

Newhall Park Primary School

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

Inspection dates

18–19 October 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 headteachers provide good leadership. Staff morale is good. A shared drive and vision ensures that pupils achieve well from their different starting points.
- Senior and subject leaders are effective in regularly checking pupils' outcomes and the quality of teaching, and in bringing about improvement.
- The governing body is well informed of the school's work and provides good levels of support and challenge. Governors are committed and ambitious for the school.
- Pupils' achievement has improved significantly since the last inspection. The proportions of pupils reaching the expected standards in the Years 1 and 2 phonics checks have risen rapidly, and are above average.
- Pupils make good progress throughout the school, and in a range of subjects, especially mathematics. Across all years, pupils learn to read fluently and with understanding.
- However, in 2016, Year 6 reading outcomes fell. There were inconsistencies in pupils' abilities to scan and retrieve information quickly from written texts and respond succinctly to subsequent questions.
- Different groups of pupils, including disadvantaged pupils and those who have special educational needs and/or disabilities, make good progress because of the effective support they receive.
- The quality of teaching, learning and assessment has improved markedly, and is now good. Staff are keen to share what works well, and to learn from each other.
- Nonetheless, some teachers do not set tasks for the most able pupils that sufficiently challenge them, especially in writing.
- The school's early years provision is good. Teaching is motivating and the planned experiences meet the needs of children well, indoors and outdoors. As a result, the proportion of children reaching good levels of development is above the national average.
- The school is a calm environment in which pupils work, play and succeed together. Behaviour is good. Pupils show positive attitudes to learning and enjoy their lessons.
- Parents are highly positive about the school. Pupils are adamant they are well cared for and feel safe at all times.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching to raise pupils' achievement in writing even further, by:
 - ensuring that teachers consistently provide the most able pupils with work that challenges them to write in detail, and to structure sentences, use language and punctuation in ways that make a real impact on the reader
 - ensuring that all adults check pupils' learning and progress carefully in lessons, revising work and the timing of activities to develop pupils' different writing skills constantly, particularly the most able.
- Improve pupils' reading skills in key stage 2, by:
 - honing their abilities to scan written texts more efficiently and retrieve key information more quickly
 - enhancing their abilities to respond concisely to questions about written texts.

Inspection judgements

Effectiveness of leadership and management

Good

- Clear, focused and determined leadership from the headteachers has led to rapid improvement across the school. Staff morale is high. The headteachers have successfully developed a culture of high expectations and ambition. As a result, the quality of teaching and pupils' achievement have improved significantly since the last inspection, and are now good.
- Leadership at all levels is strong. The quality of middle leadership has particularly improved. Senior and subject leaders work in close collaboration with one another. As a result, the progress that key groups of pupils make is very carefully checked. Any additional barriers to learning are quickly identified and tackled. The school also has a firm focus on promoting equality of opportunity so that all pupils can achieve well, irrespective of their backgrounds or starting points.
- Leaders with responsibility for different key stages and subjects have an accurate understanding of the strengths and areas for development in their areas of responsibility. Rigorous checks on the quality of teaching and pupils' work have led to improvements in the quality of teaching and provision across a wide range of subjects. As a result, pupils develop their wider skills well.
- The curriculum is well planned. Teachers ensure that it is stimulating, responds to pupils' interests and develops their skills across a range of subjects. The many extra-curricular opportunities enhance the more formal curriculum. These include trips, visitors and work with other schools. Pupils talked to inspectors enthusiastically about experiences at the Great Yorkshire Show, Jodrell Bank and the Yorkshire Wildlife Park. They were clearly enthused by their learning of different musical instruments from all parts of the world, such as the zhongu drums, calabash shakers and gankougui double bell.
- Displays around the school celebrate pupils' artistic investigations of autumnal colours and mark-making to create ideas for mythical creatures. Displays promote key school and British values, such as respect and tolerance for family differences, and the concepts of freedom and equality that underpin the British political and legal systems.
- The school's system for checking on the performance of teachers is closely linked to improving pupils' achievement. High-quality professional development and training, sourced from the local authority and other local schools, is carefully linked to the needs of individual teachers, as well as the school's priorities. Staff work together to reflect on and share the best practice they observe. As a result, the quality of teaching has improved throughout the school.
- Pupils' spiritual, moral, social and cultural development is woven throughout the curriculum and included in most subjects, as is personal, social and health education. Close links with the local churches and opportunities to learn about different religions and cultures extend pupils' wider understanding. Pupils are encouraged to discuss the rule of law and the role of the monarchy. Their regular participation in a variety of sporting activities and competitions enhances their social qualities and their awareness of the importance of teamwork.
- Funding to support disadvantaged pupils is used effectively. The impact of key spending decisions is closely checked by leaders and the governing body to establish

