

Peel Park Primary School

Peel Park Drive, Bradford, West Yorkshire BD2 4PR

Inspection dates	4–5 May 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The effective work of leaders at all levels has lifted the school from requires improvement to good.
- Teaching is good. Teachers expect much of pupils. They plan activities that are well matched to pupils' needs.
- All groups of pupils make good progress, including the disadvantaged, those who have special educational needs or disability, and the most able.
- Leaders and teachers make effective provision for the many pupils with limited English skills who enter the school mid-way through the year.
- Provision in the early years is good, so children get off to a good start in their education.
- Pupils' personal development is good. Pupils enjoy school. They behave well in lessons and at other times of the school day.
- Pupils enjoy an interesting and varied curriculum. They get to practise and improve their reading, writing and mathematics knowledge and skills in other subjects.
- The provision for pupils' spiritual, moral, social and cultural development is a real strength. Adults prepare pupils well for life in modern Britain.
- Governors know the strengths and weaknesses of the school. They hold leaders to account for the impact of their work.

It is not yet an outstanding school because

- Too few pupils across the age-range reach above average standards.
- Not all teachers check pupils' learning in lessons systematically enough, so occasionally they do not notice if work is too easy or too hard.
- A few teachers use questioning less well than others do, so opportunities are sometimes lost to deepen pupils' thinking.
- Despite improvement, attendance remains below average.
- Adults control behaviour well but do not help some pupils to develop self-discipline.
- Children in the early years do not have enough opportunities to practise and apply their reading, writing and mathematics skills in the outside area.

Full report

What does the school need to do to improve further?

- Raise attainment by:
 - ensuring that more pupils reach above-average standards in reading, writing and mathematics.
- Further raise the quality of teaching by ensuring that all teachers:
 - ask probing questions that deepen pupils' thinking
 - have the highest expectations of what the most-able pupils should achieve in all subjects
 - systematically check on pupils' understanding in lessons to make sure that the level of challenge is appropriate for pupils of all abilities.
- Improve provision in the early years by:
 - providing plenty of opportunities for pupils to practise their reading, writing and mathematics skills in the outside area.
- Improve behaviour by:
 - helping those pupils who do not behave as well as their peers to develop self-discipline.
- Raise attendance levels to at least the national average.

Inspection judgements

Effectiveness of leadership and management is good

- Leaders have improved teaching and pupils' outcomes since the last inspection.
- Senior and middle leaders know where the school's strengths and weaknesses are because they check the quality of teaching regularly. Leaders set challenging targets for teachers, holding them to account for pupils' progress. Consequently, teaching has improved.
- Leaders work every day alongside teachers in the classroom, teaching as a team. This helps teachers to improve continuously and is particularly helpful to the many newly and recently qualified teachers, who value this support.
- In partnership with an outstanding school, leaders have developed an effective assessment system. This helps teachers and leaders to monitor the progress of every pupil, and to know what they need to learn next. Leaders also keep a track of how groups of pupils are doing compared with others.
- The special needs leader ensures that all pupils who have special educational needs or a disability are identified and provided for. Leaders ensure that teachers set precise targets for these pupils and that they get the teaching they need in the classroom, in small groups or individually. As a result, these pupils make good progress.
- Leaders make effective use of additional government funding for disadvantaged pupils. Because of this, there is no gap between the achievement of disadvantaged pupils and others in year groups within key stages 1 and 2.
- Leaders' spending of government funding for physical education and sport in primary schools gives pupils access to a wide range of activities such as football, cricket, badminton and tag rugby. Bradford Bulls RFC has recognised the school for its work in developing and nurturing healthy lifestyles.
- Leaders and teachers have implemented an interesting and varied curriculum. Pupils get to develop their knowledge, understanding and skills in wide range of subjects and in interesting ways. For example, in science, year 6 pupils have been using their knowledge about electricity to design a trap to protect their school from intruders.
- The provision for pupils' spiritual, moral, social and cultural development is very strong. Pupils' knowledge and open-mindedness about how people are different contributes to a harmonious school community. Older pupils can quote Martin Luther King and know about other famous people who have contributed to a more tolerant and respectful world. Pupils have a good understanding of democracy and the rule of law.
- Leaders last year formed a partnership with an outstanding school in London. The sharing of expertise through shared visits between the two schools continues and is having a positive impact on leadership and teaching.
- **The governance of the school**
 - The governing body provides a good balance of challenge and support. Governors know the strengths and weaknesses in the performance of the school because they have requested information in an accessible format. This enables them to ask increasingly challenging questions about how well pupils are doing.
 - Governors check for themselves that what leaders tell them is accurate. For example, the governor responsible for safeguarding makes regular visits to the school to check things are as they should be.
 - Governors carry out their statutory duties, checking policies and making sure finances are managed properly.
- The arrangements for safeguarding are effective. Strong procedures are in place for checking that any adult employed is suitable to work with children. Teachers know the signs to look out for that children may be at risk, and report any concerns immediately to the designated persons. Leaders are quick to take action where issues arise. For example, they contact parents each day pupils are absent but the school has not been notified. Leaders inform the local authority right away if children go missing. All staff have had 'Prevent' duty training to protect pupils from exposure to extremist views or radicalisation.

