

Parkfield Primary School

Dimmock Street, Parkfield, Wolverhampton, WV4 6HB

Inspection dates

28–29 January 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The executive headteacher and head of school work together very well. Together with senior leaders, they accurately evaluate the school's work and know what needs to be done in order to improve further.
- Governors have a good grasp of the school's strengths and weaknesses and hold it accountable for pupils' achievement.
- Rigorous checks on teaching, and good use of training and support for individual teachers have improved classroom practice and pupils' achievement.
- Teaching is good across the school because lessons are made interesting for pupils, and so they are keen to succeed in their learning.
- Children in the Early Years Foundation Stage are taught and cared for well. They make good progress and are well prepared for Year 1.
- Pupils are polite and behaviour in lessons and around school is good.
- Pupils enjoy coming to school. They feel safe and are keen to learn.
- From low starting points, pupils make good progress and reach standards in line with those found nationally in reading, writing and mathematics by the end of Year 6.
- Pupils at risk of falling behind are given good individual support so they achieve well.

It is not yet an outstanding school because

- Some of the most-able pupils do not reach the higher levels of which they are capable.
- Pupils are not always given opportunities to respond to teachers' marking to improve their work.
- Children in the Early Years Foundation Stage are not given enough interesting and exciting things to do when learning and playing outdoors.
- Levels of attendance are below average.

Information about this inspection

- Inspectors observed pupils' learning in 17 lessons, one of which was observed jointly with the executive headteacher and one with the head of school. Pupils' behaviour at playtimes and lunchtimes were also observed.
- Discussions were held with the executive headteacher, head of school, other staff, pupils, members of the governing body and a representative of the local authority.
- Inspectors sought the views of parents through informal discussions at the start of the school day. There were not enough responses to the online questionnaire Parent View for the data to be published, but inspectors took account of responses to the school's parent survey undertaken in the autumn term.
- Inspectors took account of the 29 responses to the staff questionnaire.
- Inspectors checked pupils' written work in a range of subjects and listened to pupils reading.
- A wide range of documents were considered. These included: the school's analysis of how well it is doing; its plan for improvement; information on pupils' progress and attainment; school policies; records of governing body meetings; and records relating to safeguarding, attendance and behaviour.

Inspection team

Helen Morrison, Lead inspector

Additional Inspector

Lynne Cherry

Additional Inspector

Full report

Information about this school

- Parkfield Primary is a smaller-than-average sized primary school which is federated with St Stephen's Church of England Primary School.
- The federation is led by an executive headteacher. There is one governing body for the two schools in the federation. Each school has its own head of school.
- Around a third of pupils are from White British backgrounds; a quarter are of Indian heritage and the remaining pupils are from various minority ethnic backgrounds. About two in five of the pupils speak English as an additional language. The proportion of pupils who join and leave the school at different points in the school year is above average.
- At around 18%, the proportion of disabled pupils and those who have special educational needs is average.
- The proportion of disadvantaged pupils (those supported by the pupil premium, which is additional funding for pupils who are known to be eligible for free school meals or looked after by the local authority) is high at over 68%.
- The executive headteacher is a Local Leader of Education who helps other schools to monitor the quality of their work.
- One teacher left the school last summer and there are two newly qualified teachers.
- The Early Years Foundation Stage comprises a Reception class which pupils attend on a full-time basis.
- Two pupils currently attend the Kingston Centre, a pupil referral unit, full-time.
- The school meets the government's floor standards which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Strengthen the good teaching so that pupils make even more rapid progress by making sure that:
 - the most-able pupils are always given work that is hard enough in every lesson so they reach the high standards of which they are capable
 - pupils are given enough time to act on the good advice they are given by teachers so they can improve their work
 - children in the Early Years Foundation Stage are given exciting learning experiences when they play and learn out-of-doors.
- Increase attendance to at least the national average by:
 - developing further incentives for pupils to encourage good attendance
 - linking with similar schools where attendance is above average and adapt their strategies to reduce absence.

