

Inspection of Co-op Academy Parkland

Old Park Road, Thorpe Edge, Bradford, West Yorkshire BD10 9BG

Inspection dates:	24 and 25 June 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

The headteacher of this school is Charlotte Wierzbianski. This school is part of the Co-op Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Chris Tomlinson, and overseen by a board of trustees, chaired by Russell Gill.

What is it like to attend this school?

The school puts pupils and their families at the heart of everything it does. It is a haven for the community to go to for advice and support. The school's values are understood well. Pupils and staff are inspired to, 'do what matters most, be yourself always, show you care and succeed together'. These values shine through the broad and ambitious curriculum and nurturing ethos. They are at the heart of the school's successful and rapid improvement.

The enthusiasm and dedication of the whole school community to make the school the best it can be is palpable. From the early years, pupils benefit from an environment rich with learning opportunities. The school is a calm, welcoming place, where relationships are warm and respectful. There are high expectations for pupils' learning and behaviour. Staff deal with any incidents of poor behaviour consistently and effectively. Pupils concentrate in lessons, feel safe and behave well. They know staff will help them with any difficulties or worries that they may have.

The school provides various enrichment clubs and opportunities. These enhance the curriculum, support pupils' personal development and extend their knowledge of the wider world. Pupils relish trips linked to the curriculum and the residential outdoor education experiences.

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

The curriculum is thoughtfully designed to meet the needs of Parkland pupils. Curriculum subjects are mapped out from the early years to Year 6. It is clear what pupils need to learn and when. Teachers check carefully the progress pupils make through the curriculum. They make sure that pupils' knowledge is secure before introducing more complex tasks.

Historically, the outcomes pupils achieve at the end of Year 6 have been below national averages in writing and mathematics. Leaders are tenacious in their determination to raise standards. Teachers now receive strong and effective support that enables them to teach the curriculum well. This is having an increasingly positive impact on pupils' achievement. Pupils revisit, discuss, practise and apply their knowledge and skills. Pupils who need more help generally receive the right support to be successful. However, the extra support that some pupils receive to develop their handwriting varies in effectiveness across classes. This hinders the ability of some pupils to write fluently and with accuracy.

The school identifies and supports the needs of pupils with special educational needs and/or disabilities very well. Teachers tailor learning and support to meet pupils' individual needs. They help pupils to access learning with confidence and independence. Parents and carers are involved and consulted about their children's support and provision. External professionals such as speech and language therapists provide skilled support to the school to meet pupils' needs appropriately. The school is proud to be inclusive and makes sure that all pupils can take an active part in school life.

Reading is the school's highest priority. Children begin phonics in the early years. Staff teach phonics well. When pupils need more help with reading, staff provide precise and effective support. The joy of reading is promoted throughout the school. Pupils develop their understanding of different cultures through the diverse range of books that the school provides for them. Children in the early years are immersed in stories, songs and rhymes. Pupils of all ages listen with rapt attention to their teachers reading the class novel. The school's vision for every pupil to be a reader is being realised and pupils achieve increasingly well in reading.

Attendance remains an ongoing priority for the school. There are thorough procedures in place to address pupils' absence. The school and trust have suitable policies and information to explain to parents the negative impact of absence on pupils' education. However, too many pupils are absent from school on a regular basis. These pupils miss essential learning and social experiences.

The school supports pupils' personal development well. This contributes to pupils' positive attitudes and behaviour. Children in the early years enjoy learning that stimulates their curiosity. Trips and activities provide pupils with interesting experiences to enrich their learning and extend their knowledge of life beyond school. They enjoy performing, sports events and learning to play musical instruments, such as the violin. Pupils develop their understanding of the importance of equality and protected characteristics. They understand how to stay safe online and when they are outside of school. Pupils learn enterprise skills and enjoy finding out about the world of work and potential career choices.

The trust and academy community council have secure oversight of the school. They provide skilled and dedicated direction to secure successful improvements. Directors for the trust share their expertise effectively to support the school in its aspirational mission to be the best it can be for all pupils.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- At times, pupils who need more help to develop their handwriting skills do not receive effective support to help them to catch up quickly. This means that some pupils do not learn to write as well as they could. The school needs to ensure that pupils who need specific extra help to develop their handwriting skills are supported effectively.
- Too many pupils are persistently absent from school. They miss essential learning and experiences, which disadvantage them educationally and socially. The school should intensify their efforts and work with parents to remove barriers to pupils' attendance.

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

Unique reference number	145752
Local authority	Bradford
Inspection number	10379403
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	Board of trustees
Chair of trust	Russell Gill
CEO of the trust	Chris Tomlinson
Headteacher	Charlotte Wierzbianski
Website	www.parkland.coopacademies.co.uk
Dates of previous inspection	8 and 9 March 2023, under section 5 of the Education Act 2005

Information about this school

- This school is part of the Co-op Academies Trust.
- The school provides a breakfast club and after-school provision.
- The school currently uses one unregistered 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.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the assistant headteachers and some curriculum leaders and trust directors, the regional director for the trust, the designated leads for safeguarding, a learning mentor, a school counsellor and leaders with oversight of behaviour and attendance.
- The lead inspector met with the chair of the trust, the chair and vice chair of the academy community council, the CEO and members of the trust board and academy community council.
- Inspectors carried out deep dives in these subjects: reading, mathematics, geography and writing. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also spoke to leaders and looked at samples of pupils' work in history and art.
- The lead inspector listened to some pupils read to a familiar adult.
- To evaluate the effectiveness of safeguarding, 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 considered the responses to Ofsted's online staff survey and met with groups of staff. Inspectors took account of the responses to Ofsted's online survey, Ofsted Parent View, including parents' free-text comments. An inspector spoke informally with some parents at the start of the school day.

Inspection team

Stephanie Innes-Taylor, lead inspector

His Majesty's Inspector

Stuart Voyce

Ofsted Inspector

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