

# Parkfield Primary School

Harold Street, Middleton, Manchester, M24 4AF

**Inspection dates** 4–5 July 2013

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

## Summary of key findings for parents and pupils

### This is a good school.

- All groups of pupils make at least good progress and achieve well throughout the school.
- Teaching and learning are consistently good, and some teaching is outstanding. Teachers have high expectations of pupils and plan and teach lessons that lead to at least good progress.
- The teaching of writing has improved since the last inspection, and this has led to pupils' better achievement.
- Disabled pupils, those with special educational needs and pupils eligible for the pupil premium achieve as well as other pupils because they are well supported and work is carefully planned to meet their needs.
- Pupils enjoy coming to school and are keen to learn. They say that they feel safe and cared for very well. Behaviour is good and pupils are respectful of each other and adults.
- The curriculum provides a wide range of opportunities for pupils to develop their knowledge, understanding and skills, and promotes their spiritual, moral, social and cultural development very well.
- The headteacher, senior leaders and governors have a clear and accurate understanding of the strengths of the school and how it can be further improved.
- Strong leadership has ensured good improvements in the quality of teaching and pupils' achievement since the previous inspection.
- Parents are very supportive of the school.

### It is not yet an outstanding school because

- Teaching is not yet outstanding. Teachers do not always ensure that all pupils, particularly more-able pupils, are consistently challenged to reach the highest levels and make the best possible progress.
- Teachers do not always ask questions that lead to pupils having a deeper understanding of their work.
- Teachers have too few opportunities to share outstanding practice across the school or to observe outstanding teaching in other schools.

## Information about this inspection

- Inspectors observed 16 lessons or part lessons, including one joint observation with the headteacher.
- Meetings were held with school leaders and managers and with four governors, including the Chair of the Governing Body. Inspectors also met a representative from the local authority.
- Discussions were held with two groups of pupils and inspectors spoke informally to other pupils in lessons and during break and lunchtime.
- Inspectors looked at the work pupils were doing in lessons and in their books over time. They listened to pupils in Year 1 and Year 4 read and talked to them about their enjoyment of reading.
- Inspectors observed the work of the school and examined a number of documents. These included data concerning pupils' current achievement, development plans and performance management information. Inspectors also looked at records relating to behaviour, attendance and safeguarding arrangements. Minutes of governing body meetings and the school adviser's reports were also considered.
- Inspectors took account of 23 responses to the online questionnaire (Parent View). They also considered 19 responses to the questionnaires completed by staff for the inspection.

## Inspection team

Robert Birtwell, Lead inspector

Additional Inspector

Kirsty Haw

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- Pupils are taught in eight single year group classes from the Reception Year to Year 6.
- Almost all pupils are from White British backgrounds.
- The proportion of pupils known to be eligible for the pupil premium (funding for pupils known to be eligible for free school meals, children looked after by the local authority and children from service families) is above average.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is average. The proportion supported at school action plus or with a statement of special educational needs is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Raise achievement by ensuring that work is always closely matched to all pupils' needs, particularly more able pupils, so that they are consistently challenged to reach the highest levels and to make the best possible progress.
- Improve teaching and learning by:
  - making sure that teachers ask questions that deepen pupils' understanding as well as reinforcing their knowledge
  - sharing existing outstanding practice more widely across the school, and providing more opportunities for teachers to observe outstanding teaching in other schools.

## Inspection judgements

### The achievement of pupils is good

- Children enter the Early Years Foundation Stage with knowledge and skills that are generally below those typically expected for their age. They make good progress during the Reception Year and are well prepared to enter Year 1 with standards that are much closer to those expected for their age.
- Pupils make good progress during Key Stage 1. At the end of Year 2 they attain broadly average standards in reading, writing and mathematics.
- Progress in Key Stage 2 is also good. There was a marked dip in Year 6 pupils' achievement in English and mathematics in 2011. However, there was a strong recovery in 2012 when both attainment and progress were well above average. The school's data shows that current Year 6 pupils have maintained this improvement and are on course to achieve above average outcomes in national assessments this year.
- The school's detailed tracking information shows that pupils in all year groups, including those who are disabled or have special educational needs, are making good progress whatever their starting points. This is supported by inspection evidence from lesson observations and work in pupils' books.
- Pupils make good progress in reading across the school. Teachers ensure that pupils read regularly and have a good knowledge of phonics (letters and the sounds they make). The proportion of pupils who reached the expected standard in the Year 1 national phonics check was above average in 2012.
- There has been a major focus on improving pupils' achievement in writing since the previous inspection. Pupils have many opportunities to write in a range of styles in different subjects. Better teaching has led to a strong rise in attainment and improved progress. Pupils in all year groups are now making good progress.
- The dip in performance at the end of Key Stage 2 in 2011 was caused mainly by weaker performance in mathematics. School data shows that this is not a consistent trend, and in 2012 pupils' attainment and progress in mathematics were significantly above average. Pupils' basic skills in mathematics are now secure, and they apply and use these skills effectively. As a result, they are making at least good progress in mathematics across the school.
- Disabled pupils and those with special educational needs make good progress. Their needs are accurately identified and they receive effective support. As a result, they achieve at least as well as other pupils.
- Pupils eligible for the pupil premium make progress at a faster rate than other pupils in the school. Test results at the end of 2012 showed that the attainment of pupils known to be eligible for free school meals was around half a term behind other pupils. School data shows that this gap in performance is closing rapidly.