how well pupils are doing, and to identify any at risk of falling behind. Since the last inspection, end of key stage 2 differences between disadvantaged pupils and other pupils nationally have diminished in reading, writing and mathematics.

- The progress of pupils with special educational needs and/or disabilities is carefully checked by key staff. The special educational needs coordinator ensures that individual pupils' needs are well met by all of the adults. As a consequence, they achieve well.
- Primary physical education and sport funding has been used successfully to widen the range of sports on offer. Pupils have opportunities to develop their skills in a range of different sports, including tag rugby, tri-golf and cross-country running. Participation in after-school clubs has increased, as well as success in local sports competitions.
- The overwhelming majority of parents are highly supportive of the work of the school. Their comments often refer to how the school has improved since the last inspection. Staff and pupils' views are similarly positive about the changes that have been made to school life.

Governance of the school

- The reconstituted governing body has responded well to the shortfalls found in its work during the last inspection. New governors have been appointed and committees reorganised. Minutes of meetings reflect a professional approach to leading, managing and evaluating the work of the school.
- Governors have high expectations of staff and pupils. They have worked with the headteachers to set a culture of ambition. Leaders are held stringently to account for the school's performance.
- Governors thoroughly understand the link between performance and pay progression. They have supported the headteachers in taking assertive action when performance is poor.
- Governors have a good understanding of the quality of teaching, the assessment information for different groups of pupils, including those eligible for pupil premium funding and areas for improvement. They are well informed and confident in asking challenging questions of key leaders.
- Governors have first-hand knowledge of the school and its outcomes through the visits they make, looking at pupils' books and talking with pupils about their work.
- Governors place a high priority on keeping pupils safe, and ensure that staff training is up to date and relevant. Governors ensure that funding is used effectively to support individual pupils' learning.

Safeguarding

- The arrangements for safeguarding are effective.
- Staff training is constantly updated, including the 'Prevent' duty training.
- Leaders are vigilant in following the school's safeguarding procedures. They liaise closely with the relevant external organisations when concerns are raised.
- Senior leaders and governors undertake audits for health and safety and safeguarding regularly, to ensure that the school's practice is of a high quality.
- Leaders ensure a safe environment for pupils through regular risk assessments. The school site is secure and staff are vigilant in keeping pupils safe.

