

# Inspection of a good school: Peel Park Primary School and Nursery

Peel Park Drive, Undercliffe, Bradford, West Yorkshire BD2 4PR

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Inspection dates:

10–11 March 2020

## **Outcome**

Peel Park Primary School and Nursery continues to be a good school.

## **What is it like to attend this school?**

Pupils at Peel Park are 'respectful and safe'. They enjoy coming to school. Staff care about pupils and their families. Leaders and staff have high expectations. They have recently improved the way they teach phonics and reading across the school. Pupils are encouraged to do their best. Pupils know that learning to read well is important. They told inspectors, 'that's the only way to access education!'

Pupils behave well. There is little bullying. Pupils agree that if it does happen adults deal with it quickly. Pupils accept everyone is unique. They learn about different religions and respect each other's views and beliefs. Pupils are encouraged to take responsibility for their behaviour. They understand the importance of making the right choices. They feel safe in school.

Pupils enjoy the ways in which staff enhance their learning. Pupils get particularly excited about their forest school's work. Many pupils enjoy bagels and crumpets at the breakfast club. Older pupils visit the local cenotaph annually to lay a wreath for Remembrance Day. All pupils learn a musical instrument in Year 4.

Attendance, though still low, is steadily improving. Most pupils, parents and carers understand why it is important to come to school every day. Pupils are rewarded in lots of ways for their good attendance.

## **What does the school do well and what does it need to do better?**

Leaders are relentless in their efforts to ensure that the school constantly improves. Staff work well together as a strong team. They aim to provide the best education for pupils. An increasing number of pupils join each year group at different points in the year. Most of these pupils are new to English. Teachers quickly help these pupils to learn to read and write. However, depending on when they arrive at school, there is insufficient time for them all to catch up completely. As a result, many do not reach the expected standard at the end of key stage 2. However, they make good progress from their starting points.

Leaders have designed a detailed and engaging curriculum. Plans in every subject are tailored to the specific needs of pupils. Disadvantaged pupils get good support to help them to achieve well. Reading is a top priority. Leaders have recently improved the teaching of phonics. This is now strong. As a result, children in Reception get off to a stronger start with their reading. They read books that match the sounds they have learned. More pupils now do well in the national phonics screening check. However, across the school, many pupils have a limited vocabulary and weak speaking and listening skills. They do not always understand what they read. Leaders have firm plans in place to improve this.

Pupils say they enjoy learning because teachers make lessons interesting. Pupils concentrate hard in lessons and are eager to learn. Their teachers always expect this good behaviour. This means that lessons are not disrupted. Pupils' behaviour around school is calm and sensible. They are friendly and polite. Leaders support teachers well. Teachers have enough time to get their work completed and can do their jobs effectively. They put pupils at the heart of everything they do.

Leaders have made sure the curriculum is coherently planned and sequenced. Key ideas and concepts in all subjects are carefully organised so that pupils' learning builds progressively. Teaching in mathematics is strong. Pupils have lots of opportunities to develop their reasoning and problem-solving skills. Pupils enjoy mathematics and feel proud of their achievements. Teachers check regularly on how well pupils are doing in English and mathematics. More pupils now reach the expected or higher standard in these subjects. However, leaders know they need to raise attainment further. Work in several other areas of the curriculum is still developing. For example, assessment is not as well developed in subjects other than English and mathematics.

Pupils with special educational needs and/or disabilities (SEND) do well. The skilled inclusion leader makes sure of this. The school's 'Thrive' unit provides specialist support for pupils with more complex needs. During the inspection, some of these pupils were enjoying a familiar book with an adult. They were keen to show off what they could remember about the story.

Children in the early years are happy and safe. They have lots of opportunities to climb, balance and jump in the outdoor area. They develop their self-confidence and social skills well. They learn about the sounds that letters represent. Many of them can count objects up to 10 and to 20. Almost all of the children join the school with poor language and communication skills. More go on to achieve the expected standards in reading, writing and mathematics than in the past. They are increasingly better prepared for Year 1.

