mathematics and particularly in writing, spelling, punctuation and grammar.
- Children start in the Early Years Foundation Stage with knowledge and skills that are well below those typical for their age. Most children learn to socialise and follow routines. Although for some, progress is good, overall it requires improvement. Children's skills, particularly in communication and language, do not develop at a good rate and remain lower than expected as they start Year 1. The outdoor learning area is not yet fully developed to promote effective improvement of their skills through creative and imaginative play.
- The very high numbers of pupils who join the school part way through their primary education, often with less well developed language and communication skills, can impact negatively on the levels of attainment reported in teacher assessment and tests at the end of Years 2 and 6. Inspection evidence shows that these pupils settle quickly into their new school environment, respond well to the high quality of care they receive and make similar progress to their peers.
- Achievement in reading and mathematics is improving strongly. Standards are now rising and closer to average than previously across the school. Improvements to the teaching of letters and sounds (phonics), for example, resulted in an average proportion of pupils reaching the expected standard in the Year 1 national reading screening check in 2013. This represented good progress from their much lower starting points.
- In Key Stage 2, pupils who had previously fallen behind are responding well to additional support in reading and in mathematics, such as by reading more regularly in small groups alongside adults and from developing a much better understanding of number and place value in mathematics. The school's information about the progress of the current Year 6 pupils clearly shows that more pupils are now making good progress.
- Improvements are evident also in pupils' writing, but less so than in reading or mathematics, particularly for boys. Aspects of pupils' spelling, punctuation and grammar remain weak.
- The achievement of the most able pupils is improving but is not yet good. Work sometimes lacks enough challenge. These pupils are starting to put more expression into their reading, are using a joined-up writing style and writing more complex words. The proportion of pupils reaching the higher levels of attainment at the end of Years 2 and 6 is low, particularly in writing.
- Disabled pupils and those who have special educational needs respond well to support, such as when encouraged to explain the difference between real and 'nonsense' words. They make similar progress to their peers. Variances in the quality of teaching, however, mean that progress is not yet consistently good.
- The high proportion of pupils supported by the pupil premium make similar progress to their classmates. Very small numbers of pupils not supported by the pupil premium in some year groups make any direct comparisons of attainment in national tests between these two groups statistically invalid. However, school data show that any gaps in achievement are now closing as progress is speeding up. Although this shows that the school promotes equality of opportunity, variances in the achievement of pupils across the school and subjects, particularly of boys and in writing, means that its efforts to do so are not yet fully successful.

The quality of teaching

requires improvement

- The quality of teaching over time has not been good enough to ensure that pupils make good or better progress. The teaching of writing, in particular, requires improvement.
- Teaching does not always take enough account of pupils' different starting points. Often, all pupils are given the same tasks to complete. For some, this means work is too hard; for others,

such as the most able, it is too easy.

- The information gathered about pupils' abilities, especially in spelling, grammar and punctuation, is not always taken into enough account when setting targets for pupils' future learning. As a result, the work provided for developing pupils' writing skills does not always meet their varying needs. In Key Stage 2, for example, pupils were expected to complete the same handwriting task despite differing ability levels.
- The quality of marking, although improving, remains variable. Clear, 'next steps' in learning recorded in pupils' workbooks in Year 1 have enabled pupils to improve their skills in writing extended sentences, with capital letters and full stops and with greater independence. However, not all teachers yet follow the school's agreed marking policy when marking pupils' work, especially their written work. Work in books sometimes goes unmarked. As a result, pupils are not fully clear how well they are doing. Opportunities to correct errors in spelling, punctuation, grammar and to encourage high standards of presentation in pupils' work, especially their written work across the different subjects, such as science and topic work in Key Stage 2, are overlooked. This hampers pupils' progress.
- In the Early Years Foundation Stage, teaching ensures that children successfully develop the personal skills needed for good learning in Year 1. However, opportunities to develop children's language and communication skills, especially in the outdoor learning area, are overlooked. As a result, children do not yet make good progress.
- Recent new teacher appointments, coupled with the more effective checks on teaching quality by senior leaders, are beginning to bring about much better teaching across the whole school, particularly in reading and in mathematics. Expectations, including of pupils' attitudes to learning and of what pupils are capable of achieving, are higher. This is helping to speed up pupils' progress.
- Teachers work well with teaching assistants to ensure that pupils in need of support, particularly disabled pupils and those with special educational needs, are fully involved in learning, especially in supporting achievement in reading. The records of observations of learning by teaching assistants clearly identify pupils' next steps in learning.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils take a pride in their school and in wearing their uniform. They help to ensure school is clean and tidy, with no trace of litter or graffiti. Displays are attractive and unspoiled.
- Pupils are polite and eager to undertake positions of responsibility, for example, collecting play equipment at the end of playtimes.
- Low-level misbehaviour and disruption to learning in lessons is rare. For the most part, pupils are eager to learn and to do well. Most work successfully without direct adult supervision. A very small minority of pupils, mostly boys, can sometimes find it hard to maintain their full concentration when activities are either too easy or too hard.
- Behaviour has improved. The number of fixed-term exclusions, for example, has reduced significantly since the last inspection. There have been no permanent exclusions. Staff deal with any challenging behaviour quickly and effectively. Clear systems are in place to manage and support any pupils who find it difficult to behave well.
- Attendance has improved significantly since that reported at the end of 2013 and is now average. This reflects the strong impact of the work of leaders and welfare staff to support pupils and their families, particularly those whose children were regularly absent.
- The nurture room, run by skilled staff, very effectively meets the needs of vulnerable pupils so that they are supported and fully included in school life. This provision adds greatly to pupils' spiritual, moral, social and cultural development.
- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe in school and are aware of different kinds of bullying. They say that occasionally some bullying occurs, but that any issues are resolved through contacting parents or talking their problems through. Pupils

