

# Parkfield Primary School

Dimmock Street, Wolverhampton, WV4 6HB

## Inspection dates

29–30 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Inadequate	4
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Teachers do not consistently use what they know about pupils to set work that builds on their skills or fills gaps in their knowledge.
- Pupils are not always clear about what they have to do in lessons. This prevents them from making good progress.
- Pupils in Key Stage 2 do not make fast enough progress and so in each of the last three years left the school with low standards in English and mathematics.
- Teaching of calculation skills is not effective. As a result pupils' confidence with number work is not as it should be.
- There has not been sufficient training to ensure that all teaching assistants support learning well. This slows down the progress of pupils learning to read.
- Teachers accept pupils' answers to questions too readily and do not prompt them to think more carefully about their learning or their reading.
- The new governing body is not yet in a position to drive improvements in learning and teaching.

### The school has the following strengths

- The new executive headteacher is providing strong leadership.
- Children throughout the Early Years Foundation Stage make a good start their school life.
- The support and teaching provided for disabled pupils and those with special educational needs are helping them to make the progress they should.
- Pupils behave well and feel safe at school.

## Information about this inspection

- The inspectors visited nine lessons and observed all seven teachers in the school at least once. They also visited six sessions where teachers and teaching assistants were teaching early reading.
- Inspectors heard a small number of pupils read from Year 2 and Year 6.
- Meetings were held with members of the governing body, the executive headteacher, the head of school, other senior leaders, a representative from the local authority, staff and pupils. Inspectors spoke to a group of parents and carers and some outside partners who work with the school to support pupils and families.
- Inspectors took account of three responses to the on-line questionnaire (Parent View) and the school's own parent questionnaire.
- Inspectors looked at a range of documents provided by the school including the school's records of pupils' progress, pupil's work and the records kept of teaching observations.

## Inspection team

Marilyn Mottram, Lead inspector

Her Majesty's Inspector

Clive Kempton, Team inspector

Her Majesty's Inspector

## Full report

The school was judged to require significant improvement at its last inspection in November 2011. Significant improvement was required in relation to pupil's attainment and the effectiveness of leadership and management in using data to evaluate and improve the school's performance. The school was monitored by one of Her Majesty's Inspectors in May 2012 and judged to be making good progress against these identified issues. In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

## Information about this school

- This is smaller than the average-sized primary school.
- In the last inspection of 2011, the school was given a Notice to Improve. In September 2012, the school federated with St Stephen's Church of England Primary School.
- The headteacher of St Stephen's, became executive headteacher at Parkfield Primary school in September 2012. The previous headteacher at Parkfield Primary school became head of school.
- There is a newly formed governing body. There is a new Chair of Governors
- All pupils are educated on site.
- A small number of pupils are in the early stages of learning English, although a high proportion speak English as an additional language.
- The proportion of disabled pupils, those with a statement of special educational needs or those who need extra support at school action plus, are above the national average.
- The proportion of pupils supported at school action is above the national average.
- The proportion of pupils who are known to be eligible for free school meals, for whom the school receives additional income (the pupil premium), is above the national average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve the quality of teaching so that it is consistently good or better by ensuring that:
  - lessons consistently engage pupils and provide them with the right amount of challenge
  - all teachers' plans are clear about what the pupils are going to learn
  - all pupils know what good work looks like and that teachers provide examples of such work to support pupils' learning
  - pupils, particularly in Key Stage 2, are challenged to think for themselves and use a range of different ways to solve mathematical problems.
- Improve the quality of teaching in early reading sessions by ensuring that:
  - teaching assistants receive further training
  - the systems in place to monitor the quality of teaching includes teaching assistants.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- In the past, as pupils have moved up the school, their progress has varied too much especially in Year 3 to Year 6. This has been due to inadequate teaching and low expectations. Improvement is taking place and there is a better picture now across the school.
- In 2012 the proportion of pupils making the progress they should in English and mathematics increased and matched the national expected levels. However, standards are still low. Unvalidated data in 2012, suggests that pupils were the equivalent of two terms behind national expectations in English and nearly a year behind in mathematics.
- Pupils' achievement in reading and mathematics is not good enough across the school. For example, pupils do not use the most efficient methods of mental or written calculation when problem solving, particularly in Key Stage 2. Workbooks and observations show that pupils still use inefficient ways to work out sums both mentally or in written forms.
- Achievement is not yet good in reading because there remains too much variation in the quality of teaching. Teaching assistants do not have the skills to teach early reading well. Teaching of young readers who work in groups is not yet monitored closely enough. Teachers do not always check that pupils understand what they are reading.
- Disabled pupils and those with special educational needs, achieve well. They are taught well. Teachers know pupils' next steps in learning and provide tasks that challenge them.
- Teachers and teaching assistants ensure that there is effective support provided for pupils who are in the early stages of learning English. The use of learning partners and targeted one-to-one support to engage these pupils enables them to settle and join in quickly and achieve well.
- Pupils eligible for additional government funding (pupil premium) are progressing well, as seen in improvements in their average points scores. This is because pupil premium funding is spent wisely to provide additional support for individuals and small groups.
- The majority of children joining the school in the Reception class start with skills and abilities that are below, and sometimes well below, those expected for their age. They make good progress and move into Year 1 with skills in line with national average.

