

Parkland Primary School

Inspection report

Unique Reference Number	107225
Local Authority	Bradford
Inspection number	331273
Inspection dates	17–18 June 2009
Reporting inspector	Ronald Cohen

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	197
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Neville Cox
Headteacher	Mrs Laura Newcombe
Date of previous school inspection	10 April 2008
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Old Park Road Thorpe Edge Bradford West Yorkshire BD10 9BG
Telephone number	01274 611512
Fax number	01274 620581

Age group	3–11
Inspection dates	17–18 June 2009
Inspection number	331273

© Crown copyright 2009

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two additional inspectors.

When Parkland Primary School was inspected in April 2008, it was subject to a notice to improve and asked to address significant weaknesses in pupils' achievement and standards, the quality of teaching and middle leadership and management. It was subsequently visited in November 2008, when it was judged to be making inadequate progress in addressing these issues.

Description of the school

This smaller than average school on the outskirts of Bradford serves an area of considerable social and economic disadvantage. Most pupils are White British, with low numbers from minority ethnic backgrounds or who speak English as an additional language. A much higher than average proportion has learning difficulties and/or disabilities, but the proportion of those with a statement of special educational needs is lower than average. Around half of the pupils are eligible for free school meals. The Early Years Foundation Stage consists of a Nursery and a Reception class. The school has achieved the Healthy Schools Award. There is provision for a breakfast club which is managed by the governing body. There is an independent after-school childcare provision, 'Simply Kids', which is the subject of a separate inspection. The school is federated with another local primary school. The head of school took up the post in January 2009.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

This is a satisfactory school, giving satisfactory value for money. There are also some good features. These are the provision in the Early Years Foundation Stage and pupils' personal development and well-being.

After an unsettled period, effective action taken by recently appointed senior leaders has clearly put the school back on track. Significant improvements to the school site have been made, such as interior renovations and new technological equipment. Pupils feel safe in the stable environment, and they have an enhanced sense of pride in the school. This has helped to create an atmosphere and environment in school where pupils are able to make better progress and, as a result, standards are beginning to rise.

Children's education gets off to a good start in the Early Years Foundation Stage. Children come into the school with knowledge and skills which are significantly lower than typically expected. As a result of recent improvements, children now make good progress. Most children reach levels below those expected by the time they enter Year 1. However, a growing proportion are now reaching the levels expected at their age. Thereafter, pupils' achievement is satisfactory overall. Although pupils make better progress in Key Stage 1 than in Key Stage 2, there is evidence that some pupils are now making faster progress in Key Stage 2 as well. The current Year 6 standards, though improved, remain well below the national average. This is because a legacy of underachievement has resulted in some gaps in knowledge among the present Year 6. School leaders have recognised this and they are successfully tackling the issue by implementing new staffing arrangements.

The quality of teaching is satisfactory overall, with some good elements. The school has not yet attained its goal of good teaching throughout. However, the current position is a strong improvement from the time of the last report, when some teaching was inadequate. Teaching is best where there is pace and a buzz, and pupils are encouraged to be independent learners. However, in some classes teachers are too overly directive and miss opportunities to encourage pupils to think and learn for themselves. Consequently, pupils make slower progress. Marking is not used consistently to tell pupils what to do to improve.

The curriculum makes a satisfactory contribution to pupils' all-round development. It is focused by necessity on improving pupils' basic skills. In addition, there is a good variety of enrichment activities, for example in physical education (PE) and specialist music provision, which pupils greatly enjoy. However, the school recognises the need to strengthen pupils' knowledge and awareness of the different cultures in the nearby locality, as well as in the United Kingdom and further afield, in its drive to improve community cohesion.

Pupils' personal development is a strength. It reflects the emphasis which the school places on a sense of responsibility and community. This is amply demonstrated by pupils' good behaviour, their positive and friendly approach to visitors, and their good attitudes towards their learning. Pupils know how to keep themselves safe, fit and healthy. Another strength is seen in the pastoral care that all pupils, particularly the more vulnerable, receive. As a result, pupils enjoy coming to school and rates of attendance are improving and are now satisfactory.