The 'purple books' in each classroom showcase the wide range of activities that enhance the curriculum. Pupils have visited local museums. Reception children have visited a farm. After-school clubs include netball, British sign language and 'Glee' club. The school is also part of a programme to tackle childhood obesity.

Leaders have done much work to improve pupils' attendance. They provide incentives and rewards for good attendance. Leaders also employ an external company to support

families with attendance issues. As a result, attendance is now improving. The number of persistently absent pupils is steadily reducing. However, a number of families continue to take extended periods of leave during term time. Rates of absence are still higher than those found nationally.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding is a high priority. Leaders go the extra mile to ensure children and families that may be vulnerable get the best support possible. Staff work closely with the police and other outside agencies to protect pupils from harm. Leaders make careful checks when employing new staff.

Leaders keep meticulous safeguarding records. They make sure all staff know how to respond to any concerns. Staff's training is regularly updated so they are aware of current issues.

Pupils learn how to keep safe online. Older pupils understand the possible dangers of social media. They learn about healthy relationships and online grooming. Pupils practise road safety in their local area.

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

### **(Information for the school and appropriate authority)**

- Leaders know the curriculum is not fully implemented in every subject. Not all foundation subjects are assessed effectively. Leaders should continue their work with subject leaders so that curriculum plans for all subjects are fully implemented and pupils' learning is assessed effectively.
- Many pupils in key stage 2 have a limited vocabulary and weak oracy skills. They do not always fully understand what they read and cannot discuss it comprehensively. Leaders should continue their work to develop pupils' oracy skills and increase their vocabulary, so that more pupils attain the expected and higher standards in reading.
- As a result of the work of school leaders, absence and persistent absence rates are steadily reducing each year. However, because some families continue to take extended leave, these figures are still high. Leaders must continue their work to improve the attendance of all pupils and reduce the number of persistent absentees and unauthorised absences.

## Background

When we have judged school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in May 2016.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

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.

## School details

<b>Unique reference number</b>	101494
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10133501
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	662
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jackie Laybourn
<b>Headteacher</b>	Lloyd Mason-Edwards
<b>Website</b>	<a href="http://www.peelpark.eschools.co.uk">www.peelpark.eschools.co.uk</a>
<b>Date of previous inspection</b>	4-5 May 2016

## Information about this school

- This is a larger-than-average school.
- Mobility has increased significantly since the previous inspection. Many pupils join and leave the school at different points during the year. Some families return to their home country for two or three years before coming back to the school.
- The school runs a breakfast club and an after-school club.
- Three-year-old children attend the nursery part time for either a morning or an afternoon session.

## Information about this inspection

- Ofsted is aware of the challenges that COVID-19 (coronavirus) is currently posing to those we inspect. During this visit, the inspectors took into consideration the impact of any measures being taken to slow the spread of coronavirus by the school. This has included the effect these measures have had on the current attendance of the pupils and staffing arrangements.
- We met with the headteacher, deputy headteachers, assistant headteachers and curriculum leaders during the inspection. The lead inspector met with a group of

governors, including the chair, and spoke with the local authority's school improvement adviser on the telephone.

- We did deep dives in these subjects: reading, mathematics and history. We spoke with senior leaders about the structure and planning of the curriculum. We met with the curriculum leader for each subject and visited a selection of lessons with them. We also scrutinised a range of pupils' books in each subject and met with a selection of these pupils to discuss their learning. We listened to pupils reading and talked with them about the books they enjoy. We had discussions with the teachers from the lessons that we visited.
- We checked the school's policies and records around safeguarding. We spoke with the designated safeguarding leader, governors, pupils, staff and parents to check on the school's culture of safeguarding.
- We spoke with pupils about behaviour and safety, and about their enjoyment of school. We considered the 19 responses to Ofsted's Parent View, together with free text comments. We also considered the 96 responses to the pupils' survey and the 52 responses to the staff survey.
- We spoke with the inclusion leader to discuss the provision for pupils with SEND and observed some of these pupils working in the Thrive unit. We looked at how well leaders protect pupils from bullying and manage staff's workload and well-being.

## **Inspection team**

Heather Mensah, lead inspector

Ofsted Inspector

Mary Lanovy-Taylor

Ofsted Inspector

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