Quality of teaching, learning and assessment is good

- Effective leadership has led to an improvement in the quality of teaching since the last inspection. Any inadequate teaching has been eradicated. Teaching is good because it enables pupils to make good progress.

- The schools' new assessment system helps teachers to see clearly what pupils know and can do, and what pupils need to do next. In partnership with leaders, teachers plan precise targets for pupils and plan work that mostly matches pupils' needs, including those of the most able. However, this challenge needs further extending so that more pupils reach above average standards.
- Teachers generally check pupils' work during lessons to make sure pupils are making progress. However, not all teachers check pupils' learning in lessons systematically enough, so occasionally work is too hard for some or too easy for others.
- The work in pupils' workbooks shows that teachers generally expect much of pupils. Pupils respond well to challenge. For example, teachers give pupils challenging problems to solve in mathematics and expect them to improve their sentences when writing, while at the same time remembering to use punctuation and to spell words accurately.
- Teachers give pupils useful feedback that helps them to improve their work. Most teachers and teaching assistants ask questions that help pupils to think. All teachers provide lots of opportunities for pupils to discuss their ideas and explain their thinking. A few teachers use questioning less well, and where this is the case, it occasionally slows progress.
- Additional group and one-to-one teaching is effective in helping pupils to catch up. This includes specific support from teaching assistants in the classroom. This well-targeted support helps disadvantaged pupils, those who have special educational needs or disability, and those who arrive at school with limited English, to make good progress.
- The teaching of early reading is effective, helping most pupils currently in year 1 to reach the required standard in the phonics (letters and the sounds that they make) screening check. Most of those who did not meet the standard last year, are making good progress to catch up.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupil's personal development and welfare is good
- Leaders have created a harmonious and calm environment. Pupils enjoy school and say they feel safe. They are courteous to each other and adults and exhibit good manners, saying 'thank you' and 'you're welcome'.
- Pupils enjoy learning and are developing resilience. Pupils told inspectors, 'teachers make you think.' For example, in mathematics in most classes, pupils of all abilities grapple with challenging problems. They learn how to be successful learners.
- Teachers teach children how to be safe, so pupils know about such dangers as those associated with social networking and accessing the internet. Pupils learn about making healthy choices. Many can be seen selecting food from the salad bar at lunchtimes.
- The successful forest school in the grounds is a natural oasis in an otherwise built-up area where pupils learn to appreciate nature and look after the environment.
- Pupils look after their clean, tidy school indoors and outdoors. Most pupils take pride in the presentation of their work.

Behaviour

- The behaviour of pupils is good. Teachers manage behaviour well, so pupils' behaviour in lessons and at other times of the school day is positive. Pupils play safely together in the playground.
- Bullying of any kind is rare, and pupils say they are satisfied adults deal well with any incidents. There have been some incidences of the use of racially abusive language arising from underlying tensions in the wider community, but adults have dealt rigorously and sensitively with these. The vast majority of pupils are respectful and tolerant of each other's differences.
- Most pupils exhibit good self-discipline. A relatively small number of boys find it more difficult to manage their own behaviour and engage in rough play in the playground and pushing when they line up. While this behaviour is managed, adults do not do enough to help these pupils develop self-discipline.
- Attendance has improved in the last year because of the relentless efforts of the attendance staff. No group is disadvantaged by poor attendance, but the attendance rate remains a little below the national average. This is not helped by the numbers of families who leave the community without notice, so pupils remain on the school roll until they are located, and the few parents that take their children on extended leave overseas.

