

# Parkland Primary School

Inspection report - amended

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<b>Unique Reference Number</b>	107225
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	309345
<b>Inspection dates</b>	10–11 April 2008
<b>Reporting inspector</b>	Keith Bardon

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	183
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr N Roper
<b>Headteacher</b>	Mrs L Palmer
<b>Date of previous school inspection</b>	5 July 2004
<b>School address</b>	Old Park Road Thorpe Edge Bradford West Yorkshire BD10 9BG
<b>Telephone number</b>	01274 611512
<b>Fax number</b>	01274 620581

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<b>Age group</b>	3–11
<b>Inspection dates</b>	10–11 April 2008
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## **Amended Report Addendum**

G4 replaced in text and IJ

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This smaller than average primary school serves a disadvantaged area on the outskirts of the city of Bradford. Most pupils are of White British heritage. The proportion of pupils with learning difficulties and/or disabilities is well above average but the proportion who have a statement of special educational need is below average. The school has achieved the Healthy Schools Award. A children's centre will be opening very shortly and arrangements to federate the school with another local primary school are well advanced. The school has had a number of headteachers since it was last inspected and several changes of teaching staff. It is currently led by an acting headteacher who took up the post in January this year.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to pupils' achievement and the standards they attain, particularly in English and mathematics.

The school has a history of underachievement which, under the focused leadership of the current headteacher, it is starting to address. However, standards are exceptionally low, particularly in English and mathematics, and pupils' progress is inadequate. Working closely with the governors and officers from Education Bradford the acting headteacher has instigated procedures which have seen early improvements in pupils' progress, the quality of teaching and standards of behaviour. A solid start has been made but, as all those involved recognise, there is more to do to make this a fully effective school and to ensure that pupils achieve as well as they can.

The majority of pupils develop steadily into personable young people with a clear understanding of right and wrong. Most parents are supportive of the school and comment positively on the help it provides for their children. Pupils hold similar views and state that recent improvements in behaviour in class have made lessons far more enjoyable. Overall, pupils' behaviour is satisfactory but there is a significant minority who need regular help to behave well all of the time. Staff provide this support and, on the whole, the school is calm and orderly. Most pupils feel safe in school and are confident to approach staff with any problems they may have. The school's efforts to improve attendance have been successful and this is now near to the national average. Pupils' understanding of how to lead a healthy life is satisfactory and they willingly help around school. Most pupils show confidence in the use of computers, but weaknesses in literacy and numeracy limit their preparedness for later life.

While teaching is satisfactory overall, it is not yet consistently strong enough to eradicate the legacy of pupils' underachievement. In the better lessons the interesting subject matter and lively interaction between teachers and pupils promote effective learning. There are also lessons in which poor class management and mundane activities result in pupils learning very little. As a result of this variation in the quality of teaching, pupils make uneven progress as they move through the school. Expectations of what pupils can achieve are rising but the school does not set sufficiently challenging targets for their performance. It is only relatively recently that pupils have been made aware of what they should be aspiring towards. Procedures that make class teachers accountable for the progress of their pupils are only just being put in place. The curriculum is satisfactory and most effective when pupils are engaged in practical activities.

The school's key priorities have been accurately identified and its development planned with vision and determination. While the acting headteacher has the skills needed to manage the school effectively, a number of other teachers lack leadership experience. Although improving, this currently limits the contribution they are able to make to school evaluation and strategic decision making. Governors have a realistic view of the school's current position and are working hard to help it improve. The school has started to move forwards and its well conceived plans for further development point to a brighter future.

