

Parkfield Primary School

Inspection report

Unique Reference Number	104329
Local Authority	Wolverhampton
Inspection number	377065
Inspection dates	21–22 November 2011
Reporting inspector	David Driscoll

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	191
Appropriate authority	The governing body
Chair	Edwin Brookes
Headteacher	Jayne Price
Date of previous school inspection	17 March 2009
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Age group	4–11
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Introduction

This inspection was carried out by three additional inspectors, who observed 19 lessons taught by seven teachers and two teaching assistants. They held meetings with groups of pupils, parents and carers, staff and members of the governing body. Inspectors observed the school's work and scrutinised records of pupils' attainment and progress, the school's development plan, records of checks on teaching and documents relating to the safeguarding of pupils. They also analysed responses to questionnaires completed by staff, pupils and 30 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Are pupils making enough progress in writing at Key Stage 2?
- Are the school's leaders analysing the progress of different groups with sufficient accuracy to gain a clear picture of pupils' achievements?
- How well do the school's leaders use the results of monitoring to set challenging targets and plan effective strategies that will promote rapid improvement in attainment?
- How effective are the school's actions to improve attendance?

Information about the school

The school is smaller than the average primary school. The proportion of pupils with special educational needs and/or disabilities supported by the school is well above average. The proportion additionally supported by external professionals is average. No pupils have a statement of special educational needs. A high proportion are known to be eligible for free school meals. Around one in three pupils comes from a White British background and one in four from a Pakistani background. The rest of the school population is made up of small numbers from a very wide range of different minority ethnic groups. A high proportion speaks English as an additional language, but relatively few are at an early stage of learning English. The school appointed an additional senior manager responsible for teaching and learning in response to the findings of an Ofsted monitoring report in December 2010.

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?**4****The school's capacity for sustained improvement****4**

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to pupils' attainment and the effectiveness of leadership and management in using data to evaluate and improve the school's performance.

The school's overall effectiveness is inadequate. Attainment is low at the end of Year 6 and shows little sign of improvement. Pupils are not sufficiently equipped with the basic skills they will need in the next stage of their education. Nevertheless, the school provides an adequate education for its pupils. Teaching in Years 1 to 6 is satisfactory and provides sufficient challenge for pupils to make steady progress. However, there is some variability as the tasks set by teachers are not always demanding enough to accelerate pupils' progress and raise their attainment consistently across the school. In contrast, progress in the Early Years Foundation Stage is good, because teachers use information from assessments effectively to set tasks that progressively build on what children already know, understand and can do. Across the school, most other outcomes are good because pupils are well supported and receive good quality care and guidance.

Attainment is not improving quickly enough because the school's leaders, including the governing body, are not making effective use of the data available to them on pupils' progress. The progress individual pupils make is tracked well by teachers, but progress of the many different groups in the school is not tracked at all, so leaders are unable to evaluate the effectiveness of provision made for them. The analysis of data does not accurately identify trends in performance, so monitoring activities, such as lesson observations, are not used to find out what works well and what needs to be improved in the longer term. However, leaders' recent observations are accurate in their evaluation that the quality of teaching is satisfactory. The priorities in the school improvement plan are not sharply focused on the main areas requiring improvement so actions to raise attainment are not yet proving effective. Priorities are fixed for a year, and are not modified to respond to changing circumstances. The school is not demonstrating the capacity for sustained improvement.

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What does the school need to do to improve further?

- Ensure that school leaders, including members of the governing body, make better use of data on pupils' progress to:
 - track and analyse the progress of different groups
 - identify strengths and weaknesses in learning in order to target monitoring activities more effectively
 - draw up sharply focused priorities for development and actions to address them
 - amend the school's development priorities on a more frequent basis.
- Ensure that, by November 2012, attainment of pupils in Year 6 has improved so that it is line with the national average and that the very large majority of groups make at least good progress by using information from assessments to set more challenging tasks.

