



8 March 2007

Mrs Adam
Peel Park Primary School
Peel Park Road
Bradford
West Yorkshire
BD2 4PR

Dear Mrs Adam

FRESH START: MONITORING INSPECTION OF PEEL PARK PRIMARY SCHOOL

Introduction

Following my visit with Anthony Painter, Additional Inspector, to your school on 6 March 2007, I write on behalf of Her Majesty's Chief Inspector to confirm the inspection findings.

The visit was the second monitoring inspection since the school opened in September 2005.

This letter will be published on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

Evidence

Inspectors observed the school's work, scrutinised documents and met with the headteacher and other senior leaders. Discussions were held with the chair of governors, a representative from Education Bradford (EB) and with a group of pupils. Informal discussions were held with pupils during lessons and samples of their work were examined.

Context

Since the last visit a number of staff changes have been made. A new deputy headteacher has been appointed following the previous deputy headteacher's move to headship. Other staff have left school owing to retirement or promotion and, as a result, a new assistant headteacher has joined the staff and the role of Special Educational Needs coordinator has been taken over by another teacher already at school. Pupil numbers have increased considerably: there are now 407 pupils on roll. Because of this increase

another Year 2 class was established in September 2006 with the appointment of an additional teacher.

Achievement and standards

When children join school their skills are much lower than might be expected for their age. Improved provision means that pupils are now achieving better than they were. Results in the 2006 national tests in Key Stage 1 reflected this improvement. The national test results in Year 6 were not as high as the school had hoped for. However, current school data shows that the majority of pupils in school are achieving well, given their starting points and the legacy of underachievement from the past. This is also the case for pupils who are more able. However, the impact of the school's work to aid the achievement of more able pupils is yet to be seen fully in standards attained in national tests.

Personal development and well-being

Pupils have very good attitudes and behaviour and this contributes to their positive achievement through school. They are enthusiastic about their lessons and keen to talk about what they have learned. Most enjoy taking responsibilities, such as on the school council or as 'buddies' and are proud of their achievements. Attendance in school is close to the national average and reflects the success of a number of well-targeted and successful measures to improve attendance. Pupils and parents are increasingly aware of the school's expectations. However, attendance of children in Nursery is not as good as the school would like.

Quality of provision

Teachers and learning assistants work well together to maintain good quality teaching. Strong relationships at every level ensure a secure foundation for effective learning. This is particularly apparent in the Foundation Stage classes where children quickly gain confidence to use their developing language skills. Older pupils also identify and reflect this strength when they talk about how staff help them to learn. Throughout the school classroom management is good and routines are well established. This ensures time is used well to promote the improved pace of pupils' learning. Teachers establish high expectations that pupils are keen to achieve.

Detailed planning for most lessons identifies work with different levels of challenge. Teachers group pupils appropriately and securely match tasks to the levels of ability within the class. This is extremely effective in classes where great attention is paid to the specific needs of different groups,

including those who are more able. Coupled with well-targeted and searching questioning, this helps pupils make good progress. Greater attention is being paid in many lessons to pupils' recognition and evaluation of their own learning. Marking and target setting are also used well to help pupils to understand what they need to do to improve. However, there are variations between subjects and classes in marking that restrict its overall effectiveness.

The curriculum successfully provides a range of experiences for pupils to aid their achievement with increased links established between different subjects. Good attention is also paid to pupils' personal development throughout school. In addition, a good range of clubs and other activities are organised to enhance both the curriculum and pupils' learning.

Good measures are taken to ensure that pupils are safe and cared for well. Actions taken to identify and support pupils with learning needs and the many pupils with English as an additional language are effective. The school's improved assessment systems are giving an increasingly detailed and accurate picture of pupils' progress. Teachers undertake regular reviews to ensure that any pupil falling behind is quickly identified. A wide range of effective strategies has been introduced to ensure that such pupils are able to catch up. Pupils are very positive about the system of target setting which encourages them to try hard and do their best to succeed.

Judgement

Progress on the areas for improvement identified by the monitoring inspection in July 2006.

- Ensure consistency and challenge in provision so that all more able pupils attain as well as they can – good progress.

Leadership and management

The headteacher continues to provide a strong lead for the school's improvement. Her high expectations for all to achieve their best, staff and pupils alike, are well supported by the new deputy headteacher. Planning for improvement remains keenly focussed on raising standards. To this end, challenging targets are set for all pupils in terms of their academic achievement. This is well balanced with an equal emphasis on providing strong pastoral care.

Self-evaluation of the school's work is accurate. The school has correctly identified where improvement is needed. As part of this focus, middle leaders have reflected on their roles and responsibilities. In so doing, a need for training to aid the monitoring of teaching and learning has been identified

and arranged. Other training to consider improved strategies for 'Assessment for learning' is also planned. It is through these training opportunities that the school seeks to improve provision and so raise standards further.

Judgement

Progress on the areas for improvement identified by the monitoring inspection in July 2006.

- Further develop middle managers so that all staff with responsibilities are effective in their roles – satisfactory progress.

External support

Education Bradford has categorised Peel Park Primary School as 'sustaining independence'. As a result, when the school's improvement officer left the authority, Peel Park was supported 'at a distance' by other members of EBs team to ensure that statutory requirements were met. In reality this did not impact adversely on the school's work, although training for teachers to monitor teaching and learning has not been delivered as quickly as the headteacher would have liked. The school also reports concerns about the lack of focussed support provided by the service of an educational psychologist owing to absence. However, given the good progress made by the school, external support has been adequate overall.

Main Judgements

The school's overall progress – good.

Priorities for further improvement

- Improve the consistency of quality marking so that it reflects assessment of pupils' learning and enables them to improve further.
- Continue to develop middle managers so that they are increasingly effective in their roles.

I am copying this letter to the Secretary of State, the chair of governors, the Director of Education for Bradford and the Managing Director of Education Bradford.

Yours sincerely

Elisabeth Linley
H M Inspector