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

Dear Mrs Price

Notice to improve: monitoring inspection of Parkfield Primary School

Thank you for the help which you and your staff gave when I inspected your school on 30 May 2012 and for the information which you provided during the inspection. Please thank staff and pupils for their help and time during the inspection.

Since the time of the previous inspection, a Local Leader in Education from a neighbouring school has worked very effectively to strengthen leadership. Well-established plans are close to finalisation for the schools to become a federation. The headteacher, Chair of the Governing Body and local authority adviser attended a school improvement seminar in February 2012.

As a result of the inspection on 21 November 2011, 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 is making good progress in addressing the issues for improvement and in raising the pupils' achievement.

Achievement has risen since the time of the previous inspection. The strong emphasis to improve the quality of writing by giving pupils opportunities to write across a wide variety of topics has meant that standards of writing are broadly average. Pupils write well in response to a variety of different stimuli across subjects.

The school has extended opportunities to improve pupils' reading, including more focus on pupils reading non-fiction texts which engage them. Pupils practise their phonic work and additional support is provided for Key Stage 2 pupils who have problems with reading. However, opportunities are sometimes missed to check their comprehension when a pupil appears to be unsure of the meaning of a word. Very

much improved tracking and analysis of attainment data has meant pupils who need additional support are quickly identified and support provided. The school's accurate and comprehensive assessment records indicate that, at the end of Key Stage 1, attainment in writing, reading and mathematics is broadly average. Records also show that pupils make much improved progress in reading and writing across all years in Key Stage 2. If the teacher assessed levels for Year 6 pupils are confirmed by results from this year's Key Stage 2 tests, attainment will be broadly average for reading, writing and mathematics. This will represent good progress for these pupils.

The quality of teaching and learning has improved so that now more teaching is good with none that is inadequate. Teachers now make good use of assessment information so that work is well matched to pupils' abilities. Lessons often identify different levels of work for ability groups so it is common to see groups working at differing levels around a common theme. In mathematics, teaching is often based around mathematical investigations where pupils make connections for themselves. Attendance has improved and is broadly average. Behaviour is good because pupils are fully engaged in their learning and staff deal well with any off-task behaviours.

Lessons get off to a purposeful start and staff quickly engage pupils in their learning. Staff use questioning well to assess how pupils are progressing and the expectation of pupils giving full answers helps them to understand their work. Marking in books is frequent and informative on how pupils can improve.

The joint work of senior leaders and the Local Leader in Education has been successful in bringing about improvements to the quality of teaching and raising achievement. Staff have received good support from the partner school and, consequently, there have been improvements to planning and teaching. The regular monitoring of the quality of teaching, linked to performance management, has supported staff to improve, although the school recognises there is more to be done to ensure consistency with best practice.

Members of the governing body have been trained on the analysis of pupils' progress used to by the school. This has meant they are better able to challenge the school in identifying any underachieving groups or overall underachievement. The progress made by pupils is analysed every half-term to ensure pupils are making good progress and to hold staff and leaders to account for pupils' achievement. This also ensures any pupil requiring additional support is identified swiftly and suitable support provided. Progress data is also used to inform areas for monitoring and then identify how to bring about improvements. The school updates its raising achievement plan termly and it includes specific actions. There are linked success criteria but some of these lack rigour and they do not always focus upon outcomes which can be readily measured and evaluated.

The local authority supports the school well. Its statement of action is good. It provides a solid framework for further improvement, including suitable support for the leadership of the school, subject expertise and for the governing body as it

transforms into a federation. The local authority have undertaken two monitoring visits to the school, evaluated the quality of teaching and identified areas for further improvement.

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

Michael Smith
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in November 2011

- 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.