## Effectiveness of the Foundation Stage

### Grade: 3

Provision in the Foundation Stage is satisfactory overall. It is more effective in the Nursery than in Reception because the activities are matched better to the needs of the age group. Children generally enter Nursery with lower levels of knowledge, skills and understanding than normally seen for their age. They make satisfactory progress in the Foundation Stage but many are not working at the level expected for their age by the time they join Year 1. While most children develop personal, social and emotional skills at a steady pace, many find working with others difficult. They gain confidence in speaking but often use relatively short phrases and have a limited vocabulary. Children develop basic writing skills but many have difficulty controlling a pencil or other writing tool. Practical activities, such as building model spiders with the correct number of legs, help children acquire an early understanding of numbers. Teaching is satisfactory but opportunities for children to learn out of doors are too few. Management of the Foundation Stage is satisfactory. Well structured assessment procedures give a clear picture of children's starting points and progress. The school has recognised that changes are needed to ensure that Nursery and Reception work more closely together and plans are being formulated to bring about the necessary improvements. Foundation Stage staff are linking with the new children's centre to ease transition and provide better support to families and children.

### What the school should do to improve further

- Increase pupils' achievement and raise standards, particularly in English and mathematics.
- Improve the quality and consistency of teaching and ensure that all pupils make good progress as they move through the school.
- Ensure that class teachers with leadership responsibilities have the necessary skills to make a full and effective contribution to school management.
- Provide greater challenge by setting and pursuing more rigorous targets for pupils' progress.

## Achievement and standards

### Grade: 4

Pupils make insufficient progress as they move through the school and by Year 6 standards are significantly below average. Achievement is inadequate, particularly in English and mathematics. Inconsistencies in the quality of teaching and weaknesses in provision adversely affect pupils' learning and make their progress uneven. A relatively large number of pupils have learning difficulties and/or disabilities. This has some bearing on national test results but only a little over half of Year 6 pupils reached the standard expected in 2007. While there are some emerging signs of an upturn in pupils' progress, underachievement is deeply rooted and standards have much further to rise. Pupils with learning difficulties and/or disabilities make steady progress towards their individual targets but they experience generally the same weaknesses in provision as other pupils. Consequently, they also underachieve. Although the school exceeded most of the targets it set in 2007, these were very low and offered too little challenge. Targets for 2008 are higher but, if met, would only provide a small increase in performance.

## **Personal development and well-being**

### **Grade: 3**

Most pupils are happy at school because they enjoy being with their friends and find staff helpful and supportive. Pupils' spiritual, moral, social and cultural development is satisfactory and enables them to grow in confidence and become increasingly aware of their social and moral responsibilities. Although the behaviour of the majority of pupils is acceptable, a significant minority lack self-discipline and need help with their attitudes and behaviour. At times the school finds it necessary to exclude badly behaved pupils to prevent them affecting the learning of other pupils. While most pupils do not regard bullying as an issue in school, a few find the behaviour of others occasionally intimidating. Pupils have confidence in staff to deal with any antisocial behaviour and generally feel safe and secure in school. Attendance is steadily improving and is broadly satisfactory. Many pupils take regular exercise and know what constitutes a healthy diet. Older pupils in particular respond well when given responsibilities around school and enjoy making decisions through the school council. Pupils' sense of self-worth develops steadily, but weaknesses in basic skills, such as literacy and numeracy, put them at a disadvantage for the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory overall but it is too variable, ranging from good to inadequate. This inconsistency is limiting the pace with which the school is able to overcome past underachievement. Teaching has improved recently and this has had a positive impact on pupils' progress. In the better lessons, teachers have good relationships with pupils and interact positively with them. This, coupled with interesting material, helps to ensure that lessons run smoothly and pupils learn well. Pupils are interested and engaged. For example, they enjoyed looking at real advertisements and this helped them to appreciate the impact of carefully worded slogans. When teaching is inadequate, tasks fail to engage the learners fully, and the teacher does not manage misbehaviour well enough. Consequently, lessons are disrupted and pupils' progress is restricted. Most teachers provide work that broadly matches pupils' abilities, although they do not use the available information well enough to refine and sharpen their lesson plans. The quality of marking varies too much across subjects and between teachers. Usually, it offers praise and an evaluation of what has been done. It does not offer as much guidance for improvement as it might and, when it does, the points raised are not always followed through.

