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22 October 2014

Mr Duncan Grant  
Executive Headteacher  
Parkland Primary School  
Old Park Road  
Thorpe Edge  
Bradford  
West Yorkshire  
BD10 9BG

Dear Mr Grant

**Requires improvement: monitoring inspection visit to Parkland Primary School, Bradford**

Following my visit to your school on 21 October 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in June 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- raise expectations by setting ambitious progress targets to ensure gaps in achievement are closed.
- ensure all leaders have the knowledge and skills necessary to use work scrutiny as another tool to evaluate accurately the quality of teaching and pupils' progress over time.
- ensure pupils' handwriting and presentation improves and they take more pride in their work.

**Evidence**

During the inspection meetings were held with you, other senior leaders, middle leaders, governors and a representative of the local authority, to discuss the action

taken since the last inspection. The school improvement plan was evaluated. We visited lessons and looked at pupils' work to see how effectively teachers use pupils' assessment information, marking and written feedback in writing and mathematics.

## **Context**

Since the inspection you have appointed a Head of School and two class teachers. The number of pupils entering the school continues to increase.

## **Main findings**

You have made an energetic start on the next stage of the school's journey to good. You, senior leaders and governors have drawn up an action plan that is sharply focused on what needs to be done, by whom and when; set realistic timescales for your actions and quantified the impact you expect to see. However, the measurable targets you have set are based on what you predict pupils will achieve from their low starting points, rather than what you aspire to.

The school's capacity to drive forward improvements has increased with the appointment of a new head of school and the further development of middle leaders. They benefit from the management time you provide to help them get to grips with their responsibilities and you have established clear lines of accountability. To move teaching to consistently good, they say they must evaluate the impact of actions rigorously and address swiftly the subsequent areas for improvement. For instance, an audit of special needs provision has identified that 'off the shelf' interventions have been ineffective. This has been addressed. New assessment procedures are enabling you to deliver more timely and bespoke interventions to close the gaps in achievement for the least able. Leaders now check more closely on the impact of this work and make adjustments. The changes you have made to the marking policy have ensured greater consistency and compliance but, subject leaders' checks are not rigorous enough to evaluate the effectiveness of marking on pupils' learning and progress. For instance, in mathematics' work, errors and misconceptions are not always being addressed. This has not helped to close the gaps in pupils' learning and for some, it has created gaps.

Your actions to improve pupils' spelling, grammar and punctuation are bearing fruit. Teachers have made a concerted effort through teaching and marking to ensure pupils improve this aspect of their work. Nevertheless, you agree that pupils' work is not as well-presented as it should be.

Leaders and practitioners in the early years are benefitting from working with an external consultant to make better use of the outdoor space and improve their interactions with children. Methodical actions to develop this space ensure children understand how to use the new areas effectively.

The three governors spoken to have a clear view of where the school is at. A self-audit has helped the governing body to identify its collective strengths and the areas for development. Governors are committed to training to further increase their expertise. A re-structure is enabling them to better-check on the impact of your actions. This includes assigning classes and subject areas to individual governors.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

The local authority has an overview of the school's progress through the checks made by the achievement officer and the School Standards Management Committee. This committee holds you to account by regularly evaluating the effectiveness of your actions and the support provided.

You make full use of the support provided by local partnerships. This is enabling teachers to see what effective teaching looks like and is helping them to reflect upon and improve their practice.

Work with an external consultant is supporting the improvements seen in the Early Years.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Bradford and as below.

Yours sincerely

Anne Bowyer

### **Her Majesty's Inspector**

The letter should be copied to the following:

- Appropriate authority - Chair of the Governing Body
- Local authority