The new head of school, working very closely and very effectively with the Federation head, has brought a very clear vision for the school's development, based on improving achievement. A positive and highly inclusive approach has ensured that all staff are very enthusiastic about the changes needed and those already put in place. Senior staff and middle managers show the necessary attitudes and energy to take the school forward. Governance is purposeful, knowledgeable and appropriately supports the leadership of the school. Self-evaluation is mainly accurate. The school has made satisfactory improvement since its previous inspection. Parents and pupils report positively on the changes made during this year. The new team has only been in place for a short time. Nevertheless, based on what has been done to develop the culture and managerial systems in this relatively short time, and given the successful addressing of the issues of the last report, including the raising of standards in the Foundation Stage and Key Stage 1, and the recent improved progress in Key Stage 2, the school demonstrates good capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children start school with skills and knowledge that are much lower than typically expected, especially in communication, language and literacy, and their personal and social development. Children make good progress with rapidly improving standards. Although overall attainment by the start of Year 1 is below expected levels, this year's indications are that an increasing proportion of children are now reaching higher levels.

Teaching is now particularly effective at meeting different needs and providing a range of challenge for all. The focus on boys' writing skills has increased writing possibilities across all areas of learning. Resources are used very creatively and the outside learning area is much improved, so that at times nearly all the children have the opportunity to work outside, even in the rain. Work is planned well to ensure good progress for the whole group of learners, particularly in language skills. Children's personal and social skills improve by, for example, working in the travel shop or sharing the washing of five baby dolls. Children are confident in making choices of activity. Staff manage this well and help direct learning, while letting the children take the lead. Positive role models of staff enable children to play increasingly well together. Children enjoy learning, which is enhanced by the good relationships which exist. Assessment and recording of children's progress is good. Leadership and management of the Early Years Foundation Stage is good, and is well supported by a strong ethos of teamwork and contribution of skills by all staff. Close links to the Year 1 class supports children's effective transition to the next stage of learning.

What the school should do to improve further

- Raise standards in all subjects throughout the school, but particularly in Key Stage 2.
- Ensure that the quality of teaching, including marking, is consistently good in order to improve pupils' progress.
- Raise pupils' awareness and understanding of the diversity of cultures in the areas close to the school, in the United Kingdom, and further afield.

A small proportion of 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

Achievement is satisfactory overall. However, some pupils are now making faster progress as a result of more effective teaching in several classes. Pupils join Year 1 with standards which are below those typically expected. They build satisfactorily on their earlier attainment as they progress through the key stage.

Standards at the end of Year 2 were well below average in 2007 and 2008. Although standards currently remain below average, school data confirms that there has been a marked improvement. Pupils are now making faster progress and standards are rising. The particularly good progress made by the current Year 1 indicates the strong potential for standards to rise significantly. Results at the end of Year 6 in 2007 and 2008 were well below average. Current Year 6 standards, while remaining well below average, are higher than those recorded in previous years. Pupils in Year 6 made good progress this year. Unfortunately, the gains came too late to eliminate the effects of the legacy of underachievement from earlier years. However, inspection evidence confirms that pupils in Key Stage 2 are on track to reach higher standards.

Pupils with learning difficulties and/or disabilities also make satisfactory progress. This is because of the strong support which they receive both in and outside their class.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good, as is their spiritual, moral, social and cultural development. In an assembly, pupils demonstrated great empathy with the story of a famous opera singer's blindness and of the changes it brought to his life. Pupils have a keen understanding of right and wrong and can place this in the context of their school. They enjoy the responsibilities associated with being a school council member or helping with younger pupils at lunchtime. For some, being able to give support to younger children is a first step in accepting that they have much to offer others.

Pupils behave well. In their growing maturity, there is a developing appreciation of the benefits of behaving well and that a more disciplined environment in the classroom is beneficial to learning. Pupils understand the importance of healthy food and exercise. They appreciate the fruit café, the benefits of their 'trim trail', and are enthusiastic about participating in sport. Attendance is satisfactory. Pupils are now really enjoying school and are impressed by all the changes that have taken place. As one put it 'It's like the school had a broken heart and now it's been mended.' They have a good understanding of how to stay safe and healthy. With their growing confidence in their own progress and increasing pride in their school, pupils are satisfactorily equipped for the next stage in their education and future lives.

Quality of provision

Teaching and learning

Grade: 3

Within the satisfactory quality of teaching there are some good elements. Pupils are generally managed well, which results in good behaviour. Relationships are good and teachers work hard to build pupils' confidence. There has been an improvement in teachers' planning and their use of assessment to help pupils learn. These have led to a greater consistency in the progress

pupils are making throughout the school. Where teachers are most effective, they help pupils to understand how well they are doing and how to raise the level of their work. These lessons are characterised by a brisk, lively pace where pupils are encouraged to cooperate, share ideas and experience the benefits of taking responsibility for their own learning. In these lessons, pupils clearly enjoy their work. However, in some lessons, teachers tend to talk too much and pupils are not given sufficient opportunities to find things out for themselves, or to explain their thinking and discuss their ideas with each other. As a result, pupils are not so engaged and excited about their learning and their progress slows. Marking in exercise books is generally undertaken conscientiously, but too often fails to tell pupils what they need to do to improve further.

