

Inspection of Co-op Academy Parkland

Old Park Road, Thorpe Edge, Bradford, West Yorkshire BD10 9BG

Inspection dates: 8 and 9 March 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Not previously inspected under section 5
of the Education Act 2005

What is it like to attend this school?

Changes in staffing, including leadership in recent years, has hampered leaders' efforts to develop the school further. Recent actions, including support provided by the trust, have brought about some much-needed improvements. There are signs that this work is beginning to have a positive impact. However, there is still work to do to ensure that subjects across the curriculum are designed and taught to a consistently high standard, so that all pupils, including those with special educational needs and/or disabilities (SEND) benefit.

Most pupils behave well in school. Their behaviour reflects the high expectations that leaders have of them. Classrooms are usually calm working environments with a focus on learning. Leaders implemented a new behaviour policy in September 2022. The number of behaviour-related incidents has reduced since the beginning of the academic year. Despite this, a small proportion of pupils continue to display challenging behaviours. This causes some pupils to worry about their safety. Pupils are safe in school. Leaders have ensured that adults are available for pupils to speak to if they have a concern.

Incidents of bullying are dealt with immediately by adults. Staff and pupils acknowledge that behaviour has improved. However, leaders have not checked that staff are confident in implementing the policy. They have not fully considered the additional support and training that some staff may benefit from. Some staff and pupils do not fully understand how the policy will support pupils' needs.

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

Leaders have designed and implemented an ambitious curriculum. They have, with support from trust leaders, refined curriculum plans to consider the small components of knowledge that pupils need to learn as they progress through the school. Some foundation subjects are at an early stage of development.

Early reading is an area of strength in the school. Leaders have ensured a consistent approach to the teaching of phonics. Staff benefit from regular coaching and support to teach phonics to a high standard. Adults check that pupils pronounce the sounds that letters make correctly. Pupils read books that are matched to their needs. They develop confidence in reading. They learn to read with increasing fluency and accuracy. Most pupils enjoy reading.

Subjects that have benefitted from leadership support from the trust are taught with greater consistency than those that have not. In the subjects that have benefitted, the sequence of learning is clearly defined. In mathematics, pupils are beginning to recall their prior learning and use it to develop their mathematical skills further. Across all subjects, including mathematics, teachers do not routinely check what pupils know and can do. This means that pupils are sometimes given tasks that do not accurately meet their needs.

In subjects that have benefited from development and support from trust leaders, opportunities have been planned for pupils to revisit and build on prior learning. For example, in art, pupils learn how to draw portraits with increasing skill and refinement. During the inspection, Year 4 pupils mixed paints to create darker and lighter shades of colour. This supported their observation of skin tone.

The key stage 1 curriculum plans build on learning that takes place in the early years. In geography, children in the early years begin to develop an understanding of place by looking at locations in school. Over time, pupils develop their knowledge further by learning about the local area, Bradford and places in the world. In a Year 3 lesson, pupils used the data available to them to make comparisons between Ghana and the United Kingdom.

Pupils with SEND are supported effectively in class. Personalised plans identify the actions required to support individual pupils. Leaders work with parents and carers to review the progress of pupils with SEND. However, there is not an established procedure for parents to contribute to reviewing targets in support plans and education, health and care plans during the year.

Provision in the early years is rapidly improving. However, the full impact of leaders' actions to develop this area of the school have not been fully realised. Children in Nursery and Reception engage in purposeful activities. Adults model the use of vocabulary effectively. They support children to talk about what they are doing. Children learn to count using objects and counters. Children enjoy learning through play in the classroom and outside area. Opportunities to build on children's interests are explored through discussion and discovery. For example, during the inspection, adults encouraged children to think about what happens to water when it gets cold. Children learned about the concepts of freezing and melting when comparing the ice that was in the classroom to the ice outside.

The Co-op curriculum supports the school's teaching of personal, social, health and economic themes. Pupils learn about other peoples' faiths and beliefs. They visit places of worship as well as other cultural venues in the city. There are opportunities for pupils to develop leadership responsibilities by representing their peers at the school council. Members of the eco-warriors group attended a conference to learn about zero-carbon footprints. They have started an after-school club to find ways to reduce the school's carbon footprint. The many opportunities available to pupils effectively contribute towards supporting their broader development.

Leaders from the trust have provided extensive support to the school. Trust leaders, the academy governing council and trustees work in partnership and in accordance with the trust's scheme of delegation. Despite this, there is a disconnect between the different pieces of information that leaders, at every level, know about the development of the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders carry out appropriate checks on adults during recruitment processes.

Staff are aware of the risks that pupils can become susceptible to. They are aware that 'it could happen here' and are vigilant to potential signs of abuse. Leaders maintain records carefully, so that they can spot unusual patterns of behaviour. They work with outside agencies, such as social workers, and are tenacious in their approach, so that pupils are at the centre of decision-making.

Pupils are aware of what to do if they are in a situation that makes them feel uncomfortable. They know that it is important to talk to a trusted adult if they are concerned about something.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers do not routinely check what pupils know and can do. Teachers sometimes provide tasks that do not meet pupils' needs. Leaders should support teachers to develop strategies to check what pupils know and can do, so that they have a secure understanding of pupils' learning over time.
- The behaviour policy is not consistently implemented or sufficiently understood by pupils and staff. Pupils and staff remain concerned about the standard of behaviour. Leaders, including those with responsibility for governance, need to support staff in further embedding the behaviour policy and checking its impact.
- The role of subject leadership is still at an early stage of development. Foundation subjects are not well implemented consistently. Leaders should ensure that subject leaders are equipped with the skills required to carry out their role effectively.

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 information from Ofsted Parent View 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.

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

Unique reference number	145752
Local authority	Bradford
Inspection number	10255568
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	228
Appropriate authority	Board of trustees
Chair of trust	Russell Gill
Executive headteacher	Jack Sowter
Head of academy	Charlotte Wierzbianski
Website	parkland.coopacademies.co.uk/
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of the Co-operative Academies Trust.
- There have been significant changes in leadership at the school in recent years. The head of the academy school was appointed to the substantive role in June 2022, having been acting head of the academy school since February 2022. She is the third head of the academy school in as many years.
- The executive headteacher was appointed to work with the school from September 2022. He is the executive headteacher of two other schools within the trust.
- At the time of the inspection, seven members of staff were not in school due to long-term absence. Of these, three classes were taught by supply staff.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the executive headteacher, head of academy and regional director from the trust.
- An inspector also met separately with the chief executive officer, members of the academy governing council and the chair of the board of trustees.
- Inspectors met with leaders to review safeguarding procedures. They scrutinised records and spoke to staff and pupils.
- Inspectors observed pupils' behaviour at break and lunchtimes and met with pupils to gather their views.
- The quality of the curriculum was reviewed through a series of 'deep dives'. These were conducted in phonics, mathematics, geography and art design. Inspectors spoke to leaders, visited lessons with leaders and representatives from the trust, reviewed pupils' work and spoke to pupils. In addition, inspectors held a separate meeting with staff.
- An inspector spoke to some parents at the beginning of the school day. In addition, responses to Ofsted survey of parents, Parent View, were considered. Inspectors also reviewed responses to Ofsted's pupil and staff surveys.
- An inspector visited the school's breakfast club.

Inspection team

Matthew Harrington, lead inspector His Majesty's Inspector

Chris Jennings Ofsted Inspector

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