Quality of teaching, learning and assessment

Good

- Teaching has improved significantly since the last inspection so that it is now consistently good. Staff are keen to share effective practice in school and to visit other schools to learn from colleagues with specialist expertise.
- The feedback, marking and guidance that pupils now receive are of a high quality and support pupils in improving their work. This is particularly apparent in writing, where teachers' clear comments and pupils' responses show how the quality of their work improves. As a result, standards in writing have risen since the last inspection.
- Pupils take pride in their work. Teachers' high expectations mean that the standard of presentation in pupils' books has risen over time.
- The teaching of mathematics is a strength. Pupils have good mathematical skills and are able to use these to work out problems in different contexts. Teaching builds well on pupils' previous learning so they are able to apply what they have learned to answer more complex questions. Pupils' books in Year 2 showed confidence in exploring two-digit numbers. In Year 3, pupils were confident in finding out about unit and non-unit fractions. Year 6 pupils' work showed competence in the use of negative numbers. Teaching is increasingly demanding of pupils across the school to apply mathematical skills to solve problems, and to justify their answers.
- The teaching of grammar, punctuation and spelling across the school is good. In many classes, pupils successfully transfer their learning to write confidently in a range of formal and informal contexts, and for different audiences and purposes. Most pupils work on tasks that encourage them to think carefully and write in detail and with an eye for punctuation and vocabulary that makes a real impact on the reader.
- However, some teachers do not provide the most able pupils with tasks that challenge their writing deeply enough. On occasions, adults do not check the progress that these pupils make in their writing carefully enough, revising work and the timing of activities to develop constantly their different writing skills.
- Pupils are taught to read well and many enjoy reading for pleasure. Younger pupils use their phonics knowledge effectively to read unfamiliar words accurately. Older pupils appreciate the importance of reading and read regularly in school and at home. However, some teachers do not develop sufficiently pupils' abilities to scan written texts and retrieve key information rapidly. Some teachers do not equip pupils with the skills to answer questions about what they have read, in a succinct and precise manner.
- Teaching in a range of other subjects is good. The use of a specialist coach for physical education ensures that pupils receive high-quality teaching, for example in applying basic attacking and defending principles in basketball. Class teachers also learn from this specialist expertise. Skills in history and science are taught well, with pupils able to consult different sources to explain why the Romans worshipped the gods, and evaluate the advantages and disadvantages of different food chains and food webs. Teaching is also strong in information and communication technology, where pupils learn to manipulate online images and to understand about the values of computer-assisted design in contemporary society.
- Teaching assistants provide pupils with effective support which heightens their learning from their different starting points. Teaching assistants identify and correct pupils'

misconceptions well, and provide additional challenge through their roles in supporting different groups.

- Homework provides pupils with good opportunities to practise and develop their skills in reading, writing and mathematics. They also undertake activities and tasks which build on their learning in the wider curriculum.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school has a calm and orderly atmosphere, where pupils play and mix happily with each other. Pupils are polite and well-mannered, holding doors open for adults and generally showing consideration for one another.
- Older pupils take their responsibilities seriously, whether they are 'buddies' to younger children, house captains, sport leaders or general monitors around school. Pupils on the school council advise on how aspects of the school's work can be improved, by gathering pupils' views on lunch menus and playground equipment.
- Pupils feel safe in school and know that staff will keep them safe. They are confident that staff will sort out any problems they may have, and know who they can talk to about them in school. Relationships between staff and pupils are caring and supportive.
- Pupils who attend the 'nurture' provision have well-planned and effective support that ensures that they develop their skills, self-esteem and confidence. Strong links with a range of specialist agencies support the physical, mental, social and emotional needs of the most vulnerable pupils well.
- Pupils understand how to keep themselves safe and are very clear about the importance of keeping safe while using a computer or a mobile phone. They understand about different types of bullying, including cyber bullying and homophobic bullying, and know that bullying is something that is repeated regularly. Pupils say that bullying is not something that happens often, and that incidents are dealt with quickly.
- Thoughtful arrangements support pupils' movement from class to class, and to secondary school at the end of each summer term. These include early visits to new classrooms and secondary school and transition work, so that new teachers can quickly learn about pupils' strengths and areas for development.
- The daily breakfast club provides welcoming and positive social experiences for the many pupils who arrive before the formal start of school. These experiences reinforce the school's aims to help to develop respectful and independent young people.
- Pupils learn how to eat well and stay healthy, physically and mentally. They develop a good appreciation of the importance of hygiene, diet and exercise.

Behaviour

- The behaviour of pupils is good.
- Pupils have positive attitudes to learning and they work diligently together on different activities. They listen to one another carefully, take account of each other's points of view and help one another with their learning. For example, pupils in Year 6 openly shared their ideas for a piece of journalistic writing, sensibly discussing words and phrases that would enhance their work.
- Staff are very skilled at supporting the small number of pupils who sometimes find it

difficult to manage their own behaviour. They establish the parameters and expectations for learning calmly but firmly, adapting their responses to each individual's needs.