Curriculum and other activities

Grade: 3

Pupils' sound progress results from an appropriate emphasis on the core skills of literacy and numeracy. It is this satisfactory effect of the curriculum on academic progress which makes it sound overall. The curriculum provides pupils with experiences which make their learning relevant. However, opportunities for developing more links between subjects are restricted. Pupils' experiences elsewhere are enriched in a variety of ways. Extra-curricular activities provide pupils with a range of sport, dance and musical opportunities. However, opportunities are not taken up sufficiently to take pupils on trips outside school, including residential trips. This is indicative of a relative weakness in the promotion of opportunities for pupils to see, visit, and be visited by pupils from the diverse ethnic communities which exist just beyond the catchment area of the school.

Care, guidance and support

Grade: 3

Pastoral care for pupils is good. Pupils have confidence in the support systems that the school has in place and see this as an important reason why they feel safe and secure in school. There has been a significant reduction in the number of behavioural incidents and exclusions as a result of the success of strategies such as the development of the 'Top Gear' room. This provides a place where pupils can learn in a structured and relaxed environment, with specialist support from the learning mentor and behaviour support worker. Staff work hard to improve pupils' attendance and the breakfast club supports pupils' punctuality and attendance. Safeguarding, child protection and health and safety procedures are all robust and meet statutory requirements. Partnerships with other schools and the community are satisfactory. However, some effective links have been established with the Children's Centre, which enhance the school's personal and social health programmes. The tracking of achievements and interventions for pupils with learning difficulties and/or disabilities is effective and is a reason why this group of pupils are now making satisfactory and in some cases good progress. Pupils talk with confidence about their targets and the help they get to achieve them, but this is all still very new and has not yet had time to make more than satisfactory impact on their progress and standards.

Leadership and management

Grade: 3

The recently appointed head of school, working closely with the Federation school head has, in a very short time, successfully created a new learning environment and learning culture in

the school. Together, they have restructured senior leadership and have created a greater spirit of teamwork and participation in school improvement.

Staff are working with a renewed sense of optimism and vigour. There is a wide range of monitoring devices linked to the school development plan. Accountability for subject development and responsibility for keeping a close overview of pupils' progress is clearly established, and as a result the work being undertaken to improve standards is now more effective. Sound arrangements ensure that all groups of learners have equal opportunities to participate in all school activities. The school makes satisfactory contribution to community cohesion. Governors bring much expertise from their roles in the federated partner school. They are knowledgeable, committed and ask the right questions to ensure they support the school's work in improving pupils' progress and standards. This, together with the effectiveness of the measures conceived, effectively undertaken and already impacting, indicates most clearly that the school has good capacity to improve further.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

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

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?	3
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ 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/or disabilities make progress	3

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which 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 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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 eliminated	3
How well does the school contribute to community cohesion?	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**

Inspection of Parkland Primary School, Bradford, BD10 9BG

Thank you all for the welcome you extended to me and my colleague when we inspected your school. We found you all to be very helpful and friendly.

When inspectors last visited your school, they decided that it needed a 'notice to improve', but now we judge your school to be satisfactory. We enjoyed joining you during your lessons, reading your work and talking to you. Please thank your parents and carers for all their letters and for taking the time to talk to us. We would like to compliment you on the way you look after your school and produce the very good displays we saw around the corridors and in the classrooms. They definitely contribute to the lovely new feeling about the school. We also enjoyed your singing and the enthusiasm you show for staying healthy and fit. We like the way you take responsibility, for example, in your contribution to the work of the school council and the way you help your teachers during playtimes and lunchtimes. We were impressed by your good behaviour both in classrooms and around the school. You say you like your teachers and the way they take good care of you and teach you to be safe and healthy. We appreciate how well your school helps you to develop into mature young people, who get on well with each other and consider other people, and we saw lots of good examples of this.

To make things even better, we have asked your headteacher and teachers to help you reach higher standards, especially the older ones amongst you. You are making better progress in some of your lessons, because you are learning at a faster pace. We would like the school to make all your lessons like this and to make sure that when teachers mark your work they show you how well you are doing and how you can do even better. Finally, we have asked the school to help you to know and learn about all the different cultures and backgrounds of the different types of people who live quite close to your school, as well as those who live further away in the UK or abroad.

Of course, you must continue to do your best to come to school every day and work your hardest. It will be of great value to you in the years that lie ahead.