

Serco Inspections  
Boundary House  
2 Wythall Green Way  
Middle Lane  
BIRMINGHAM  
West Midlands  
B47 6LW

**OFSTED**  
T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**SERCO**  
Direct T 0121 683 2888



2 December 2010

Mrs Jayne Price  
Headteacher  
Parkfield Primary School  
Dimmock Street  
Parkfield  
Wolverhampton  
WV4 6HB

Dear Mrs Price

**Ofsted monitoring of Grade 3 schools: monitoring inspection of Parkfield Primary School**

Thank you for the help which you and your staff gave when I inspected your school on Wednesday 1 December 2010, for the time you gave to our phone discussions and for the information which you provided before and during the inspection.

Since the previous inspection, you have been appointed as the substantive headteacher. A new deputy headteacher has been appointed through internal promotion.

As a result of the inspection on 17 and 18 March 2009, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made:

inadequate progress in making improvements

and

inadequate progress in demonstrating a better capacity for sustained improvement.

Attainment for pupils at the end of Year 2 has improved each year from 2008 to 2010. However, there has not been sufficient improvement in attainment for pupils in Year 6. Although standards at the end of Key Stage 2 rose in 2009, they dipped again in 2010 to levels similar to those of 2008 which were below the national average. The school's own assessment data indicate that more pupils throughout the school are now attaining levels expected for their age. However, the progress that



pupils are making is not quick enough to raise the school's attainment to be in line with the national average.

You have put in place a range of intervention programmes to support pupils who have been identified as underachieving. You have evaluated the impact of these programmes carefully. The school's detailed assessments show that the initiatives are being used successfully to accelerate progress for specific pupils. Visits to every class in the school confirmed your judgement that the progress pupils make in lessons remains satisfactory but this is not enough. Lessons are clearly planned with learning activities which are mostly suitably matched to the pupils' abilities. However, assessment is not consistently used well enough to plan activities which challenge pupils fully and enable them to make the accelerated progress required to raise attainment. Teachers do not always make clear to the pupils sufficiently high expectations of what should be achieved. Consequently, they do not achieve as much as they could.

You have made improvements to the curriculum to enhance the opportunities for pupils to develop their literacy, numeracy, and information and communication technology skills. The success of this work can be seen in lessons, where pupils participate well in a good range of activities where they have to ask and answer questions or discuss something with a partner. Work in lessons and in pupils' books shows that they are getting a good range of opportunities to develop their problem solving skills in mathematics and their investigative skills in science. Pupils respond well to these tasks, working conscientiously both individually and in collaboration with their peers.

You have implemented a new marking policy. Pupils receive written comments which acknowledge how well they have done, frequently relating this to the planned learning objective and pupils' own writing targets. Comments are also used to inform pupils about what they will be learning next. However, comments are rarely based on an individual's particular learning needs. On the few occasions when this does happen, pupils respond well and this helps them to make more rapid progress. Very little evidence was seen in pupils' books to show how marking and target setting are being used to help pupils take responsibility for their own learning.

You have appointed a member of staff to take responsibility for monitoring pupils' attendance. A range of strategies has been put in place and communication with parents and carers about attendance has improved. This work is already proving successful in reducing the proportion of pupils who are persistent absentees. The overall level of attendance improved from 2008/09 to 2009/10. However, attendance remains low and more work is required in order to raise attendance to an acceptable level.

Given the slow progress made on addressing the issues from the last inspection, the school has not demonstrated that it has strengthened its capacity for sustained improvement sufficiently.

You have acknowledged that the support you have received from the local authority has helped you to implement strategies to raise attainment for specific pupils and to improve attendance. However, the impact of this support on enabling the school to address all of the issues from the previous inspection has been insufficient.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Mark Mumby  
**Her Majesty's Inspector**

## **Annex**

**The areas for improvement identified during the inspection which took place in March 2009.**

- Focus sharply on accelerating pupils' progress and raising standards, rigorously reviewing the impact of initiatives on pupils' achievement.
- Ensure that the whole curriculum is used fully to develop pupils' skills in speaking, listening, reading, writing, mathematics and information communication technology.
- Make better use of marking and targets to help pupils to take responsibility for their learning.
- Work closely with parents to improve pupils' attendance.