

# Parkfield Junior and Infant School

## Inspection report

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<b>Unique Reference Number</b>	104329
<b>Local Authority</b>	Wolverhampton
<b>Inspection number</b>	324020
<b>Inspection dates</b>	17–18 March 2009
<b>Reporting inspector</b>	Alison Grainger

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	188
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Eddy Brooks
<b>Headteacher</b>	Jayne Price
<b>Date of previous school inspection</b>	31 January 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Dimmock Street Parkfield Wolverhampton WV4 6HB
<b>Telephone number</b>	01902 558627
<b>Fax number</b>	01902 558628

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<b>Age group</b>	5–11
<b>Inspection dates</b>	17–18 March 2009
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

Pupils are from a variety of ethnic backgrounds. The largest groups are pupils of White British background and those of Indian heritage. Although the proportion of pupils with English as an additional language is much higher than in most primary schools, only a few pupils are at the early stages of learning English. About a third of pupils have learning difficulties and/or disabilities. In some year groups the proportion of pupils with learning difficulties is very high. More than half the pupils are eligible for free school meals, which is well above average. The school provides an after-school club for pupils.

Since January 2008 the school has been led by an acting headteacher who is a permanent member of staff. Most teachers have joined the school since September 2007. Since September 2008, the school has been receiving intensive support from the local authority. It also has additional support through the Black Country Challenge.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school. It is improving and already has some good features. Care, guidance and support are good and the outcomes of this are seen in pupils' good personal development and well-being. Parents are pleased that the school looks after their children well. They say, for example, that they and their children appreciate the school's warm, family atmosphere.

Pupils' understanding of how to keep fit and healthy is excellent. They take real pride in the awards the school has gained for its work in this area. Pupils know a tremendous amount about how to stay safe, not only in school but also when outside. Behaviour is good in lessons and around the school. Pupils from all backgrounds mix well and almost all enjoy school a lot. However, the attendance rate is well below average. A few parents do not recognise the importance of their children attending school regularly. In addition, some pupils are taken out of school for extended holidays to visit families overseas.

Reception children get off to a strong start. From attainment on entry below the levels expected, particularly in communication, language and literacy, children make great strides in their learning and development. This means that when they transfer to Year 1 their attainment is close to the level expected, although early writing remains a weaker area. Standards have only recently risen to this level. In the past, pupils began Year 1 with standards that were still below average.

For many years, standards across the school have been persistently low. Although the evidence from pupils' work this school year shows that standards are improving, they are still below average. The school is rightly working in a concerted way to accelerate pupils' progress and to raise standards. Although progress is satisfactory now, the school recognises that it has to be better than this to raise standards.

There are several reasons why pupils' progress is satisfactory and better than it was. Teaching is satisfactory and improving quickly. Good features of teaching are evident in all classes and the amount of good teaching is increasing. The school has a team of very effective teaching assistants. They contribute significantly to focused teaching of pupils in different ability groups. Systems for tracking pupils' progress have improved and support more frequent reviews of how well individuals are doing. This monitoring of progress is ensuring that the identification of pupils who are slipping behind is much swifter.

The curriculum has acceptable breadth in its coverage of subjects. However, the school does not use all subjects fully to develop pupils' skills in all aspects of English, mathematics and information and communication technology (ICT). Marking and targets offer pupils generally clear guidance on how to improve their work, with some good practice in some classes. Marking and targets are not used well enough, however, to develop pupils' responsibility as learners who are accountable for the quality of their work.

Leadership and management are satisfactory. The high turnover of staff has been unsettling for the school. Nevertheless, the whole staff team is working effectively together to move the school on. The acting headteacher is drawing well on the external support and coordinating it within the school to give a clear direction for improvement. Self-evaluation is accurate and, as a result, the school is well aware of its current effectiveness and where improvements are now needed. The pace of change recently and the quality of the current provision show that the school has satisfactory capacity to develop further. Even so, leaders and managers are in no doubt that rigorous evaluation of the impact of initiatives to improve pupils' progress is essential.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children settle well in the supportive and calm environment of the Reception class. They quickly learn the school routines and respond positively to the adults' high expectations of their behaviour. They take turns, share and get on well with each other, developing good initiative and independence. Children's levels of concentration and involvement are high during adult-led activities and when they select what they will do for themselves. Children's good personal development is supported by the responsibility they are given and the way in which their ideas are valued.

Good teaching is based on accurate ongoing evaluations of what children need to learn next. All the areas of learning are supported well through a rich and stimulating curriculum of activities indoors and outside. Writing and skills in linking sounds with letters are given a high priority. Adults do much to help children speak clearly and listen attentively to others. As a result, children are making good progress in all areas of learning, including communication, language and literacy. Leadership and management of the Reception provision are good. Teamwork of staff is strong and there is accurate identification of priorities for improvement. The teacher in charge knows, for example, that further work is necessary to ensure that standards in early writing are as high as those in other aspects of children's work.

### What the school should do to improve further

- Focus sharply on accelerating pupils' progress and raising standards, rigorously reviewing the impact of initiatives on pupils' achievement.
- Ensure that the whole curriculum is used fully to develop pupils' skills in speaking, listening, reading, writing, mathematics and ICT.
- Make better use of marking and targets to help pupils to take responsibility for their learning.
- Work closely with parents to improve pupils' attendance.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Although pupils' achievement is satisfactory, standards across the school are still below average. In some year groups in which the proportion of pupils with learning difficulties is very high, standards are particularly low. However, the school has taken effective action to tackle past underachievement and is continuing to do so. As a result, all groups of pupils are now progressing satisfactorily. Several parents told inspectors how pleased they are with their children's progress. The parents of one pupil, for example, observed that the focused group reading sessions have resulted in their child's reading 'coming on in leaps and bounds'.