## **Curriculum and other activities**

### **Grade: 3**

As result of the emphasis the school places on developing literacy, particularly speaking and listening, and numeracy skills, pupils' achievement is showing recent signs of improvement. However, pupils do not get enough opportunities to develop and practise their literacy and numeracy skills in different subjects and their performance overall has still some way to go to reach an acceptable standard. The curriculum meets statutory requirements and makes a positive contribution to pupils' personal development. Activities designed to help pupils to understand potential dangers and avoid hazards raise their awareness of how to keep themselves safe. The curriculum is satisfactorily enriched by a range of after-school clubs, visitors and visits to places

of interest. These increase enjoyment and foster positive attitudes. A number usefully promote physical activity, thus encouraging healthy lifestyles.

## **Care, guidance and support**

### **Grade: 3**

A strong feature of the care, guidance and support is the level of care provided for pupils who experience barriers to their learning, including those with learning difficulties and/or disabilities. This enables all pupils to participate fully in lessons and the life of the school. Safeguarding procedures, including child protection, meet requirements. The school works hard to encourage good behaviour and positive attitudes through the use of an extensive system of rewards, supported by clear sanctions. Pupils who have other needs as a result of changing or difficult circumstances in their lives also receive a good level of support, particularly from learning mentors and the parental involvement officer. The school has a clear record of how well pupils are doing, but this is relatively new. At present, the information it contains is not used rigorously enough to promote pupils' progress, although there are firm plans to support teachers in the use of this type of information.

## **Leadership and management**

### **Grade: 3**

Since the last inspection, the school has experienced a period of uncertainty with several changes of leadership, many of which were temporary appointments. This has disrupted the school's development and restricted improvement. However, the acting headteacher, working closely with governors and Education Bradford is now providing much needed vision, direction and confidence. The factors influencing the school's performance are understood well and plans for development focus closely on the school's most pressing needs. As a result of recent development, the school is showing early but clear signs of improvement. The analysis of how well the school is doing is carried out primarily by the headteacher supported by officers from Education Bradford. Other members of staff are willing and keen to be involved but not all have the skills they need to make a full contribution to this and other aspects of school management. Governors have looked closely and creatively at how they can best support the school's development and provide for its most imminent needs. The school is shortly to be federated with a local primary which has a record of good achievement and successful leadership and management. The performance targets the school sets are beginning to offer more challenge but do not place enough accountability on teachers for the progress of their pupils. The school's capacity to improve is satisfactory.





## Annex A

## 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?	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	4
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	4

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	3
How well learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	4
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	3
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?	Yes

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Inspection of Parkland Primary School, Bradford, BD10 9BG

Thank you very much for the very friendly greeting you gave the team when we inspected your school recently. We enjoyed finding out about the work you do and would like to give special thanks to those who talked with us about the school.

You say that you are happy in school and are pleased with the recent improvements in pupils' behaviour. Most of you behave well all of the time, but a few pupils don't. Those who misbehave don't learn as much as they could and sometimes stop other pupils learning too. It is nice that you help around school and it was clear to us that as you grow older you become more and more sensible and responsible. From the attendance figures we could see that the number of pupils who attend school regularly is growing. This is good and needs to continue so that everyone benefits as much as they can from school.

Your school is not as good as it should be in helping you do as well as you can and so it has been given a Notice to Improve. This means that other inspectors will visit in the near future to check on how well it is improving. Although things are starting to change, many of you are not learning fast enough. We discussed this with the school leaders and they agreed with us that you could achieve more, particularly in English and mathematics. We have asked the school to look carefully at the way you are taught and to make sure that in all lessons you are able to make as much progress as possible. You can help by trying to produce the best work you can in all lessons, following teachers' instructions closely and behaving as well as you can at all times. We have also asked your school to set clear targets for your work so that everyone knows exactly what they are aiming for and what they have to achieve. You can play your part by trying your best to meet any targets you are set as quickly and fully as you can.

We have also asked your school to find ways for some of your teachers to gain greater experience to help them lead the improvements the school needs. Thank you once again for the welcome you gave us and I wish you lots of luck in the future.