Inspection judgements

The leadership and management are good

- The executive headteacher has made sure that there is a clear focus, shared by all staff, on improving pupils' achievement. This has successfully improved teaching and raised standards.
- All school leaders monitor the school's effectiveness, identify priorities for improvement and plan these carefully. Staff training is carefully linked to the school's priorities. Newly qualified teachers are supported well so they quickly gain confidence and develop their skills. This, together with strong teamwork, demonstrates the school's good capacity for further improvement.
- Comprehensive, detailed analysis of information on pupils' attainment is used as the basis for regular meetings with teachers to monitor pupils' progress. Teachers use the school's new tracking system and check the work in pupils' books to make sure that any pupils in danger of falling behind are promptly identified and helped to catch up quickly.
- Senior staff check the quality of teaching regularly and thoroughly. Teachers' individual targets which are set to improve their practice, and decisions made about increases in their salaries, are linked carefully to the quality of their teaching and progress made by pupils in their classes. As a result, teachers are held accountable for pupils' achievement.
- The school carefully monitors the progress, attendance and behaviour of the pupils attending the Kingston Centre and ensures their needs are met.
- Pupils from different backgrounds learn and play happily together because pupils' spiritual, moral, social and cultural development is promoted well. Pupils learn about the beliefs of different faiths and have a good understanding of right and wrong. This gives pupils a good understanding of life in modern Britain.
- Interesting topics and good teaching ensure that pupils develop skills in reading, writing and mathematics well. For example, pupils use their reading and writing skills as they write 'fact files' to show what they have learned about the Vikings.
- Pupils are taught British values of tolerance, respect, equality and why rules are important. As a result, pupils listen to one another, take turns, share equipment and look after one another.
- The school demonstrates its commitment to equal opportunities by ensuring that all pupils are included in its activities and it has suitable policies and procedures for tackling discrimination should it arise.
- Safeguarding arrangements are thorough, and pupils are safe and secure at school.
- The local authority provides appropriate support through termly adviser visits which help to evaluate the school's performance. The school's collaboration with St Stephen's and other local schools for teachers' training and for checking the accuracy of assessments. This ensures all staff have an accurate understanding of pupils' achievement.
- Pupil premium funding is used effectively to employ and provide well-targeted training for teaching assistants and bilingual support staff who work with small groups or individuals. As a result these pupils make good progress.
- Extra sports funding is used to offer exciting opportunities in sports and dance, during and after school, and for staff to have training in these areas. Pupils particularly enjoy the wide range of after-school sports clubs.
- Pupils, parents and staff show a high level of satisfaction with the work of the school. A recent school

survey of parents showed they feel welcomed into school and are happy with the education it provides.

- Whilst the school has improved significantly since the last inspection and achievement is now good, leaders have not yet ensured that the most-able pupils reach the high standards of which they are capable.

■ The governance of the school:

- Governors use their skills and experience to support, monitor and challenge senior leaders effectively.
- They are fully involved in setting performance targets for the executive headteacher and use school data effectively to make sure leaders are raising standards.
- Governors visit the school regularly to talk to staff and watch pupils learn and, as a result, they have a good understanding of the quality of teaching and the progress of different groups of children.
- They ensure that teachers' pay and promotion are tied to the effectiveness of their teaching.
- Governors monitor the school's finances carefully and carry out their statutory duties effectively, ensuring, for example, that procedures for safeguarding pupils fully meet national requirements.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Clear guidelines and effective use of rewards ensure that pupils always know what is acceptable. Those spoken to during the inspection felt that most pupils behave very well. The school's records also confirm that the good behaviour seen during the inspection is typical.
- Pupils from the many different groups and backgrounds work and play together happily. They are polite, courteous and show good manners towards each other and adults.
- Pupils are proud to belong to the school and have good attitudes to learning. They are enthusiastic, and respond quickly to teachers' instructions. In lessons pupils work hard, are keen to learn, and they cooperate well with each other. Although occasionally a very few pupils lose concentration, low-level disruption is rare and so learning is not affected.

Safety

- The school's work to keep pupils safe and secure is good. Policies are followed by all staff and monitored carefully by governors so that safeguarding procedures, including the vetting of staff prior to appointment, are rigorous and meet statutory requirements. Access to the school is secure and all visitors are appropriately checked.
- Pupils say that bullying rarely happens. They have a clear understand of how bullying can affect people's lives and the different forms it could take, such as name-calling, making people feel alone or cyber-bullying. Pupils say they feel safe in school because staff listen to them and would deal quickly with any problems should they arise.
- Pupils understand how to keep themselves safe, including when using the internet. They are also taught well about how to look after themselves out of school, particularly with regard to road and fire safety.
- Due to efforts made by the school, particularly the work of the family support worker, there are examples of improved attendance for individual pupils. However, although school records show that it has improved this year, attendance remains below the national average.

The quality of teaching is good

- The quality of teaching is good over time and, as a result, pupils learn well and make good progress. Work in pupils' books, as well as checks carried out by leaders and evidence gathered during the inspection, demonstrate that the quality of teaching has improved since the last inspection.

