

# Bowling Park Primary School

## Inspection report

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<b>Unique Reference Number</b>	107234
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	336838
<b>Inspection dates</b>	9–10 June 2010
<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 of pupils on the school roll</b>	671
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Shakila Hanif
<b>Headteacher</b>	Mr Stuart Herrington
<b>Date of previous school inspection</b>	21 March 2007
<b>School address</b>	New Cross Street West Bowling Bradford BD5 8BT
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## Introduction

The inspection was carried out by five additional inspectors. The inspectors visited 29 lessons and observed 23 teachers, including the visiting artist. Inspectors spoke to pupils about their learning and looked at learning in lessons and in pupils' books. The inspectors held meetings with governors, staff and groups of pupils and spoke informally to parents. They observed the school's work, and looked at the school improvement plan, school policies, safeguarding documents and details of the progress made by pupils. The responses to questionnaires from parents, carers, pupils and staff were also scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress in Key Stage 1 compared to that in the Early Years Foundation Stage
- the effectiveness of leadership, management, care, guidance and support

## Information about the school

This very large primary school was reorganised in September 2008 following its assimilation of another primary school that was closed after spending many years in special measures. A new Principal and senior leadership team were appointed and the governing body reorganised. Since this reorganisation the large majority of staff are new to the school. The school is located on two sites a mile apart. It serves an ethnically mixed population. The three main groups are White British, Eastern European and South East Asian. A very large majority of pupils speak English as an additional language: 26 different languages are spoken in school. The proportion of pupils eligible for free school meals is high. Half the pupils in school have moved from other schools and many of these children have attended several schools. The proportion of pupils with special educational needs and/or disabilities is above average. The school has Healthy Schools Status and is an Investor in People.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

### Main findings

Bowling Park is a satisfactory and rapidly improving school. The ambitious leadership team has developed the school to ensure that all pupils can attain their potential. This has worked well in the Early Years Foundation Stage where provision and progress are good. There has been insufficient time for the new staff to improve provision and raise standards elsewhere in the school because many pupils have had to first learn how to be effective learners. Nevertheless, although attainment is low by the end of Year 6, standards are rising and all pupils are making satisfactory progress, with some groups of pupils making good progress. However, although pupils with special educational needs and/or disabilities are making progress, they are not making enough to prevent them from falling even further behind their class-mates.

The leadership and management team and governors have a very clear vision of the future they want for their pupils. Much had to be done to unite the two school populations. Parents are almost unanimous when they say how proud they are of the school now. Two very different school communities have been developed into one cohesive community. Attendance and behaviour have significantly improved. Teaching has improved and an exciting curriculum has been introduced so pupils are beginning to find learning irresistible. Staff and pupils want to improve so that they can all succeed. Morale is high. Improvement is the result of rigorous and honest self-evaluation and the implementation of good-quality development planning with very clear priorities. The school therefore has a good capacity for sustained improvement.

Teaching is satisfactory. The quality of teaching seen during the inspection was good but the work seen in pupils' books demonstrates that pupils' progress is satisfactory overall. This is because there is insufficient emphasis on completing work and on good presentation. Assessment and marking are not always as thorough and developmental as they need to be. However, pupils know their targets and how to improve their work and have positive attitudes to learning. A strength of the school is the good spiritual, social, moral and cultural development, which underpins very strong relationships. Pupils' behaviour is good and most attend regularly. Pupils make a good contribution to their local community and show respect for the cultural diversity within the school.

### What does the school need to do to improve further?

- Raise attainment for all groups of pupils and improve their progress and achievement in all subjects by:
  - ensuring that teaching focuses on the quality of the pupils' learning in the lesson

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- developing independent learning where pupils are at the centre of activities
- using assessment to plan lessons that meet the needs of pupils, develop high expectations and make better use of time in lessons
- rigorously implementing the school's marking policy and embedding in pupils a desire to take a pride in the presentation of their work.
- Improve the provision for pupils with special educational needs and/or disabilities by:
  - implementing additional programmes of study to support pupils' progress to the next level
  - developing the nurture programme so that it reflects best practice in other schools and further reduces the number of exclusions from school.
- About 40% of schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

The majority of pupils, including those with special educational needs and/or disabilities, enjoy school. They are appreciative of what their teachers provide for them and take pleasure in learning. Pupils' concentration is improving alongside their confidence.