A high adult-to-pupil ratio ensures that extra support is available for pupils with learning difficulties, including one-to-one tuition for some pupils. Pupils with English as an additional language progress at much the same rate as others.

## Personal development and well-being

### Grade: 2

The moral, social and cultural aspects of pupils' development are good. Social development is a significant strength, as seen in pupils' positive relationships. Pupils respect others and value diversity. Pupils make a very good contribution to the school community through a variety of responsibilities. They diligently undertake roles such as those of 'playground buddies', who help to maintain calm and productive playtimes and conscientiously perform tasks as monitors. The school council is very proactive and its members involve others well in decision making and improving the school. Pupils also contribute positively to the wider community, such as by raising funds for charities and distributing harvest gifts.

Spiritual development is satisfactory and limited by few opportunities for pupils to reflect on how well they are learning. While pupils develop many good personal qualities, their preparation for their future lives is satisfactory overall and reduced by their below average standards in key literacy, numeracy and ICT skills. For some pupils, poor attendance is a factor preventing them from being better prepared for the future. While the school is already working hard to deal with poor attendance, it acknowledges that further work is necessary.

## Quality of provision

### Teaching and learning

#### Grade: 3

Across the school, strengths in teaching include teachers' clear focus on what they want pupils to learn in each lesson. The purpose of each lesson is communicated to pupils so that they know what they are aiming to achieve. Lessons are well organised and carefully planned. Often, pupils make the most significant progress during the part of the lesson when they are organised into groups to work with intensive adult support. The reason for this is that the group work is closely matched to pupils' differing learning needs. Any pupil struggling is quickly identified and supported in these sessions.

Whole-class sessions are relatively less effective because the instructions and explanations are not tailored as closely to pupils' needs. Sometimes the pace of whole-class sessions is slow, with limited opportunities for pupils to show initiative.

### Curriculum and other activities

#### Grade: 3

Provision in personal, social and health education is good. It contributes much, for example, to pupils' extremely well developed understanding of healthy lifestyle choices and their respect for others. Enrichment of the curriculum through a good variety of clubs, visits and visitors broadens pupils' experiences. Visits to places of worship, for instance, contribute well to pupils' understanding of the diversity of faiths and cultures in the local community and more widely.

Initiatives linked to the teaching of reading and writing, such as sharply focused work on phonic skills, are helping to accelerate pupils' progress in these areas. Intervention support and booster groups, for example in mathematics, are also contributing well. Overall, however, there is insufficient emphasis throughout the whole curriculum on raising standards in the essential skills in speaking, listening, reading, writing, mathematics and ICT. There are also few

opportunities for pupils to identify and pursue their own lines of enquiry in subjects such as science, geography and history.

## **Care, guidance and support**

### **Grade: 2**

Good systems are in place for supporting pupils' welfare. Arrangements for first aid, health and safety are good and pupils are well supervised throughout the day. Pastoral care is strong and pupils are sure that they have an adult to whom they can turn should the need arise. They and their parents say that the school does not tolerate bullying. Care and support for vulnerable pupils are good. Sensitive guidance is given to pupils with learning difficulties. Those at an early stage of learning English are included fully. All of these strengths in care create a positive climate for learning. Pupils attending the after-school club are well looked after. They enjoy the good variety of activities on offer and have access to fruit and water.

The use of targets and marking to tell pupils what they are doing well and what can be improved in their work is consistently satisfactory and often good. Teachers approach these aspects of guidance conscientiously. However, targets and marking are not used sufficiently to make pupils responsible for their own learning.

## **Leadership and management**

### **Grade: 3**

The school is making effective use of the external support provided by the local authority and the Black Country Challenge. There is a clear commitment from the whole staff team to improving the school. Challenges presented by the high turnover of teachers, including changes of senior and middle leaders, have been faced. As a result, staff are working successfully in teams giving support to each other to drive initiatives and improve pupils' progress.

Governors know the school's strengths and weaknesses. They provide good support and are developing their role in asking challenging questions. Although the school is moving forward at a steady pace, it recognises that it is essential that the impact of initiatives is rigorously reviewed. The school makes a satisfactory contribution to community cohesion, for example, in promoting harmonious relationships within the school. It takes effective steps to include parents who speak little or no English.





## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	3

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	2
The attendance of learners	4
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

19 March 2009

Dear Pupils

Inspection of Parkfield Junior and Infant School, Wolverhampton WV4 6HB

Thank you for helping us when we visited your school. We enjoyed talking with you, watching your lessons and finding out about your school. The school council was especially helpful in making sure that we found out what your school is like. The inspector who met with the school council really enjoyed being taken around the school and shown the important displays.

We saw that you behave well, get on with each other and have good attitudes to learning. You know a tremendous amount about how to stay fit, healthy and safe. You make a good contribution to your school and to the community outside school.

Your school is satisfactory and improving. It ensures that the Reception children settle in quickly and learn a lot. It looks after all of you well. All the adults in school want the school to improve even more quickly. To help, we have asked them to work on these things.

- Speeding up your progress and helping you to reach higher standards. To do this, it is important that the adults keep checking on how well the school is meeting your needs.
- Use every opportunity in every subject to improve your skills in speaking, listening, reading, writing, mathematics and ICT.
- Make better use of marking and targets to help you to take more responsibility for your learning. We are sure you can do this.
- Work closely with your parents to improve your attendance. Some of you miss too much school and this stops you from doing as well as you should.

You can help by continuing to have positive attitudes, behaving well, getting on well together and doing your best. Please try hard to have good attendance.

Yours faithfully

Alison Grainger

Lead inspector