

# Newhall Park Primary School

Newhall Road, Bierley, Bradford, West Yorkshire, BD4 6AF

**Inspection dates** 30 September 2014–1 October 2014

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

## Summary of key findings for parents and pupils

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

- Too few pupils across the school make good progress in writing. By the end of Years 2 and 6, standards in writing are well below average.
- The standards reached by boys and by disadvantaged pupils are lower than those of other groups of pupils, especially in writing.
- Between Years 1 and 6, the quality of teaching is variable. Activities provided are not always at the right level to enable pupils to learn well.
- Marking does not regularly tell pupils what they know or need to do next. Teachers do not always ensure that pupils respond to any advice given or check corrections have been made.
- Expectations of the quality of pupils' handwriting and presentation of their work across the school are not always high enough.
- Tasks and resources do not always interest the boys or motivate them to learn and make good progress.
- Pupils do not write enough, or at length, in literacy or in other subjects. Writing tasks do not always capture pupils' imagination.
- Responsibilities and accountability for checking pupils' progress and the quality of teaching within the new middle leadership structure are not yet clear.
- The special educational needs coordinators do not have full responsibility for checking the progress of pupils with special educational needs.
- Leaders' checks on the quality of teaching, and other aspects of school life, including the impact of the pupil premium, are not yet thorough enough.
- Targets for managing the performance of staff are not always challenging, specific or measurable to ensure that teaching improves quickly.
- The governing body does not have a comprehensive enough knowledge about the quality of teaching or the achievement of different groups of pupils to be able to fully challenge and support the school's drive to raise standards.

### The school has the following strengths

- The new co-headteachers have begun to move the school forward at a good pace.
- All groups of pupils make good progress across the school in mathematics. Achievement in reading is now improving at a good rate.
- Children's learning and development in the early years are good.
- Pupils' behaviour is good. They feel safe in school because they are cared for well.
- Pupils' spiritual, moral, social and cultural development is good.
- Parents receive very informative reports about their children's achievement, attitudes and attendance.

## Information about this inspection

- The inspectors watched 24 lessons, of which one was observed with one of the headteachers.
- The inspectors talked with pupils during learning and playing. They observed an assembly and watched groups of pupils being supported to help them to learn. Inspectors listened to several pupils in Key Stage 1 reading.
- The inspectors held meetings with the headteachers, senior and subject leaders, two members of the governing body and a school achievement officer from the local authority. One inspector held a meeting with a group of pupils to find out what they think about the school.
- The inspectors checked a range of documentation, including information about the achievement of the pupils, samples of their work and the school's policies to keep the pupils safe. They looked at the progress that the school had made towards the goals set in its improvement plan.
- The inspectors took into account the 16 parental responses to the online questionnaire (Parent View). One inspector spoke with several parents at the start and end of the school day.
- The inspectors checked the 19 responses to the staff questionnaire.

## Inspection team

Lynne Blakelock, Lead inspector	Additional Inspector
James Reid	Additional Inspector
Mark Williams	Additional Inspector

## Full report

### Information about this school

- Newhall Park is much larger than the average-sized primary school.
- The large majority of pupils are of White British heritage and speak English as their first language.
- The proportion of disabled pupils and those who have special educational needs 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 disadvantaged pupils supported by the pupil premium is above average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school works in partnership with primary and secondary schools in the BD4 postcode area. It has recently joined forces with three other primary schools to consider new systems of assessment and to develop subject leadership.
- The co-headteachers were appointed to their posts in September 2013, having been assistant headteachers at the school. A number of leaders took up their present posts or moved to the school in September 2014. The governors still have two appointments to make to the leadership team.