From very low levels two years ago, pupils' achievement and progress seen in nearly all lessons was at least satisfactory and at times better. Pupils make expected levels of progress although this is not yet sufficient to address the legacy of underachievement, particularly in relation to pupils with special educational needs and/or disabilities. Pupils at an early stage of learning English as an additional language and the significant proportion of pupils who move schools at least once in the primary phase make good progress. They are mostly ready to learn and respond quickly to the improved provision and positive learning environment. The progress of the more able pupils is also beginning to improve with more attaining higher levels for their age. Attainment is low at the end of Year 6 in all subjects, although closer to the national average in English.

The curriculum and excellent assemblies provide pupils with time for reflection and spiritual growth. An exciting range of visits enhances pupils' cultural development. Pupils' behaviour is good and, although the school has two sites, it is a very cohesive community. Pupils are confident, articulate and polite. Pupils have a voice in the school community and contribute well through the school council. Pupils feel safe in school and know where to go for help if they have any concerns. They understand well how to stay healthy and are active participants in a range of sports clubs, including the very popular break-dancing. The well attended cookery club adds to pupils usually making healthy eating choices. Pupils take on responsibilities around the school: older pupils take care of younger pupils. The pupils take care of the environment and much improved attendance, clubs and enterprise projects prepare them for their future life.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Strengths in teaching include good relationships with pupils and teaching assistants, which have a positive impact on pupils' good behaviour. A good range of teaching styles sustain pupils' concentration and motivation well. Good use of lesson aims, resources and particularly information and communication technology provide a good lesson structure evident in lesson planning. Although teachers plan for the different abilities of pupils they make insufficient use of progress data to ensure that they meet the needs of all pupils, in particular those with special educational needs and/or disabilities.

Therefore, there are pupils who feel that they are not sufficiently challenged and time is not always used effectively. There is an over-emphasis on teaching rather than learning which has a negative impact on pupils' independence in learning: indeed in weaker lessons pupils are often passive. The marking of pupils' work is inconsistent and many teachers do not ensure that work is completed and well presented.

The school's vision in preparing pupils for the future is strongly reflected in its new curriculum. It is very broad and balanced and developing well. It focuses on creative activities linked to basic skills, including in information and communication technology,

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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and is improving pupils' attendance through their enjoyment of learning. Pupils appreciate the relevance of the curriculum and value the involvement of skilled professionals, like visiting artists. Residential visits introduce them to a variety of places and living arrangements. Theme weeks have a positive impact on the development of pupils, for example, SMILE week includes many activities that help to develop pupils' self-esteem and enables them to see themselves as effective learners. A good range of clubs further enhance the curriculum. However, there has been insufficient time for the curriculum to have made a sustained impact on progress.

Good pastoral care from learning and inclusion mentors and teachers ensures that pupils who require additional support have their needs met. They refer pupils to a range of support services as necessary. This has reduced the percentage of excluded pupils by 75% and raised attendance from very low levels a year ago to average. Most support strategies are effective in school but the inclusion unit does not offer pupils a curriculum that will engage, motivate and fully nurture them. Pupils new to learning English as an additional language benefit from the support they receive through the 'talking classrooms' scheme and soon make similar or sometimes better progress than class-mates. However, the progress of pupils with special educational needs and/or disabilities has not improved as fast as that of other groups because their needs have not been addressed systematically.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

**How effective are leadership and management?**

Governors and other leaders and managers ensure that strong, well organised teamwork and professional development enable all staff to work effectively towards the school's clearly stated vision for pupils' success. Teachers are accountable for the progress pupils make, appreciate the clear direction of the leadership team and share their ambitions for pupils. Good monitoring and tracking of pupils' progress ensures that leaders are well informed about the strengths and areas requiring development. They are successfully tackling barriers to learning such as enabling pupils who are at an early stage of learning English as an additional language to receive the good support they need to progress well. They accept that more work needs to be done to reduce the number of school exclusions and improve outcomes for pupils with special educational needs and/or disabilities, for example, by providing additional programmes. As a result the school's provision for promoting equality of opportunity is satisfactory because, although there is

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more work to be done, the school is already seeing positive outcomes where it has focused its efforts.