### The quality of teaching

### requires improvement

- There are some common weaknesses in teaching across lessons in Key Stages 1 and 2. Lessons do not have enough challenge. For example, in reading sessions, pupils' answers to questions were accepted too readily and there was a lack challenge for pupils to explain their understanding and refer back to their reading books. In other sessions, pupils were sounding out letters incorrectly. This was accepted and the lesson continued. In a writing lesson pupils were all working on the same task and there was little opportunity for them to make choices about how to organise and present their work.
- In some lessons, teachers talk for too long and can overcomplicate the learning. In more than one lesson pupils were not clear about what they needed to do to be successful at the task set

for them. Teachers miss opportunities to demonstrate or share enough examples of what a good piece of work looks like.

- The pace of learning in the Early Years Foundation Stage is consistently good. There are stimulating, varied and challenging activities for the children throughout the Reception year. During the inspection, children were learning about a Circus. They were using their knowledge of letters and sounds to write with the teacher and to write independently. They were making tickets and posters and involved in imaginative drama and creative play.
- In the better lessons, teachers adapted tasks to support pupils and extend and deepen their understanding. For example, in a Year 2 mathematics lesson, the teacher was ready to move pupils up or down a group midway through a lesson according to their progress. This is not yet a consistent feature of teaching across the school.
- Teachers mark pupils' work regularly and generally provide comments that help them to understand the next steps in their learning. For example, pupils could show improvement in their writing when the teacher had given them a prompt or question to respond to in order to improve their work.

### **The behaviour and safety of pupils are good**

- There is a supportive and friendly atmosphere around the school. Pupils get on well in lessons and at break times. They have a sense of responsibility towards each other. At register times they enjoy sharing and learning about the different languages spoken.
- The school has good systems for rewarding good behaviour and for supporting those few pupils who find it more difficult to behave well. Records show that the school provides good support to pupils and families and parents and carers commented that they were very happy with behaviour at Parkfield.
- The rate of exclusions has fallen considerably. There have been no exclusions in this academic year.
- The school has taken firm actions to improve attendance and this is now similar to other schools. There are close links with families so that any patterns of poor attendance are addressed promptly. Parents told inspectors that their children were keen to win attendance awards and did not want to let their classmates down by being absent.
- The school has very good relationships with parents and carers. Parents spoke highly of the support they receive from the school. They appreciate the wide range of before-and-after-school clubs. They also spoke highly of the family sessions on offer at school to help parents and carers support the teaching of reading. Parents and carers told inspectors that these sessions have given them the confidence to help their children at home. They all feel welcome in school.
- Bullying is rare and pupils commented that any incidents are always sorted out quickly. This is confirmed by the views expressed by parents and carers, both in discussions and in the small number responding to the on-line questionnaire (Parent View). Most pupils have a good understanding of different forms of bullying and of what to do if they feel worried about anything.
- Pupils say that they feel safe in school and trust the adults who teach and support them. There

are very positive relationships between staff and pupils with good opportunities for pupils to take on extra responsibilities, for example as peer mentors or members of the school council.

### **The leadership and management**

### **requires improvement**

- Leadership and management have not had a strong enough impact on the quality of teaching to secure good pupil achievement. This is because targets set for teachers following lessons observations do not say clearly what needs to be done to continue to improve teaching. For example, where teaching is good, there are no targets set for teaching to become outstanding.
  - The new executive headteacher is managing teachers' performance more rigorously. Systems are now being put in place that link teachers' pay to pupils' achievement. However, the work of teaching assistants is not checked as carefully and they have not benefited from well-targeted training.
  - The executive headteacher is keen for all staff to be involved in school improvement. Staff are very happy with the changes to leadership. This was expressed by one member of staff who said that the school is more focused now and clear about what needs to be done.
  - The school provides a broad and varied range of topics for pupils to study. They offer opportunities for pupils to join a range of clubs such as street dance, film club and football. This helps pupils to develop good social skills and attitudes towards each other.
  - Steps taken to make learning more enjoyable and meaningful are having a good impact. Pupils are beginning to benefit from the good links made between subjects and the opportunities to write for a range of different purposes.
  - New senior leaders in the school have received good support from the local authority to help them in their leadership roles. The local authority check the school's performance closely and support the executive head teacher and head of school well.
- **The governance of the school:**
- The governing body has recently undergone a major restructure due to the school becoming part of a federation. The new governing body is committed and dedicated to the school and the community it serves. However, it does not yet have a full picture of the school's strengths and weaknesses including the quality of teaching and management of teachers' performance. Governors have been fully involved in decisions about how the school spends the pupil premium funding. They are aware of the positive impact it has had on the achievement of pupils eligible for free school meals.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	104329
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	399642

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	191
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Robin Whitehouse
<b>Headteacher</b>	Wayne Downing – Executive Headteacher Jayne Price – Head of School
<b>Date of previous school inspection</b>	21 November 2011
<b>Telephone number</b>	01902 558627
<b>Fax number</b>	01902 558628
<b>Email address</b>	office@parkfield-pri.lppplus.net



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