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

- Improve teaching so that it is at least good in Key Stages 1 and 2 by making sure that:
  - activities match the levels at which the pupils are working so that their work is neither too hard nor too easy and enables them all to achieve their potential
  - teachers' marking is explicit in telling pupils what they know and what they need to do next, and that teachers both ensure that pupils respond to any advice given and check that corrections have been made.
- Raise standards and accelerate progress in writing across the school, especially for boys and disadvantaged pupils, by making sure that:
  - pupils are given really interesting reasons to write and more regular opportunities to write at length in literacy and in other curriculum subjects in order to develop their skills in imaginative writing
  - a clear handwriting policy raises expectations of the quality of pupils' handwriting and presentation of their work across the school.
- Increase the impact of leadership and management at all levels, and of governance, on pupils' achievement, by making sure that:
  - the new middle leadership structure has clear responsibilities and accountability for checking and assessing pupils' progress and the quality of teaching, and for acting on the findings
  - more careful checks are carried out to ensure the pupil premium funding is having a positive impact on the achievement of disadvantaged pupils and that gaps in attainment are narrowing
  - the performance management targets of staff are always measurable, achievable and challenging
  - the roles of the special educational needs coordinators are extended to include responsibility for assessing the progress of disabled pupils and those who have special educational needs and deciding the interventions that are necessary
  - resources are reviewed regularly to make sure that they provide experiences and activities that interest and motivate boys as well as girls
  - the governing body has a comprehensive knowledge and understanding of the quality of teaching and progress of different groups of pupils so that it is able to fully effectively support and challenge the school in raising standards.

An external review of governance and of the school's use of the pupil premium should be undertaken in

order to assess how these aspects of leadership and management may be improved.

## Inspection judgements

### The leadership and management requires improvement

- Leaders and managers have not improved pupils' achievement in writing, boys' achievement and that of disadvantaged students for them to be good. Leaders are yet to ensure that teaching is good.
- Senior leaders formally check the quality of teaching twice a year and carry out learning walks regularly. They now know a lot more about exactly where inconsistencies in practice are occurring. However, responsibilities and accountability for checking the quality of teaching and pupils' progress within the new middle leadership structure are not yet fully clear.
- Teachers have targets for their performance and procedures are firmly in place to review them regularly. Staff say that the training they receive helps them to become better teachers. However, their targets are not always challenging, specific or measurable enough to ensure that teaching improves quickly.
- The special educational needs coordinators ensure that the needs of disabled pupils and some pupils with more complex special needs are met. Good interaction with outside agencies and leaders' good knowledge of a range of conditions support this well. However, they do not yet have full responsibility for checking the overall progress of pupils with special educational needs or for deciding what interventions are needed.
- Following their appointments, the co-headteachers have worked hard to make the necessary changes to improve the school's effectiveness and have enlisted the full support of staff. Many changes are taking place quickly. Arrangements to collect, review and analyse information about pupils' progress, attendance and behaviour, for example, have all been strengthened. The environments for learning and playing have improved. Staff, parents and pupils say that behaviour has improved considerably under new leadership. However, these improvements are yet to reflect fully in improvements in pupils' achievement.
- Leaders are also introducing a new curriculum. Computing, for example, is well established. Learning is broad and includes regular teaching to help pupils develop their personal skills. Although pupils are generally enthusiastic about learning, activities and resources do not always motivate the boys to learn.
- Pupils' overall spiritual, moral, social and cultural understanding is promoted well through lessons and activities. The school is now ensuring that further opportunities to broaden pupils' cultural development are being incorporated into the new curriculum. Pupils thoroughly enjoy the range of after-school activities, such as multi-skills, guitar and the film club.
- In the past, the pupil premium funding has not always been spent exclusively on the pupils for whom it was intended. Eligible pupils have benefited because their interest and enjoyment of school have been promoted well, for example, from trips taken in the school minibus. However, leaders are yet to close the gaps between these pupils' achievement and that of others in the school, particularly in writing.
- The primary school sport funding is spent carefully, particularly to enhance activities at playtime. The Key Stage 2 playground has been developed to offer a wider range of sports, including a target ball wall. Funding has enabled the school to join a partnership so that the pupils can regularly take part in inter-school competitive sports. Participation of all groups of pupils in sport has increased.
- The school works hard to involve parents in their children's education. Parents receive regular information about their children's achievement, attendance and effort in high-quality written reports. They are invited to regular workshops and forums. Homework is now an area the school is working to define more clearly.
- Since September 2013, the local authority has provided a range of very helpful support to assist the headteachers in their new roles and to develop leadership across the school. The authority recognises the school is improving and intends to continue to offer support.
- **The governance of the school:**
  - The governing body is extremely committed to school improvement. Governors receive regular information about the school's performance, both from the headteachers and the local authority. It knows that achievement in writing requires improvement. However, it does not yet have a comprehensive enough knowledge about the quality of teaching or the achievement of different groups of pupils to be able to fully challenge and support the school's drive to raise standards. The governors find out about some aspects of the school's work, through attending events for the parents. They are now planning to link more closely with leaders to get more first-hand information about their work. The Chair of the Governing Body knows that performance management is a key factor in improving teaching and leadership and has a good understanding of how it works.
  - Minutes of governing body meetings show that governors ask the co-headteachers about the use and impact of the pupil premium funding. They are not yet clear enough on what impact the money spent has had on the achievement of disadvantaged pupils. Their oversight of finances in general is sound and they ensure that safeguarding procedures meet the statutory requirements.