- Teachers carefully plan lessons in order to engage and interest pupils. Homework is set each week and is carefully linked to the work pupils complete in school. Clear explanations, well-chosen activities and skilful questioning ensure that pupils build on previous learning and make good progress. For example, in a Year 1/2 mathematics lesson pupils were excited to find real-life examples which added to their interest when exploring the properties of 3D shapes.
- Teachers regularly check on pupils' progress in lessons and give extra help when pupils find tasks difficult. However, work is not always hard enough for the most-able pupils. As a result, too few of these pupils reach the highest levels.
- Teachers have high expectations of pupils' effort and commitment to learning. They are expected to present their work well and, as a result, work in most pupils' books is neat and well set out.
- Teachers make sure that in reading, writing and mathematics pupils know how well they are doing and what they are aiming for next. As a result, pupils are keen to get on with their work, try hard and follow teachers' instructions promptly.
- Children in Reception start to learn the sounds letters make and how to use them in their reading. Pupils in Years 1 and 2 made good use of these skills when reading to inspectors. By Year 6, pupils are enthusiastic and fluent readers who enjoy reading a wide range of books and know how their reading skills help to improve their writing.
- Writing is also taught well and pupils make good progress. Pupils are given regular opportunities to practise their grammar and punctuation skills and use dictionaries confidently to check the spelling of unfamiliar words.
- Mathematics is taught well. Following a dip in results at the end of Year 2 in 2014 the school changed the way it teaches the subject and, as a result, progress is accelerating and achievement has improved.
- Teaching assistants are skilled, valued and well trained. They work in close partnership with class teachers to match work to the individual learning needs of disabled pupils and those with special educational needs; pupils who speak English as an additional language; disadvantaged pupils and those who join the school during the course of the year. This is successful because these extra adults provide pupils with a good mix of encouragement, challenge and additional help that contributes to their good achievement.
- Pupils' work is marked regularly. Although teachers often identify what pupils need to do to improve their work, learners are sometimes not given enough time to act on the advice they are given or try out the additional questions teachers pose.
- Most parents think their children are taught well and pupils agree that teachers make learning interesting and fun. Inspection evidence supports these views.

The achievement of pupils

is good

- Pupils make good progress as they move through the school. In 2014, by the end of Year 6, pupils attained standards which were in line with those nationally in reading, writing and mathematics.
- Pupils make good progress in phonics (letters and the sounds they make). In 2014, the percentage of Year 1 pupils meeting the expected standard in the phonics screening check was in line with that found nationally.
- In Year 2 in 2014, the proportion of pupils who attained expected standards was in line with that found nationally in reading and writing, although standards in mathematics were below average. Improved, carefully planned teaching has ensured that pupils in Years 1 and 2 are currently making more rapid progress and are reaching standards in line with those expected.

- Some of the most-able pupils reach the higher levels because they are given challenging work. In a Year 6 lesson, for example, clear explanations, very high expectations and skilful questioning from the teacher ensured the most-able pupils enjoyed the complex writing tasks they were given and made rapid progress. Where teaching is not yet outstanding, learning is held back because pupils sometimes mark time as they wait for others to catch up after completing work. This does too little to extend their thinking or deepen their skills.
- In 2014 disadvantaged pupils supported by the pupil premium in Year 6 were a term ahead of others in school in reading and achieved in line with other pupils in writing and mathematics. When compared with pupils nationally, disadvantaged pupils were a term behind in reading and mathematics, but they were in line with pupils nationally in writing. Disadvantaged pupils are making faster progress than their classmates in reading and similar progress in writing and mathematics. As a result, attainment gaps are closing.
- Disabled pupils and those who have special educational needs make good progress because their learning needs are assessed accurately and their progress is carefully checked. Work in lessons and the individual support they are given are carefully planned so they achieve well.
- Pupils who speak English as an additional language or who join the school partway through the year are given skilled support, such as additional phonics work and speech and language teaching. This ensures that these pupils make similar progress to their classmates.
- The school regularly analyses information concerning the pupils who attend the Kingston Centre. These analyses show that they are making good progress.

The early years provision

is good

- Good leadership and management ensure that teaching in the Reception class is consistently good. Children's progress is assessed carefully and they are given a variety of activities that capture their interests and help them develop a range of skills.
- Children join the Reception class with knowledge and skills which are generally below those typical for their age, particularly in speaking, reading and writing. Although they make good progress in these areas, they still enter Year 1 with reading and writing skills below those typically found among five-year-olds. In other areas of learning children make good progress so they gain the skills and knowledge expected for their age. This prepares them well for Year 1.
- Children enjoy the mix of adult-led activities and those that they can choose for themselves. For example, they use computers enthusiastically to practise counting. There is a good emphasis on the teaching of reading and children use their knowledge of the sounds letters make well, for example when writing about the work of Fireman Sam.
- Adults use a range of questions so that children practise speaking and listening, explaining what they are doing and what they have found out. For example, when ordering objects from the heaviest to the lightest, children explain how they used scales to check their findings. As a result, all children learn and practise new words good support is provided for children at the earliest stages of learning English.
- The Reception classroom provides children with a vibrant learning environment. Resources are easily accessible and well-chosen to stimulate the children's interest. Activities contribute well to children's spiritual, moral, social and cultural development, such as encouraging imagination in the role-play area. The outdoor area is safe and secure, but it is not used well enough to provide opportunities for children to explore and investigate their environment.
- Children behave well. They are taught to listen to one another and take turns. Children are safe and feel confident in the setting and are keen to learn. Parents are welcomed, and this has a positive impact on children's learning, particularly their personal, social and emotional development.

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

Unique reference number	104329
Local authority	Wolverhampton
Inspection number	453418

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	Robin Whitehouse
Executive Headteacher	Wayne Downing
Date of previous school inspection	29 January 2013
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