### The quality of teaching is good

- Teaching is consistently good across the school, with a good proportion that is outstanding. Pupils made at least good progress in almost all of the lessons seen during the inspection, and work in pupils' books confirms that teaching has been good over time.
- Teachers have high expectations and know pupils well. They plan lessons that motivate and involve pupils in their learning, and use praise effectively. As a result, pupils enjoy lessons, have positive attitudes to learning and are keen to succeed.
- In the best lessons, where pupils make the most rapid progress, imaginative tasks are carefully matched to the needs and abilities of all pupils and there is a good pace and challenge to learning.
- In a mathematics lesson for example, pupils worked confidently and enthusiastically to apply

their knowledge and understanding of probability to make a game suitable for younger pupils. There was a good balance of independent and collaborative learning, and the teacher used prompts and questions very skilfully to ensure that all pupils were challenged. As a result, they greatly enjoyed the lesson and made outstanding progress.

- Where teaching is less than outstanding, teachers ask questions that test and reinforce knowledge rather than deepen pupils' understanding, and work is less well matched to pupils' different needs and abilities. More-able pupils in particular are not always given work which is challenging enough. In these lessons, the pace of learning is slower and pupils do not have enough opportunity to reach the highest levels and make the best possible progress.
- Pupils' books show a good quantity of work covering all subjects. Teachers mark pupils' work regularly, and there is a good balance of praise and suggestions for improvement. As a result, pupils know how well they are doing and what they need to do to improve.
- Teachers and teaching assistants work closely together and use a range of strategies to tackle slower progress. Pupils who need extra support receive it, either within classes or in individual or small group sessions. This includes pupils who are eligible for the pupil premium and those who are disabled or have special educational needs. As a result, they make at least good progress and achieve as well as other pupils in the school.

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

- Behaviour throughout the school is good, and at times outstanding. There is a very calm, inclusive and orderly atmosphere, and pupils get on very well with each other and their teachers. Pupils enjoy coming to school and are keen to learn. Attendance has risen and is now above average.
- Pupils say that they feel very safe in school, and are looked after well. They know how to keep themselves safe in different situations, including when using the internet. They have a good understanding of different kinds of bullying, but say that it is very rare in school. They are confident that the school would deal promptly with any issues should they arise.
- School behaviour logs show that behaviour is typically good. There have been no exclusions for several years, and the very rare instances of poor behaviour are dealt with effectively and appropriately.
- All parents who completed the Parent View survey thought that their children were safe and well looked after in school, and almost all thought that behaviour was good. Inspection evidence confirms this.

### **The leadership and management** are good

- The headteacher has a strong vision for the school and its future. This is shared by staff, governors and parents and is demonstrated by the strong support for the school shown in the Parent View and staff questionnaires. There is a very positive atmosphere throughout the school.
- School leaders have a very clear view of how well the school is doing and where it needs to improve. Key issues raised at the last inspection have been effectively addressed. The school improvement plan correctly identifies the key development priorities and sets ambitious but realistic targets.
- Improved systems are used to check on pupils' progress regularly and accurately. Information about pupils' progress is taken into account when making decisions about teachers' salary progression.
- Any underachievement is addressed by providing extra help when pupils need it, and any gaps in performance between different groups of pupils are closing. This shows the school's successful promotion of equality of opportunity.
- Effective systems are in place to check on the quality of teaching. These identify where further support is needed, and contribute to teachers' professional development. Training, coaching and

mentoring has improved the quality of teaching, and this has led to a rise in achievement, particularly in writing.

- Whilst there is outstanding teaching in the school, there are too few opportunities for teachers to share this best practice or to observe outstanding teaching in other schools.
- The curriculum is well planned and provides a broad range of learning opportunities for all pupils. It is enhanced by a variety of clubs, activities, trips and visits. Pupils take on responsibility in areas, such as the school council, the eco committee, or as 'playground pals' where older pupils look after younger ones. These make a good contribution to pupils' good spiritual, moral, social and cultural development.
- The school welcomes all pupils. It tackles discrimination effectively and promotes good relationships and equality of opportunity for all pupils.
- The local authority provides light touch but effective support in reviewing the performance of the school and the headteacher, and by identifying and providing training opportunities for staff and governors.
- **The governance of the school:**
  - Governors have a good understanding of the school's strengths and where it needs to improve. They support the school well and hold it to account by asking incisive questions about pupils' achievement, the quality of teaching and behaviour and safety. They ensure that pupils' performance is taken into account when making decisions about teachers' pay. They understand how pupil premium funding is spent and the impact it is having, and check that the school's finances are carefully managed. They make sure that the school meets its statutory duties, including those related to safeguarding.

## 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>	105799
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	400800

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>	228
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Janette Allen
<b>Headteacher</b>	Carolyn Palfreyman
<b>Date of previous school inspection</b>	4 November 2009
<b>Telephone number</b>	0161 643 2592
<b>Email address</b>	head@parkfield.rochdale.sch.uk



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