Inspection of a school judged good for overall effectiveness before September 2024: Bowling Park Primary School

New Cross Street, West Bowling, Bradford, West Yorkshire BD5 8BT

Inspection dates: 24 and 25 June 2025

Outcome

Bowling Park Primary School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Salma Rahman. This school is part of Exceed Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Duncan Jacques CBE, and overseen by a board of trustees, chaired by Hearl Lenton MBE.

What is it like to attend this school?

This is a school where pupils learn how to be curious and respectful learners. Pupils understand the importance of the school's values. 'Being the Best at Bowling Park' includes aiming high and striving for excellence. The school's values are carefully threaded through the curriculum and the life of the school. Pupils are highly respectful of each other and people with different backgrounds and beliefs.

The school is aspirational for pupils. Pupils respond well to the school's high expectations. All pupils achieve well. There is a calm, purposeful atmosphere around the school. Pupils are supportive of one another in classrooms. They are well prepared for their next steps.

The school provides an environment which pupils can be proud of. Attractive displays around the school celebrate pupils' learning and provide them with useful information. The school prioritises the development of pupils' character. Pupils benefit from taking part in '70 Things to do at Bowling Park Primary School'. These are carefully planned to provide pupils with opportunities to broaden their experience of the world around them. For example, pupils enjoy watching a musical performance and creating a piece of art for an exhibition.

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

The school has sustained its performance since the last inspection. It is ambitious and has ensured that outcomes for pupils have continued to improve. The multi-academy trust

provides a range of opportunities for staff to develop their skills. The school has established a strong team culture. Care is taken to consider the workload of staff. Staff feel valued and are proud to work at the school.

Children develop independence from an early age. Clear routines and a nurturing approach lay the foundation for the positive behaviours that are seen throughout the school. The school establishes strong relationships with parents and families as soon as children start school. Parents and families are welcomed into school to be part of the school community.

The school ensures that learning to read is a high priority. The school promotes a love of reading well. The school holds a 'Festival of Stories' each year where adults and children enjoy listening to stories together. Children start to learn to read as soon as they enter the Reception Year. It is clear which sounds pupils should know as they move through the school. Sometimes, the school does not check to make sure pupils have learned new sounds carefully enough during lessons. This means that a small number of pupils do not achieve as well as they should in reading.

In mathematics, pupils' knowledge and skills build logically on what they learn each year. Pupils spend time each day practising things they have learned. Pupils can remember important mathematical vocabulary. All pupils have frequent opportunities to develop their problem-solving skills. Pupils achieve well in mathematics.

The school has ensured that pupils study a broad range of subjects. The school is clear about what they want pupils to know and remember in each subject. Teachers have good subject knowledge. They teach the curriculum effectively. As a result, pupils remember important knowledge in each subject. For example, in history, some pupils were able to talk with confidence about how and why Bradford changed during the Industrial Revolution. They could analyse census information and consider why the population may have changed.

The school has effective approaches to identify pupils who have special educational needs and/or disabilities (SEND). The school has ensured that pupils with SEND are well supported. Staff work closely with professionals from external agencies to ensure that these pupils receive the help that they need. The information that teachers have helps them to meet the needs of these pupils well.

The school has robust systems to identify pupils with low attendance. The school acts swiftly to ensure these pupils are at school more often. As a result, overall attendance has improved for all groups of pupils. The number of pupils who are persistently absent has reduced significantly.

Pupils behave well around the school. Pupils listen carefully to staff. There are opportunities for pupils to take on responsibilities. Members of the school council have listened to the views of their peers and made improvements to the school playground. This has improved pupils' experiences when they play outside. Pupils know how to stay healthy. They have developed strategies to maintain positive mental health. The school helps bring learning to life by providing lots of opportunities for pupils to visit interesting

places. This broadens pupils' horizons while helping them to remember important parts of the curriculum.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, the school does not check if pupils have learned new sounds carefully enough in reading lessons. This means that teachers do not know if some pupils need more help. As a result, a small number of pupils do not achieve as well as they should. The school should ensure that teachers check learning carefully in lessons to provide further support if it is needed.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the predecessor school, Bowling Park Primary School, to be good for overall effectiveness in March 2017.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	149232
Local authority	Bradford
Inspection number	10379429
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	645
Appropriate authority	Board of trustees
Chair of trust	Hearl Lenton MBE
CEO of the trust	Duncan Jacques CBE
Headteacher	Salma Rahman
Website	www.bowlingparkacademy.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school uses one registered alternative provision.
- The governing body provides a breakfast club for pupils.
- This is the first inspection since the school joined Exceed Academies Trust, a multi-academy trust, in September 2022.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspector met with the school's senior leaders, members of the governing body and the CEO of the multi-academy trust.
- The inspector visited a sample of lessons, spoke to some pupils about their learning

and looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector observed pupils' behaviour in lessons and around the school site.
- The inspector considered the responses of parents and carers to Ofsted Parent View, as well as the responses to Ofsted's online surveys for staff and pupils.
- The inspector reviewed a range of documentation, including safeguarding records and minutes of governing body meetings.

Inspection team

Jaimie Holbrook, lead inspector	Ofsted Inspector
Steve Shaw	Ofsted Inspector

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