Good partnerships with parents and carers and good relationships with local partnerships contribute to the school's improvement. Parents and carers are encouraged to attend workshops so that they can help their children at home and they are well informed about their child's progress. Sport, creative and enterprise links enrich the curriculum and partner schools share good practice. The governing body is valued for its skills. Governors are included in training and are increasingly able to make a strong, informed contribution to school development. They have ensured that statutory requirements are met and that safeguarding is satisfactory. Assessment of risk in school although satisfactory is not as rigorous as that off-site. Community cohesion is satisfactory and developing well against the action plan. The school's initial priority was to build a cohesive school community across a diverse range of cultures. Now this has been achieved the school can extend its work with national and global communities.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Most children start Nursery with skills well below age-related expectations. Children, including those at an early stage of learning English as an additional language, make good progress in all areas of learning and in particular in communication, language and counting. By the end of the Reception Year almost all children are well on their way to attain the expected levels. This is because teaching and support are good. There is a good balance between adult-led and child-initiated activities, although on occasion



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interventions are insufficient to promote learning and spoken language more rapidly. The outdoor area is used continuously but lacks some resources to extend children's learning, especially in relation to physical development. The curriculum is very well supported by visits and visitors who extend children's experiences of the world. Children are very well cared for, they behave well and have good attitudes to learning.

A knowledgeable and enthusiastic leader and manager is committed to providing the best opportunities possible to develop children's learning and progress. This includes a clear overview of the strengths of the provision and areas that require improvement. A dedicated team works well together. Planning and assessment systems are good and ensure children's learning builds effectively on what they already know and can do. Parents and carers are delighted with the provision and feel well informed about their child's progress.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

Less than half of parents and carers responded to the questionnaires. Of these almost all are very positive about the school and many say how proud they are that their children attend Bowling Park. The overwhelming majority said that their children enjoy school and some said how children missed school in the holidays. Typically comments refer to the significant improvements that have taken place in the last two years, the dedicated staff for whom nothing is too much trouble and fantastic learning opportunities. Typically parents and carers say, 'The teachers and Principal at Bowling Park are always accommodating and helpful. They are like a surrogate family. They help children to thrive and experience many aspects of life. Children come on in leaps and bounds'.

A very small minority of parents and carers expressed concerns about poor behaviour and several mentioned unmarked work, particularly homework. A few mentioned lack of parity between the two school sites. The inspectors agree that marking is not as thorough as it should be and have asked the school to address this. The inspectors found no evidence to support concerns about poor behaviour. The school has an excellent behaviour policy that is rigorously implemented. During the inspection pupils behaved well. The school has worked extremely carefully to ensure equality between the two school sites. The inspectors judge that pupils on both sites feel that they are part of one school.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bowling Park Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 266 completed questionnaires by the end of the on-site inspection. In total, there are 671 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	175	66	88	33	3	1	0	0
The school keeps my child safe	145	55	114	43	3	1	0	0
The school informs me about my child's progress	143	54	105	39	16	6	2	1
My child is making enough progress at this school	123	46	120	45	19	7	3	1
The teaching is good at this school	145	55	98	37	13	5	2	1
The school helps me to support my child's learning	116	44	118	44	24	9	3	1
The school helps my child to have a healthy lifestyle	122	46	131	49	7	3	1	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	104	39	135	51	9	3	3	1
The school meets my child's particular needs	100	38	144	54	6	2	6	2
The school deals effectively with unacceptable behaviour	123	46	103	39	26	10	3	1
The school takes account of my suggestions and concerns	107	40	125	47	24	9	3	1
The school is led and managed effectively	144	54	106	40	6	2	0	0
Overall, I am happy with my child's experience at this school	159	60	83	31	12	5	2	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



11 June 2010

Dear Pupils

Inspection of Bowling Park Primary School, Bradford, BD5 8BT

I would like to thank you for making my colleagues and me so welcome when we came to inspect your school. A special thank you goes to the pupils who gave up some of their time to talk to us about their work and activities. You attend a satisfactory school. We were very impressed by how well pupils in the two school buildings get on and work together when you meet. You are proud of your school and all the things it is doing to improve. We agree with you that your school is rapidly improving.

Children in the Nursery and Reception classes make good progress and have a really good start in school. By the end of Year 6 most pupils have made at least satisfactory progress, while some have made good progress. We judge you behave well in school and you are kind to each other. You know well how to stay safe and healthy and enjoy taking on responsibilities in school. In your questionnaires most of you said that you enjoy school and we can understand why. The principal and all the staff ensure that you are cared for and there are a lot of activities that you really enjoy.

We know that you are working hard and improving, yet we would like you all to do even better. One of the reasons for our visit was to see how your school can improve. We have asked your school leaders to:

- raise attainment by helping teachers to help you learn more quickly and independently and to improve the quality of their marking and make sure that your work is not too easy for you
- use more ways of helping pupils who find some learning difficult to make better progress.

You can help to improve your school by working hard to achieve your targets.

Yours sincerely

Mrs Carmen Markham

Lead inspector

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