**The behaviour and safety of pupils are good****Behaviour**

- The behaviour of pupils is good. In lessons, around the school and outside, pupils behave sensibly so that they can all enjoy learning, playing and eating lunch. This is the case from the Nursery onwards.
- Staff and most parents agree that behaviour is good. Pupils say that it has improved a lot and that the behaviour policy has helped to bring this about. They like the rewards and understand what will happen if they do not behave as the school expects.
- A few pupils find it difficult to manage their own behaviour and the school helps them to do this. As a result, there are very few exclusions. Most pupils behave well all of the time. They occasionally become restless and do not give their full attention to learning when teaching fails to interest or motivate them.
- Pupils like school. They show their respect by moving round it sensibly, by not dropping litter and by keeping their classrooms tidy.

**Safety**

- The school's work to keep pupils safe and secure is good. Pupils say that the site is a safe place and that they feel safe in school.
- There is a small amount of bullying but most pupils and parents say that it 'gets sorted'. Pupils know that it is wrong and can describe how they would feel if someone was unpleasant to them.
- Pupils know the importance of keeping safe in a range of ways. They talk confidently, for example, about how to protect themselves when using the internet. They know it is unwise to talk to strangers.
- The curriculum and assemblies help to ensure that the pupils understand the importance of treating everyone as equals whatever their beliefs or lifestyle.
- Attendance is average and continues to improve steadily. The school checks attendance daily and supports those pupils whose attendance is irregular. The number of pupils who are regularly absent has almost halved, although it remains above the national average.

**The quality of teaching requires improvement**

- The quality of teaching varies from class to class. In upper Key Stage 2, pupils' progress quickens because of better teaching. A scrutiny of pupils' work confirms stronger teaching practice in Key Stage 2.
- Teachers do not always use their knowledge of what pupils know and can do to provide activities that match pupils' varying needs and abilities. Tasks are sometimes too hard for lower-ability pupils and too easy for pupils capable of working at higher levels, including the most able.
- The quality of marking is variable. Work is always marked but often fails to tell pupils exactly what they have done well, and what they need to do next to improve. There are some good examples, such as in Year 1, where pupils respond to their teacher's advice, correcting errors and practising work; however, this is not yet standard practice.
- The teaching of writing requires improvement. There is not yet an agreement on a method of presentation and layout of pupils' work. Similarly, expectations of the quality of handwriting differ and some are too low. Pupils have too few chances to practise their skills in writing at length, in literacy and in other curriculum subjects. As a result, their writing skills, particularly to show their imagination, do not develop at a good rate. Nevertheless, there is some good teaching practice in writing where literacy is incorporated well into learning. In a science session in Year 1, for example, pupils were using their phonics skills (linking letters with the sounds they make) to pronounce unfamiliar words correctly. In Year 6, pupils build up their grammatical skills well through a range of writing tasks.
- The teaching of reading has improved. Sessions to develop pupils' skills in phonics are starting to have a positive impact on pupils' achievement. Standards of reading across the school are rising.
- Mathematics is well taught. Pupils know what they have to learn and the progress they need to make because the teachers make it very clear. In a numeracy lesson in which the pupils made rapid progress in their understanding of multiple place values, work was accurately pitched to meet the differing needs of the most able pupils. Pupils were encouraged to apply the skills they had learned through very creative and interesting problem-solving tasks.
- Pupils like the opportunities teachers provide for them to learn in pairs or groups and the discussions they have help them to make quicker progress.
- Teaching assistants generally help pupils effectively, providing accurate and specific support.