Outcomes for individuals and groups of pupils

4

Although pupils are making satisfactory progress in lessons, their achievement over time is inadequate because attainment by the end of Year 6 is low, and across the school it is not rising consistently or securely enough. Children join the Early Years Foundation Stage with knowledge and skills that are well below the level expected for their age. They make good progress and start Year 1 with average attainment. The improved progress in the Early Years Foundation Stage is relatively recent. Pupils currently in Year 6 started Key Stage 2 with low attainment and have made steady progress because the teaching is satisfactory. The progress of different groups varies from year to year, but is usually satisfactory. All groups observed during the inspection were making satisfactory progress, including in their writing. The school has good systems for identifying individual pupils who are not making enough progress, but the school's leaders are not effective enough in using assessment information to take action that will ensure that progress speeds up and attainment improves consistently for all groups of pupils. Teachers ensure that individual pupils are quickly provided with extra help. They are supported and taught by a specially trained teaching assistant so they make up lost ground. Satisfactory use is made of specialist help from the Local Authority in supporting pupils who are at an early stage of learning English and they make steady progress. Pupils with special educational needs and/or disabilities are adequately supported; tasks are matched to their needs, but are not demanding enough for them to make better than satisfactory progress.

In lessons, pupils concentrate well and most persevere with their tasks. Most listen carefully to their teachers so understand what they have to do. Their attention sometimes wanders when they find the work a little too easy. They are proud of their work and keen to show it to teachers and visitors. Behaviour, both in and out of lessons, is good. Pupils cooperate well and discuss topics sensibly. They say that they feel safe at school and their parents and carers strongly agree. There were no

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reports of any bullying and racist incidents are rare. Pupils also have a good knowledge of how to keep themselves safe, such as when cooking. They know the difference between right and wrong, and have a good understanding of the consequences of their actions. They are interested in, and respect the views of those from other faiths and backgrounds and enjoy meeting and communicating with children from other parts of the country and across the world. The take-up of school lunches is high and pupils very much enjoy the healthy range of foods on offer. Many participate in sporting activities. The school council members take their responsibilities seriously, but many of the activities and charity events in which pupils take part are organised by adults, rather than by the pupils themselves.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	4
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Behaviour and attendance have improved considerably as a result of changes to provision. The work of the Education Welfare Officer combined with the introduction of parent contracts has reduced dramatically the number of family holidays taken in term time and attendance is now average. The number of exclusions has also fallen substantially as all staff consistently implement the school's behaviour policy both in and out of lessons. Clear boundaries are set, so pupils know the consequences if they misbehave. However, they are also praised for behaving well and trying their best. This strategy has contributed to consistently good behaviour and no exclusions at all this term. Pupils whose circumstances may leave them vulnerable are well supported. The school uses its good partnerships with a wide range of external support agencies to ensure such pupils receive timely support and good quality care.

¹ 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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Pupils who have difficulty controlling their emotions successfully modify their behaviour in response to this effective support. Visitors to the school are used well to provide good guidance for pupils on how to stay safe.

Teachers use a common approach to planning that accurately identifies different groups in each class according to their ability. Tasks are set at a level that is appropriate to each group's prior attainment, but rarely at a level of difficulty that would accelerate their progress. Other aspects of teaching vary from class to class. For example, in some classes teachers' marking in literacy is exemplary, but in mathematics marking does not always point out how work can be improved. The reverse is true in other classes. The curriculum is well planned to show how basic skills in literacy and numeracy are to be developed in the morning. The afternoon curriculum has recently been revised and the planning for extending literacy and numeracy is not as effective. The school provides a good range of extra clubs and activities that are appreciated and well supported by pupils.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account:	
The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The drive for improvement is inadequate. The school's leaders ensure that pupils do not make less than satisfactory progress by quickly intervening when pupils fall behind. However, for most pupils progress is not good enough to enable the large majority to reach the levels expected for their age in English and mathematics by the time they leave school. Nevertheless, staff morale is high. Teachers' individual strengths and areas for improvement are identified accurately and training is well matched to their needs. The school does not currently have a single system for recording and analysing pupils' progress in order to provide an accurate overview of the progress of different classes and groups in each subject. The school is not promoting equality in this respect, although its approach to tackling discrimination is effective. Plans for improvement are not sufficiently focused on improving teaching in weaker areas and priorities do not change quickly enough in response to emerging information, such as slower progress in a particular class or subject. Governance is inadequate. Members of the governing body are developing their understanding of how to evaluate progress, but they do not challenge low attainment sufficiently. They ensure that all requirements for safeguarding are met satisfactorily.