- Occasionally, pupils are not fully engaged in their learning and become distracted, which slows their progress. This is usually when activities are not well matched to their abilities, or if they are waiting too long to start a task.
- Absence has fallen since the last inspection and is now similar to the national picture. The proportion of pupils who are persistently absent has also fallen. The school has worked hard to improve the attendance of disadvantaged pupils, and those who have special educational needs and/or disabilities. Good attendance is rewarded and staff work closely with individual families whose children demonstrate irregular attendance patterns.

Outcomes for pupils

Good

- Standards have improved since the last inspection. The work in pupils' books, current in-school assessment information and other inspection evidence confirm that pupils make good progress across a wide range of subjects.
- Pupils are extending their science knowledge and developing their investigative skills. Their history competencies are enhanced through interrogating different sources of information and a constant emphasis on asking questions. Regular opportunities to use computers and other digital appliances enhance pupils' awareness of how information and communication technology is used in the modern world. High-quality physical education experiences develop levels of stamina and physical agility. Subject leaders check regularly on how well pupils are developing their skills and qualities in these and other subjects.
- In 2015, key stage 1 standards rose to national averages in reading, writing and mathematics. These outcomes represented good progress from pupils' different starting points. Unconfirmed information for 2016 shows that pupils maintained these standards in reading. While outcomes dipped in writing and mathematics, current work in Years 1 and 2 pupils' books, and the school's progress information, indicate that the vast majority of pupils are achieving well, and working at age-related expectations.
- The proportion of pupils reaching the expected standard in the Year 1 phonics check has risen since the last inspection, and is above average. This is because children in the early years and pupils in key stage 1 receive good-quality phonics teaching which is well matched to their different needs. Teachers and teaching assistants are well trained to deliver the sessions and work collaboratively to ensure that pupils are well supported and challenged.
- By the time they reach the end of Year 6, most pupils make good progress to reach the standards expected of them in reading, writing and mathematics, and some do better.
- The 2016 provisional results in mathematics show that pupils' outcomes built on 2015 gains, and are now above average. Overall, writing outcomes have risen since the last inspection, and are at the national average. However, some of the most-able pupils do not make enough progress in writing to reach the highest levels of which they are capable. The majority of pupils exceed the national standards in grammar, spelling and punctuation.
- In reading, outcomes rose in 2015 to national averages. They fell in 2016 to below average. Senior leaders quickly investigated the reasons for this decline. Measures

were swiftly put in place to heighten pupils' skills in scanning and retrieving information from written texts more efficiently, and in responding more concisely to questions about what they have read. Inspection activities confirm that these measures are taking effect.

- Inspection evidence also shows that, despite the 2016 key stage 2 test outcomes, the vast majority of pupils across the school read regularly, and enjoy reading. Pupils with different abilities read fluently and with understanding to inspectors. When reading to inspectors, they used acquired phonics skills to pronounce unfamiliar words accurately, and could answer questions about key characters confidently. Many pupils could predict assuredly potential developments in the plot of the novels that they were reading.
- Pupils who have special educational needs and/or disabilities make good progress. Staff are well trained in assessing their needs and providing appropriate support. The special educational needs coordinator ensures that provision is carefully mapped and checked.
- Disadvantaged pupils make good progress, sometimes at a faster rate than other pupils nationally. Consequently, the attainment of disadvantaged pupils is improving and differences are diminishing. This is because the funding for these pupils provides additional support and resources which are matched closely to their needs, including those who are most able.
- The small proportions of Pakistani and Indian pupils in each year make similarly good rates of progress to their peers. This is because they have positive attitudes to their learning, and are well supported.
- Overall, the most able pupils make good progress, especially in mathematics. Teachers have high expectations of what they are capable of achieving, and plan activities which challenge them. In writing, however, teachers sometimes do not challenge the most able as effectively as they could. As a result, these pupils do not always make the best possible progress.