**The achievement of pupils****requires improvement**

- Pupils' achievement requires improvement in writing, where standards are well below average by the end of Key Stages 1 and 2. Expectations of pupils' handwriting and presentation are sometimes too low.
- The achievement of boys requires improvement. Boys' progress is slower than the girls', especially in writing. Boys do not always find tasks interesting enough and so are not motivated to learn.
- The achievement of disadvantaged pupils requires improvement. These pupils make slower progress than non-disadvantaged pupils in the school. Too few make better than expected progress and, as a result, there are wide gaps in the attainment of these groups. In Year 6 in 2013, for example, the attainment of disadvantaged pupils was about two terms behind that of their peers in the school in mathematics, three terms in reading and four terms in writing. Their attainment was about three terms behind non-disadvantaged pupils nationally in reading and mathematics and about five terms behind in writing.
- In the past, the school has not checked methodically enough the impact of the pupil premium on the achievement of the pupils for whom it is intended. Leaders are now taking steps to ensure that the pupil premium is targeted more effectively towards eligible pupils. There is some individual and small-group support for disadvantaged pupils and some of these pupils are now starting to make better progress.
- Variations in pupils' achievement also reflect inconsistencies in the quality of teaching across the school. Progress quickens in Years 5 and 6, for example, where teaching is good and sometimes better.
- By the end of Year 6, standards are above average in mathematics and reading and well below average in writing. From their previous starting points on entry to Key Stage 2, pupils have made expected progress in writing and reading and good progress in mathematics. While progress in reading has started to speed up, this is not the case in writing. Some pupils struggle to write imaginatively. They do not always find the reason they have been given for writing interesting or purposeful enough to capture their imagination. Not all pupils make a sustained effort to produce good written work.
- By the end of Year 2, standards are broadly average in reading and mathematics but are well below average in writing, especially for the boys. The school's data and pupils' work show that pupils are now making better progress in reading and good progress in mathematics. In writing in Key Stage 1, however, too few reach or exceed the nationally expected levels of attainment and achievement requires improvement.
- Although achievement in reading is not yet consistently good, it is now improving at a good rate. Pupils across the school read regularly and so more pupils are now making better progress, particularly the girls. A few pupils, especially boys at the earlier stages of reading, still find it difficult to break down words into sounds and blend them together. Even so, standards in the Year 1 phonics check are broadly average overall and are improving. Most pupils who do not meet the standard in Year 1 do so by the end of Year 2.
- The most able pupils are now making better progress in reading and so the proportions reaching the higher levels of attainment by the end of Year 6 have increased. A good level of challenge in mathematics enables the most able to do well. In writing, however, their achievement requires improvement. Too often, work lacks challenge and expectations of handwriting and presentation of work are too low.
- Disabled pupils and those with special educational needs make similar progress to other groups of pupils overall. They make good progress in behavioural, social and emotional issues.

**The early years provision****is good**

- When children join the Nursery, the majority have levels of knowledge and skills below those that are typical for their age. They make good progress through both the Nursery and Reception classes. By the end of Reception, the proportion of children achieving a good level of development has increased and is now above average. This is because children are well taught. Staff have a secure knowledge of the learning skills that the children need.
- Children enjoy school. They find it easy to settle into the Nursery because of good links between home and school and with pre-school. They particularly relish learning outside; they are entranced by the range of activities which keep them all very busy and encourage their curiosity and imagination.
- Children get on well together, show politeness towards each other and behave well. Many chatter happily about what they are doing and finding out. Their good personal development is promoted through all the activities on offer. They understand how to move around sensibly so that no one gets hurt.
- Children make good progress in developing their understanding of phonics, using their growing knowledge to help them to read and write in activities throughout the day. Boys are encouraged to practise their

writing through topics that interest them. Large chalkboards help them to build up their muscles for holding writing materials. However, despite these efforts, boys' writing skills are lagging behind the girls' by the end of the Reception Year.

- Children who find learning difficult are identified quickly and provided with activities that enable them to learn in smaller steps. Regular repetition of activities enables them to quickly gain confidence in what they know and can do.
- The most able children are encouraged, through questioning and tasks, to investigate and question what they are doing and to think about what they could do differently.
- The early years leader has a good knowledge of how well children are doing and knows where they can do better. This is used well to drive improvements forward. The proportion of children reaching a good level of development, as a result, has increased.



## 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>	132185
<b>Local authority</b>	Bradford
<b>Inspection number</b>	449195

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>	435
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Ruding
<b>Headteachers</b>	Nicola Gatenby / Helen Scarth
<b>Date of previous school inspection</b>	10 May 2011
<b>Telephone number</b>	01274 778577
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