move safely and sensibly around the school. The premises are secure.

The leadership and management

require improvement

- Leaders have not ensured the quality of teaching has been good enough over time to raise pupils' achievement to a consistently good rate across the key stages, particularly for boys in writing. The roles of subject leaders in driving improvement, teaching and pupils' achievement forward are not yet fully developed.
- Following a number of staff changes, effective support from the local authority and other schools in the local partnership, the quality of leadership has strengthened. Senior leaders provide clear direction, a shared sense of common purpose and there is a particularly welcoming atmosphere.
- Despite facing several challenges, such as the rapidly increasing number of pupils on roll and the high proportion of pupils who leave and join the school at other than the usual times, the school is improving. The pace of improvement is now gathering momentum. This reflects, for example, in improvements now evident in standards in reading and mathematics, as well as in pupils' vastly improved attendance and better behaviour.
- The leadership of teaching is improving. Stronger and more rigorous approaches to check on the quality of teaching are now firmly in place. Leaders gather accurate information about pupils' ability levels and regularly check pupils' progress. Arrangements to manage the performance of staff have also strengthened. Teachers are given challenging targets, with pupils' progress, their quality of teaching and any professional development all carefully linked together. Firm decisions are made with regard to awarding pay increases. Despite these improvements, teaching is not yet good overall. Leaders are yet to ensure that all staff, for example, follow the agreed school's marking policy.
- The roles of subject leaders are still developing. They do not yet make a fully effective contribution to checking the quality of teaching and achievement of groups of pupils, especially through reviewing the quality of pupils' written work and quality of marking in pupils' books.
- The curriculum is also improving. There are now more opportunities for pupils, especially for boys, to learn through first-hand experiences, for example, when exploring the local canal trail. Such opportunities are used well to promote pupils' language and communication skills. Pupils enjoy a wide range of after-school activities. Visits to local religious establishments enhance their social, moral, spiritual and cultural development. The achievement of pupils in writing, particularly the boys', however, continues to be held back because there is not yet enough focus on developing their skills, including their spelling, punctuation and grammar when completing work in different subjects.
- Partnerships with parents are good. They are very supportive of the school's work. They particularly appreciate the advice, support and wealth of information offered by the parental involvement worker.
- The primary school sport funding is well used to employ a sports coach. By working alongside class teachers, the ability of the school to sustain high-quality physical education teaching is being successfully strengthened. More pupils are now participating in sporting events with other local schools than previously.
- **The governance of the school:**
 - The federated governing body is very supportive, knowledgeable and well informed about the school. New membership, along with recent training, such as in reviewing the school's data and how they compare with others, has strengthened its effectiveness. Governors have worked closely with the local authority to manage the challenges and minimise the impact of the significant increase in number of pupils on roll over recent years.
 - Governors know the school's strengths and weaknesses. They have successfully held the school to account for ensuring pupils' attendance and behaviour has improved markedly. They are aware of the arrangements for managing the performance of staff and ensure that weakness in teaching is tackled. As a result, teaching is improving. Even so, they are still to hold leaders to account for ensuring that the quality of teaching and pupils' achievement are

consistently good, especially in writing for boys.

- Governors ratify how the pupil premium funding and primary school sport funding should be used. They know that gaps between pupils known to be eligible for free school meals and others are closing.
- Governors ensure that the school's arrangements for safeguarding pupils meet government requirements and that staff receive regular training.

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	107225
Local authority	Bradford
Inspection number	430851

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	256
Appropriate authority	The governing body
Chair	Lesley Wright
Headteacher	Laura Newcombe, Head of School and Mr Duncan Grant, Federation Headteacher
Date of previous school inspection	9 July 2012
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