Early years provision

Good

- Since the last inspection, children's attainment has risen. The vast majority make good progress in the Nursery and Reception classes, and by the end of the Reception Year the proportion reaching a good level development is above the national average. Children are increasingly well prepared to start Year 1.
- Children settle quickly and become confident learners because routines and expectations in the early years are well defined. Children are encouraged to be independent and to help each other with activities. They explore all of the stimulating resources confidently, indoors and outdoors. One child, for example, helped a classmate take his jumper off rather than an adult doing this for him.
- Adults are skilled in knowing when to intervene to move learning on, and to ask questions that encourage children to think for themselves and explain what they are finding out. In a Nursery session, children were building a 'shrinking' machine. Effective questioning teased out children's awareness of what this machine could do, who might use it, and for what purposes.
- Teachers and teaching assistants know the children well. They check regularly how well children are doing, and quickly identify how they can develop further. As a result,

activities are planned to match their differing needs closely.

- For example, the constant modelling of sounds and actions by all of the adults provides a rich learning environment in which children with delayed communication skills catch up with their peers rapidly. Those who have special educational needs and/or disabilities are supported alongside their peers effectively. Pupil premium funding is used successfully to provide disadvantaged pupils with additional support and resources.
- The most able children are also challenged appropriately to ensure that they make good progress, particularly in developing their early reading, writing and mathematical skills. In one session, for example, children were well supported in developing their learning about different shapes.
- The leadership of the early years is highly effective. Staff work collaboratively across the different classes and ensure that the quality of teaching and provision is of a consistently good standard.
- All of the adults have high expectations of the children, including of their behaviour. Consequently, children cooperate well, learn how to share and take turns, because these routines are consistently followed by the adults. Relationships are highly positive. Children are kept safe because all staff adhere closely to procedures and risk assessments.
- Parents are involved in their child's learning from the outset. They are encouraged to support their child's learning at home, and there are regular opportunities for parents to find out how well their child is doing. Parents are highly positive about the experience their children have in the early years. They appreciate the regular opportunities afforded to them to learn alongside their children, for example through the well-attended phonics workshops.

School details

Unique reference number	132185
Local authority	Bradford
Inspection number	10019747

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	427
Appropriate authority	The governing body
Chair	John Ruding
Headteachers	Nicola Gatenby/Helen Scarth
Telephone number	01274 778577
Website	www.newhallparkprimary.net
Email address	office@newhallpark.bradford.sch.uk
Date of previous inspection	30 September – 1 October 2014

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school is larger than the average primary school.
- The proportion of pupils who are eligible for support through the pupil premium is above average.
- The proportion of pupils who have special educational needs and/or disabilities is above average.
- A large majority of pupils are from White British backgrounds, with a minority from Pakistani and Indian heritages.
- The school meets the government's floor standards, which are the minimum expectations for pupils' attainment in English and mathematics.
- Children in the Reception year attend full time. Children in the Nursery attend part time.

- The school works informally with schools in the Bradford Partnership in Active Learning and the local 'Challenge' group of primary schools.
- Since the last inspection, there have been significant changes in staffing, including the appointment of new middle leaders. The governing body has been reconstituted, with new committees and governors in place.
- The governing body makes provision for a daily breakfast club.

Information about this inspection

- Inspectors visited a range of lessons across the school, looking at pupils' work in all lessons. Two visits were made with a senior leader. In addition, one inspector also visited a whole-school assembly.
- Alongside senior leaders, inspectors reviewed pupil progress data, information about the performance of teachers, documents pertaining to safety and behaviour, and information pertaining to safeguarding.
- Inspectors listened to pupils read and observed pupils' learning in small groups. They spoke with pupils in lessons, at lunchtime and at playtimes, and met with groups of pupils separately.
- Meetings were held with the headteachers, senior and middle leaders, class teachers and members of the governing body. A conversation was also held with a representative from the local authority.
- Inspectors considered the opinion of 27 parents through Parent View (Ofsted's online questionnaire for parents) and took account of 23 online responses returned by pupils, and 10 responses from staff.

Inspection team

Andy Swallow, lead inspector	Ofsted Inspector
Christine Turner	Ofsted Inspector
Sue Birch	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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