

# Inspection of Peel Park Primary School and Nursery

Peel Park Drive, Undercliffe, Bradford, West Yorkshire BD2 4PR

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Inspection dates: 3 and 4 June 2025

The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

## **What is it like to attend this school?**

Peel Park is a vibrant and happy school. The school rules of 'be ready, be respectful, be safe' are understood well by pupils. They show respect to each other. Pupils listen well to their teachers in the classroom. Behaviour is positive in school and at social times.

A high number of pupils join the school at different points during the school year. Many of these pupils are new to the country. The school's 'language bridge' enables them to quickly gain confidence in their English-speaking skills. This helps pupils to settle quickly and make new friends.

The school has high expectations for all pupils. Pupils love to learn. The school recognises that many pupils do not achieve as well as they could in national tests. However, its focus on prioritising pupils' well-being and language skills ensures that pupils are ready to access the learning in school. This means pupils learn well from their starting points.

Pupils are immersed in a rich array of different cultures. They enjoy finding out about their own backgrounds and those of their peers. For example, the school's culture days celebrate aspects of cultural identity, including sharing traditional foods, music and the wearing of traditional dress. Pupils quickly learn to value any differences between themselves and others.

## **What does the school do well and what does it need to do better?**

Published data does not reflect the quality of education provided by the school. Since the last inspection, the school has made a number of improvements to the curriculum. It has taken effective steps to address weaknesses. For example, it has identified the key learning that pupils need to know and remember. The school ensures that pupils successfully progress through the curriculum from their often lower starting points. As a result, current pupils learn the curriculum well. That said, high mobility means that many pupils do not get the time they need to fully benefit from the curriculum on offer. At times, the implementation of the curriculum is less successful. The school identifies these areas of development, but these are sometimes not responded to quickly enough. This means that the most effective teaching strategies are not always used by all staff.

The school prioritises reading. Children in the early years quickly learn letter names and the sounds that they represent. Pupils in key stage 1 practise blending sounds into words that they can read. Staff are well trained and teach phonics effectively. Some pupils receive additional support to help them to catch up. This support means that most pupils read well by the end of Year 2. Older pupils continue to build reading skills to develop their fluency. Work to develop pupils' oracy, including practising new words and speaking in sentences, further supports pupils' learning.

Pupils with special educational needs and/or disabilities (SEND) are exceptionally well supported. The school is rightly proud of the bespoke provision that it provides to support pupils with more complex needs. A personalised curriculum ensures that these pupils learn vital skills for their next stage of education and their future. Pupils across school

with SEND are swiftly identified. Within classrooms, they are supported by carefully designed learning opportunities that enable them to work successfully alongside their peers. However, for some other groups of pupils in school, learning is not as well matched. Some pupils access activities that are too easy or too complex for them. This means that, at times, pupils do not learn all that they could.

The school has a positive approach to supporting pupils' behaviour. Staff working with pupils understand their needs well. Pupils have exceptionally positive relationships with the staff in the school.

A number of pupils do not come to school regularly enough. The school rigorously checks pupil attendance, and there are many improvements to celebrate. The school accurately identifies the reasons why pupils are not at school and does everything it can to support families. From the early years, teachers share important messages with parents and carers about the value of regular attendance at school. The school works effectively with the local authority and other external agencies. As a result, an increased number of pupils now attend school more regularly and benefit from the school's ambitious curriculum.

Staff in the early years establish strong relationships with parents. Families are warmly welcomed into the inviting classrooms. The curriculum in the early years ensures that children learn the foundations they need for their next steps. The school prioritises the development of children's early language and physical skills. As they develop, children use these skills to practise drawing and confidently ride bicycles in the outdoor provision. Children show their love of reading by choosing to read stories to each other from the 'recommended reads' in their classrooms.

The personal development offer provided by the school prepares pupils well for their next steps. Pupils learn to stay safe in the local community and when online. They discuss and debate a number of topical issues, using their developing oracy skills. The extended curriculum gives pupils many different opportunities to learn new things. For example, pupils attend a large number of after-school clubs, which include knitting club and science club. Pupils benefit from external visitors speaking to them about a range of important topics, including careers that they may wish to consider in the future.

Leaders are tenacious and resilient in their ambition to give pupils at this school the very best. Governors hold leaders to account effectively and show determination to improve previously low outcomes.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### (Information for the school and appropriate authority)

- In a few curriculum subjects, some pupils do not always access learning that meets their needs. In these subjects, the activities that pupils undertake are often too complex or too basic for their level of understanding. Therefore, not all pupils achieve as well as they could. The school should ensure that pupils are provided with activities that deepens their knowledge and better prepares them for future learning.
- Sometimes, staff do not use the best pedagogical choices to ensure that pupils secure a deep understanding of their learning. The school quickly identifies the improvements needed, but these are not always addressed as quickly as they could be. This leads to continued inconsistencies in the implementation of the curriculum in some subjects. The school should ensure that the areas for improvement are put in place in a timely manner so that the intended curriculum is delivered effectively across all subjects.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	101494
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10379321
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	581
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Sarah Bowe
<b>Headteacher</b>	Andrea Grist
<b>Website</b>	<a href="http://www.peelpark.eschools.co.uk">www.peelpark.eschools.co.uk</a>
<b>Dates of previous inspection</b>	10 and 11 March 2020, under section 8 of the Education Act 2005

## Information about this school

- A high proportion of pupils join and leave the school at different points during the year.
- The school runs a breakfast club.
- The school does not use any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors spoke with the headteacher and other school leaders during the inspection.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and physical education. For each deep dive, inspectors held discussions about the curriculum, visited samples of lessons, spoke to teachers, spoke to pupils about their learning, listened to pupils read and looked at samples of pupils' work.
- Inspectors also looked at samples of pupils' work in writing.
- An inspector observed pupils in key stages 1 and 2 read to an adult.
- Inspectors met with a number of pupil groups.
- Throughout the inspection, the inspectors met with groups of staff and considered the opinions expressed through the staff survey.
- The inspectors considered the views of parents expressed through Ofsted Parent View and met with parents at the school gate.

### **Inspection team**

Kate Hall, lead inspector

His Majesty's Inspector

Sarah Gordon

His Majesty's Inspector

Nick Styles

Ofsted Inspector

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