Outcomes for pupils

are good

- Attainment improved last year at both key stage 1 and key stage 2. Most pupils by the end of year 6 achieved the expected standard in reading, writing, mathematics and the grammar, punctuation and spelling test. This, along with their good personal development, means pupils are well prepared for secondary school.
- Around a quarter of pupils reached above average standards by the end of key stage 2 last year in reading and mathematics, and about a third in writing. This is fewer than the national average, but pupils currently in the school are receiving a good level of challenge, and those with high prior attainment are sustaining progress to reach above average standards. However, there is potential for even more pupils to reach these higher standards in all year groups.
- The percentage of pupils making and exceeding expected progress in reading by the end of key stage 2 last year was in line with national figures, and in writing was above. Progress was not as strong in mathematics. However, pupils currently in the school are making good progress in mathematics because of the improved challenge teachers provide. Pupils currently in almost all year groups are making good progress, taking into account their starting points.
- A number of pupils in each year group enter the school mid-year. Many of these have limited English speaking, listening and literacy skills. These pupils make strong progress, but often are not in school long enough to reach the expected standard by the time they leave.
- Because of the good-quality targeting and interventions for disadvantaged pupils, in all year groups, there is virtually no difference in achievement between these pupils and others, and the gap is closing on other pupils nationally.
- Provision for those pupils who have special educational needs or disability is effective, helping them to make good progress from their starting points.

Early years provision

is good

- Outcomes in the early years have improved since the last inspection. The proportion of children reaching a good level of development by the time they leave the Reception Year has drawn close to the national average. From starting points that are below those that are typical for their age, most children make more than typical progress so that they are ready for Year 1.
- Due to the effective use of additional funding, the gap between disadvantaged children and others has narrowed.
- Adults generally meet the needs of the most able so that about one fifth of the children make rapid progress to exceed a good level of development.
- Adults assess all aspects of children's development accurately. Consequently, they know the children well, and are able to plan the right sorts of activities to help children make progress. Adults provide a motivating range of activities indoors and outdoors. Children play and explore independently and with sustained interest.
- Adults intervene in children's learning when appropriate, questioning them effectively and helping them to think and explain. Adults provide good models of speaking, building children's vocabulary and help them to begin to talk using sentences.
- Children's writing and mark making adorns the classrooms walls and this helps them to feel proud of their accomplishments. Teachers give children plenty of opportunities in the classroom to develop their writing, but there are fewer opportunities to write with purpose during the extensive time children spend learning outside. Opportunities for children to read and to practise mathematics skills are also limited in the outside area.
- Adults have created a warm, nurturing environment in which children develop confidence. Children look after resources and tidy up independently. They follow instructions and are keen to please their teachers.
- Good communication between leaders and teachers in the early years and key stage 1 means children get off to a quick start when they enter year 1.
- Leaders and teachers involve parents in their children's learning and assessment. Parents enjoy 'stay and play' opportunities and look at their children's assessment records.
- Safeguarding in the early years is effective.

School details

Unique reference number	101494
Local authority	Bradford
Inspection number	10011944

This inspection 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	642
Appropriate authority	The governing body
Chair	Jackie Laybourn
Headteacher	Lloyd Mason-Edwards
Telephone number	01274 639377
Website	www.peelpark.eschools.co.uk
Email address	office@peelpark.bradford.sch.uk
Date of previous inspection	8–9 April 2014

Information about this school

- Peel Park is a much larger than average-sized primary school.
- The vast majority of pupils on roll are from minority ethnic groups. Around two thirds of pupils are of Pakistani heritage. More than one in ten pupils are from Eastern Europe. About 10% of pupils leave or join the school mid-year, many having limited or no English speaking skills.
- The proportion of pupils supported by the pupil premium is higher than that found nationally. The pupil premium is additional government funding for disadvantaged pupils known to be eligible for free school meals, and for children who are looked after by the local authority.
- The proportion of pupils with special educational needs or disability is broadly in line with the national average.
- Since the last inspection, eight teachers have left, and 16 have joined the school. Several teachers are newly or recently qualified.
- The school meets the current floor standards. These are the minimum expectations of pupils' achievement set by the government.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- Inspectors visited all classes at least once to observe learning. Some of these visits took place with school leaders.
- Pupils were asked about their learning, and what it is like to be a pupil at Peel Park Primary School. Pupils' workbooks were scrutinised and inspectors heard a number of pupils read. Pupils' behaviour was observed around the school.
- Discussions took place with the headteacher, senior and middle leaders, and teachers, members of the governing body and a representative of the local authority.
- Inspectors took account of 17 responses to the online questionnaire (Parent View) and held brief discussions with parents at the beginning of the school day.
- Fifty-two responses to the staff questionnaire were received and analysed. There were no responses to the pupil online questionnaire.
- Documents were analysed, including the school's self-evaluation statement, school development plans, governing body minutes, and information about pupils' achievement.
- Records relating to behaviour, attendance and safeguarding were scrutinised.

Inspection team

Philip Riozzi, lead inspector	Her Majesty's Inspector
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