

# Newhall Park Primary School

## Inspection report

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<b>Unique Reference Number</b>	132185
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	315955
<b>Inspection dates</b>	6–7 November 2007
<b>Reporting inspector</b>	Carmen Markham

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	362
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr M Chippendale
<b>Headteacher</b>	Mrs Pauline Ellis
<b>Date of previous school inspection</b>	4 June 2003
<b>School address</b>	Newhall Road Bierley Bradford West Yorkshire BD4 6AF
<b>Telephone number</b>	01274 778577
<b>Fax number</b>	01274 778588

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This above average sized school was originally a middle school and became a primary school as part of the Bradford reorganisation of schools. It draws pupils from an area of significant economic disadvantage but this is beginning to change as the community becomes more mixed. The majority of pupils are of White British heritage. The proportion of pupils eligible for free school meals is double the national average. The proportion who speak English as an additional language is slightly below the national average but this is increasing as pupils from Eastern Europe arrive in school at different times of the year. A larger than average proportion of pupils joins or leaves the school during each school year. A slightly higher than average proportion has learning difficulties and/or disabilities. On entry to the Nursery, children's standards are well below those typically expected at this age, especially in communication, language and literacy.

The school has achieved the information and communication technology (ICT) charter mark. A new headteacher was appointed 14 months ago.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school. Although the school has moved a long way in just over a year, staff know that there is still work to be done, particularly to improve pupils' achievement and standards. Decisive action has been taken to improve teaching and the curriculum and some positive impact is already being seen. Consequently, the school has good capacity to improve.

Pupils' achievement is satisfactory. Standards, although rising, are well below average overall by the end of Year 6. This is mainly due to weaknesses in English, particularly in writing. The standards attained reflect pupils' weak skills on entry to the school and the legacy of previous underachievement: for example, standards by the end of Year 2 have been exceptionally low for the past five years.

The headteacher has appointed an experienced team of senior and middle managers with a shared vision and desire to ensure pupils succeed. Together with supportive governors they provide satisfactory leadership and management and firm direction for the school. Appropriate priorities for improvement have been identified and a wide range of strategies has been implemented to improve learning. Procedures to assess and monitor pupils' progress and identify targets that pupils and parents understand are a significant development. However, although many of these strategies are at an early stage of implementation the management team is not looking closely enough at their impact on pupils' learning.

The behaviour of pupils and their personal development are good. This is because the school, in partnership with parents and the community, makes good provision for their care, guidance and support. Pupils enjoy attending school and attendance is broadly in line with the national average. Academic guidance is good. Pupils understand their targets and marking is helpful. A newly developed rich and innovative curriculum, planned around the needs and interests of the pupils is beginning to successfully broaden their experience and ensure that learning is fun. Pupils learn how to be responsible caring citizens, form good relationships and make informed decisions about their health and safety.

Although some teaching is stronger, the overall quality of teaching and learning is satisfactory. New teaching approaches, supported by additional training, are increasing the effectiveness of many lessons. However, because teachers are at an early stage in using data to plan lessons, the level of challenge provided for pupils is not always as high as it should be to improve their progress. Recognising the extent of past underachievement, teachers have accurately identified pupils whose progress needs to improve. An extensive and well-managed range of additional classes and courses has been set up to support these pupils. Effective classroom support is given to pupils with learning difficulties and/or disabilities. Parents recognise their children's progress and value the care and support the school offers. One parent wrote, 'Our child has flourished at this school. We have been delighted with the positive and forward-looking approach of the staff.' This reflected the views of many.

## Effectiveness of the Foundation Stage

### Grade: 3

The majority of children join the Nursery with extremely limited skills and prior experiences. Standards at this point are very low and many children have restricted language development. The school has taken effective action to improve teaching and learning and these are now satisfactory. Children make satisfactory progress, but by the time they begin Year 1, their levels

of attainment are still well below those expected for their age. The extremely supportive atmosphere in the Nursery ensures children settle very quickly and they clearly enjoy all aspects of their learning. Effective teamwork in the Reception classes helps to extend children's early learning. In all classes, adults promote very positive relationships that help children make particularly good progress in their personal and social skills. Children begin to develop greater self-confidence, notably in making friends and becoming more independent. Teachers ensure they provide a wide range of activities to promote learning in the classrooms and the outside learning areas. However, there is insufficient emphasis on activities that promote early writing skills. Good systems have been introduced to observe, assess and evaluate children's progress, but the systematic use of this information to identify clearly what individual children need to learn next is not fully established.

### **What the school should do to improve further**

- Raise pupils' standards and achievement throughout the school, especially in writing.
- Develop the use of assessment in planning lessons to ensure that all pupils are appropriately challenged.
- Evaluate the strategies for improvement to judge their effectiveness on pupils' learning.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

In 2007, although standards improved, results at the end of Year 6 were well below average, both overall and in English, with writing being the most significant weakness. Results in mathematics and science were better than English, although too few pupils reached the higher levels. School data demonstrates that pupils who have had all their education in the school do significantly better than those who arrive at different times in the school year. Several of the more able children leave the school in Year 5 to facilitate their entry into selective schools in Year 7 and this has an adverse effect on Year 6 test results. Whilst achievement is satisfactory overall, standards by the end of Years 2 and 6 are not as high as they could be. The management team has identified and implemented a wide range of strategies to improve standards and these are beginning to have a positive impact. Pupils with learning difficulties and/or disabilities achieve as well as their peers.

