



Parkwood Primary School

Inspection Report

Unique Reference Number 107267
Local Authority Bradford
Inspection number 287772
Inspection dates 13–14 September 2006
Reporting inspector Marie Cordey

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Parkwood Street
School category	Community		Keighley
Age range of pupils	3–11		West Yorkshire BD21 4QH
Gender of pupils	Mixed	Telephone number	01535 603832
Number on roll (school)	169	Fax number	01535 611028
Appropriate authority	The governing body	Chair	Mr Arthur Seeley
		Headteacher	Mrs J Butler
Date of previous school inspection	5 February 2001		

Age group	Inspection dates	Inspection number
3–11	13–14 September 2006	287772

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Parkwood Primary School is smaller than average and is based on two sites divided by an unadopted road. About half of the pupils are White British. The rest are of minority ethnic heritage, mostly from Pakistan. The proportion of pupils whose first language is other than English is above average. The proportion of pupils who are eligible for free school meals is higher than usual and almost half of pupils have learning difficulties and/or disabilities. The school has been awarded Investors in People status.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Parkwood is a good school because of strong leadership that helps to produce good teaching and learning. Pupils thrive in an atmosphere of care for their personal development and they make good progress. Children make a good start when they join the school at three years old because they are well taught and enjoy playing and learning. Although the outdoor play area is too small to allow for many activities, it is thoughtfully designed to encourage creativity. Steady progress for pupils in Key Stage 1 improves to good progress as they move through Key Stage 2. By Year 6, pupils achieve well in relation to their starting points. Standards, whilst below average when pupils leave the school in Year 6, are nonetheless further on from the low standards in Key Stage 1. The good curriculum is marked by a wealth of interesting activities outside school. There has been good improvement in pupils' computer skills since the last inspection but there are not enough opportunities for pupils to improve their writing skills across the curriculum, particularly for boys at Key Stage 1.

Throughout their time at the school, pupils make good progress in developing the personal skills and attributes that help them develop into thoughtful and caring young people. Pupils' individual personal development is tracked and monitored well by the school. Pupils know how to keep themselves safe and healthy. 'We feel safe at our school; it's like one big family'. They enjoy their education and appreciate the good opportunities they have to learn with others in the school community and beyond.

Teaching and learning are good because teachers have high expectations and pupils respond well to the challenges set for them. As a result pupils achieve well, including those at an early stage of learning English and pupils who have learning difficulties and/or disabilities. As one pupil said 'Teachers support us and make us work hard'. Relationships are very good and this underpins pupils' learning. On occasions, pupils are given insufficient opportunity to contribute their views to lessons or to join in discussion and as a result, their spoken language lacks confidence.

The headteacher has a clear vision for improving standards that is shared by the staff. The headteacher and all school staff, teaching and non-teaching, are committed to making Parkwood a happy and vibrant school. Pupils certainly think so; 'It's fun here. Teachers stick up for you; they're on your side.' Much work has been done to improve standards and raise achievement and this has paid off because pupils' work and progress have improved. Parents are involved in their children's education and value the school highly. They are very pleased with the school and the quality of their children's education. Governors are supportive and challenging and Parkwood provides good value for money.

What the school should do to improve further

- Raise standards and increase achievement in writing at Key Stage 1, particularly by the boys
- Improve all pupils' spoken language and communication skills
- Provide more opportunities for writing across different subjects.

Achievement and standards

Grade: 2

When children start school in the Nursery their skills and knowledge are well below what is expected for three-year-olds. They make good progress however, and by the end of the Reception Year, many achieve only slightly below the expected goals for learning.

An additional number of children join the school at Year 1 which leads to attainment on entry at Key Stage 1 being well below average. Pupils generally make steady progress in Years 1 and 2. This is indicated in the results of the Year 2 tests in 2006, where most pupils attained the level expected for their age in reading although attainment was not as strong in writing, especially the boys. Although standards are below national averages by the end of Year 6, this represents good progress given their very low starting point. Standards have continued to rise because of the challenging targets for improvement that are set and met each year.

Personal development and well-being

Grade: 2

Pupils make good progress in their personal development and well-being. They behave well and make a good contribution to the school and to the wider community. They develop a good understanding of the richness and diversity of world cultures and this is supported through 'celebration assemblies,' for example. As the pupils mature, they take responsibility for others, through being members of the school council or becoming a much-admired 'buddy'. Such experiences develop their good spiritual, moral, social and cultural awareness very well. Pupils' attendance has improved over the past few years and is broadly average. However, despite the school's best efforts attendance dipped last year because of a small number of families taking their children on extended holidays. Although pupils are sad to leave the school, their improved basic skills and good personal skills mean they are well equipped for the next phase of their education and beyond.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Throughout the school, pupils are encouraged to develop as independent learners, for example by using a computer program in the Reception class to make their own choices about how to 'dress teddy'. By the time they reach Key Stage 2, pupils are regularly researching answers for themselves in the library or by using the Internet. Generally, teachers establish, and pupils follow, orderly routines so that they move between activities without fuss. As a result, they often get a lot done in lessons. Sometimes, however, the pace of lessons slows, and opportunities to extend activities are not taken, so pupils' attention wanders.

A lively and exciting lesson in Year 3 about the Vikings was a good example of how teachers help to make learning fun by matching activities to pupils' interests and abilities. In most lessons questioning is used well to check pupils' understanding and to develop their confidence in speaking and listening. On occasions, pupils are given insufficient opportunity to contribute their views or join in discussions. Staff know what pupils understand in their work and, alternatively, find difficult to grasp, and plan lessons accordingly.

Curriculum and other activities

Grade: 2

The curriculum is good because it offers a wide range of learning opportunities both in and out of school. Pupils regularly visit museums, theatres and places of cultural interest. Resources and planning for ICT have improved significantly since the previous inspection and pupils' computer skills are more assured. Opportunities to improve the writing of boys in Year 1 are not always taken. There is good provision for those at an early stage of learning English and for pupils who have learning difficulties and/or disabilities.

Care, guidance and support

Grade: 2

Care, guidance and support are good and contribute well to pupils' personal development. The careful deployment of teaching assistants supports the pupils' learning very well, particular those who find learning difficult. Pupils are well looked after and cared for. Health and safety and child protection procedures are in place. Good links with parents and a wide range of agencies support the good progress of pupils with learning difficulties and/or disabilities.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher and deputy headteacher are positive about what they want for the school and have a clear focus for raising standards. Leaders are committed to making Parkwood a positive experience for the pupils and this is reflected in their commitment to ensuring good care for their personal development and well-being. Much work has been done to further improve teaching and learning and this has paid off because pupils' progress has improved, especially for the older pupils. Parents appreciate being involved in their children's education, are very pleased with the school and value it highly. Senior teachers have already begun a comprehensive monitoring and self-evaluation system to support and improve teaching and learning by sharing best practice. Governors are very supportive and involved in the work of the school. They value the school and the headteacher highly and hold the school to account for its performance.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school. You were very friendly and looked after us well. The things we think are best about your school are:

- the good teaching and progress you make
- the way the school is run by your headteacher and deputy headteacher
- that you are well looked after and well-behaved; you and your parents think this is a good school
- there are lots of interesting activities to help you to learn.

Your school wants to continue to improve and we think these things could help:

- we want Key Stage 1 boys to improve their work a little more, particularly in writing
- we think teachers should give you more time in lessons to discuss issues which will help you improve your spoken language
- we want your teachers to help you improve your writing skills not just in English lessons but in other lessons as well.