Parents and carers are very positive about their children's experience at school. The school provides them with good quality information, especially through workshops

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that help them to support their children's learning at home. Their views are frequently sought and school's leaders always respond to any concerns that may arise. As well as the links with agencies that help provide good pastoral care, the school has strong partnerships with other schools to promote community cohesion. The school carried out a good quality audit of its needs and has twinned with two other schools in areas of England different from its own as well as a school in South Africa. These links have been successful in promoting pupils' good understanding of cultures different from their own.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

Children make good progress in all areas of learning. Their attainment in calculation is lower than other areas by the time they start Year 1; this aspect of learning is particularly weak when children start in Reception. The leader has responded promptly to the outcomes of her monitoring and has developed her plans on this aspect in order to further accelerate children's progress. As a result, attainment is rising. Other priorities are well thought out and successful in improving both provision and outcomes.

Children enjoy coming to school because they get on well with the staff. Teaching is good because data from assessments are used well to plan activities that promote good learning in areas where attainment is lowest. For example, children's communication skills are weak on starting Reception so they are given many opportunities to speak and listen to others. Staff use lots of repetition to reinforce the sounds that letters make. Tasks are always explained very clearly so children know exactly what they are learning. On occasions the assessment of their learning is not effective because children are asked about what they have done, rather than

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what they have learnt. The curriculum is well planned to provide a good balance of activities that are led by the teacher and chosen by the children themselves. Children have ample opportunities to work both in and out of the classroom, although outdoor learning is not as effective as indoors because the outdoor space is small. Topics are well matched to children's interests. For example, they particularly enjoyed learning about badgers during the inspection.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

The proportion of parents and carers responding to the questionnaire was relatively small. Most were pleased with all that the school provides and held views that were similar to the inspection findings. Parents and carers felt that the school is well led and managed. Inspectors found that the school's leadership was not enabling it to improve quickly enough. A very few had concerns about behaviour. Inspectors spoke to pupils, checked the records of incidents and spent extra time observing play at break and lunchtime. They found no inappropriate behaviour and that staff are now implementing the behaviour policies with greater consistency.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Parkfield 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 30 completed questionnaires by the end of the on-site inspection. In total, there are 191 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	60	11	37	1	3	0	0
The school keeps my child safe	18	60	11	37	0	0	0	0
The school informs me about my child's progress	17	57	11	37	1	3	0	0
My child is making enough progress at this school	17	57	9	30	0	0	1	3
The teaching is good at this school	14	47	12	40	2	7	0	0
The school helps me to support my child's learning	16	53	12	40	2	7	0	0
The school helps my child to have a healthy lifestyle	16	53	14	47	0	0	0	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)	16	53	13	43	1	3	0	0
The school meets my child's particular needs	16	53	11	37	1	3	0	0
The school deals effectively with unacceptable behaviour	13	43	12	40	3	10	0	0
The school takes account of my suggestions and concerns	14	47	13	43	2	7	0	0
The school is led and managed effectively	14	47	14	47	2	7	0	0
Overall, I am happy with my child's experience at this school	16	53	11	37	2	7	0	0

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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



23 November 2011

Dear Pupils

Inspection of Parkfield Primary School, Wolverhampton, WV4 6HB

Thank you for the help that you gave us when we visited your school. We were impressed with your friendliness and good behaviour. You all get on well together and know the difference between right and wrong. You told us that you feel safe at school and we can see why. You are well looked after by all the staff and are taught to keep yourselves safe and healthy. You now come to school more frequently, so keep it up and always try to come to school every day. You learn a lot about how other people live through your visits to other schools and your pen pals in South Africa. Although you make steady progress in your learning, your standards of reading, writing and mathematics are not improving quickly enough. We have asked your teachers to give you more difficult work to do, so that you can learn more quickly. This already happens in the Reception class where the children make good progress.

Unfortunately your school has not been improving as quickly as it should. The people who lead it have not been measuring accurately enough how much progress you are all making. We have asked them to be more careful in the way they check your progress, and then to use the results to find out what helps you learn more quickly and what needs improving. We have also asked them to then draw up plans so that any weaker areas can be improved as quickly as possible. We have given the school a 'notice to improve'. This means that inspectors will visit the school again to check how well the school is improving.

With all best wishes for the future.

Yours sincerely

David Driscoll
Lead inspector

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