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

### **Grade: 2**

Pupils enjoy school. This is reflected in their enthusiasm in lessons, their good behaviour, relationships and attitudes. Breakfast club encourages many pupils to arrive early and here they enjoy a range of activities including drama and games. Pupils' spiritual, moral, social and cultural development is good and is woven into every aspect of school life. In several lessons some very good examples of reflection on historical issues provided examples of high quality empathy with the lives and work of others. The celebration of festivals and traditions from a range of cultures enable pupils to understand beliefs and customs different to their own. Pupils are proud to take on roles and responsibilities in school. In particular, as members of the school council, they know their views are taken into account. Through their work on the council pupils learn skills which help prepare them for adult life. Pupils have an increasing understanding of

the importance of healthy living and staying safe. They make healthy choices and enjoy the many links that the school has with the local specialist sports college, which increase opportunities for participation in physical activities.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teachers organise their classrooms well and are making increasingly good use of the school's redesigned curriculum and new planning systems. Their good relationships with pupils help them enjoy their learning. Effective teaching is characterised by the clarity of planning and teachers' enthusiasm, which captures pupils' attention. Teachers generally plan a range of activities for pupils' different levels of ability. However, they do not always make full use of their increasingly accurate knowledge of how well pupils are progressing, to challenge them further. As a result, some expectations are not high enough to significantly improve achievement and standards. Most marking notes strengths and weaknesses in pupils' work with increasing use of targets to help pupils know how to improve. An extensive and well-managed range of additional classes and courses have been set up to support those pupils identified as underachieving. There are some positive signs of improvements to learning, for example, in reading, but as many strategies to improve learning are recent, the full impact is not yet evident.

### **Curriculum and other activities**

#### **Grade: 3**

The school has recently undertaken substantial work to revise the curriculum and planning systems. The innovative foundation of this new approach is that skills are developed through a range of themes identified by pupils. This helps to ensure that learning is relevant to pupils' interests and lives. There are also greater and more effective links between learning in different subjects. The ICT curriculum has a central place and is well supported by a good range of resources. Visits, visitors and a range of out of school clubs and activities help to support pupils' learning. Whilst these new initiatives look promising, curriculum development is at a very early stage and has not yet been evaluated for its contribution to raising standards and improving pupils' achievement.

### **Care, guidance and support**

#### **Grade: 2**

Pupils are aware that their welfare is important to the school. Parents' views confirm both the good pastoral care and academic guidance the school provides. Parents say, 'Staff have taught and looked after our children well.' and that, 'Nothing is too much trouble.' The extended schools programme reinforces the school's links with the community and provides a range of additional learning experiences for parents and pupils. Procedures are in place to safeguard pupils' well-being and to promote their health and safety. There is good provision to support pupils' personal, social and health education. A good system to record and track pupils' progress has been introduced so that teachers are gaining a better understanding about what pupils know and can do. The pupil log uses the information from this process and is an effective method of informing pupils and their parents about their targets and what these mean in terms of what to concentrate on next.

## Leadership and management

### Grade: 3

The leadership team works well together and recognises the need to build on its existing strengths. It has accurately identified the most important priorities for improvement and ably set about developing strategies to bring about the required changes. However, although many developments are still at an early stage, the leadership team is not looking closely enough at the effectiveness of these initiatives on pupil progress and learning. Leaders and managers make good use of external services, they seek and listen to advice and act on it as appropriate. They are willing to make radical changes to staffing and the curriculum to ensure that the needs of pupils are met. The team is strengthened by three middle managers who have been empowered to develop their roles effectively. Resources are used well and the development of the extended school has done much to improve links with the community and bring additional services into the school. Governors are supportive of the school and are beginning to develop a more strategic role.

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## 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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### 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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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	3

### 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?	2

<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	3
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	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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?	No

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

On behalf of the inspection team I would like to thank you for making us so welcome in your school. You helped us to find our way around the school and we enjoyed looking at the beautiful displays of your work in the building. We also enjoyed talking to you and finding out about your school council and the work you do in lessons. You behave well, respect each other and visitors and take good care of your school.

We judge that your school is a satisfactory school and that it is improving because of the work the headteacher and other adults in school are doing to improve your learning and to raise standards. You know what your targets are and what you need to do to improve your work. Pupils in all classes make satisfactory progress and enjoy the new school curriculum. You all think it is, 'more fun'. You also know how to stay healthy and safe and make the most of all the before and after school activities, including sport, art and the choir.

Most of you attend school regularly and arrive on time so that you do not miss any lessons. This is important as teachers are working hard to improve learning in school so that standards can improve, and they can only do this if you are there.

One of the reasons for our visit was to see what else your school could do to improve. We have asked your teachers to help you do better in your work, especially your writing. They should also make better use of the information they have about how well you are doing to ensure lessons are not too easy or too difficult. Finally we have asked them to look carefully at all the new ideas they have introduced in school, like the new creative curriculum, to see how well they are working in helping you all to learn better. This all means hard work for everyone in school, including you and your parents, but if you all work together you will enjoy success and have fun.