

# Parkfield Primary School

## Inspection report

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<b>Unique Reference Number</b>	105799
<b>Local Authority</b>	Rochdale
<b>Inspection number</b>	336559
<b>Inspection dates</b>	4–5 November 2009
<b>Reporting inspector</b>	Kathleen McArthur

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

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<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>	235
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Canon Phillip Miller
<b>Headteacher</b>	Mrs Carolyn Palfreyman
<b>Date of previous school inspection</b>	8 February 2007
<b>School address</b>	Harold Street Middleton Manchester M24 4AF
<b>Telephone number</b>	0161 6432592
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 10 lessons, and held meetings with governors, staff, groups of pupils and the local authority representative. They observed the school's work, and looked at pupils' books, policies, assessment data and records, safeguarding documentation and local authority reports. Inspectors also considered the responses in questionnaires returned by parents and carers, and by pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress made by all groups of pupils
- actions to raise standards, improve the quality of teaching and the use of assessment
- leadership's capacity for sustained improvement
- provision in the Early Years Foundation Stage.

## Information about the school

This average-sized school draws pupils from a wide range of social and economic backgrounds. Almost all are of White British heritage. Entitlement to free school meals is above average. The proportion of pupils with special educational needs and/or disabilities is average, but well above the average number have a statement of special educational needs.

There has been considerable disruption in staffing since the last inspection in 2007, particularly at senior management level. Two associate headteachers led the school for a year until the headteacher took up post in September 2008. A new deputy headteacher has been appointed for January 2010.

The Acorns and Oak Trees out-of-school club is offered on-site by a private provider and is subject to a separate inspection by Ofsted.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This satisfactory school is a harmonious community where pupils behave well, feel safe and work and play happily together. They get a good start to their time in school in the Early Years Foundation Stage. Pupils enjoy learning, are well cared for, and play an active part in school life. Parents and carers are pleased that their children are happy and safe at school.

Achievement is satisfactory and attainment is broadly average. Progress was adversely affected by the period of disruption in staffing. Because of recent actions to improve teaching and learning, progress is now satisfactory overall and in the Early Years Foundation Stage children make good progress. Standards in mathematics lag behind English; pupils do not swiftly recall number facts or have many strategies for calculation. Pupils read well, but do not organise their writing well enough. Few reach the higher levels in English or mathematics. Overall, the quality of teaching is satisfactory; some is good but there is too much variation. Pupils know they have to work hard and do so willingly, because, as one said, 'Teachers make lessons fun.' Assessment systems provide accurate information about progress but this is not always fully used in lesson planning, so pupils often all have the same task and the more able ones are not fully challenged. The curriculum is satisfactory, and the leadership team makes good use of specialist skills to enhance learning, for example in information and communication technology (ICT) and art. Pupils really appreciate the rich range of activities that broaden their experience and cultural development beyond the classroom.

Good understanding of health matters is recognised in an Activemark and the Healthy Schools Award. Pupils say staff 'are kind and care for us', and trust them to help with any problems. Pupils eagerly take on responsibilities and show care and concern for others and for the environment, for example by helping clear litter in the local area. Attendance is satisfactory. Pupils' academic and personal skills equip them with a satisfactory basis for future economic well-being.

The headteacher's ambition and determination, and placing pupils firmly at the heart of the school's work, have reinvigorated staff and governors with a shared unity of vision and purpose. Despite some over-generous evaluations of performance, well-focused development plans show a secure knowledge of areas for improvement. Better progress in learning, the restructured leadership team, well-informed governance and staff, and the positive attitudes of pupils, parents and carers give the school a satisfactory capacity to sustain ongoing improvement.

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

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- Raise standards by:
  - improving pupils' quick recall of number facts and mental calculation skills
  - improving the way pupils structure, punctuate and organise their ideas in writing.
- Accelerate progress in learning by ensuring that assessment information is used in lesson planning to match tasks more closely to pupils' abilities and to challenge the more able pupils to reach higher levels.
- Make good-quality teaching consistently available throughout the school.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Lesson observations and pupils' comments show that pupils really enjoy learning and are willing to work hard. Their achievement in relation to their starting points is satisfactory and attainment is average. After a dip in 2008, standards in science rose in 2009 due to specialist teaching; every pupil attained the expected level and one third of pupils reached the higher level. However, not enough pupils reach higher levels in English or mathematics.

After declining during the period of disruption, pupils' progress is accelerating. All groups of pupils are currently making satisfactory progress throughout the school and are on course to meet their predicted targets. Rigorous actions are proving effective but the school is well aware that there is more to be done to boost performance in writing, by providing more opportunities to write at length, and to speed up pupils' knowledge, recall and use of number facts.

Pupils present their work neatly with care. Good reading skills support work in all subjects and by the time they reach the older classes, pupils competently use the library and internet for research. Good behaviour and positive attitudes help pupils work cooperatively, enjoy learning, and make satisfactory progress, although when the pace of lessons is slow, pupils stay on task but with less enthusiasm. Year 1 pupils made rapid progress during a lively, practical numeracy lesson, working together to build a graph of favourite animals, and bringing their learning to life by adding the appropriate sounds. Pupils with special educational needs and/or disabilities receive well-organised support for their individual needs, enabling them to progress at the same rate as their classmates.

Outcomes for pupils are good in other respects. They feel secure, know how to keep themselves safe, and do not regard bullying as a problem. The great majority think their classmates behave well. Many commented positively on the sports and physical activities that help them care for their health. Responsibilities are carried out diligently, Playground Pals proudly wear their yellow caps and the school council is active, for example organising a recent disco. Good spiritual, moral, social and cultural development is apparent in the way pupils respect each other and the adults they meet,

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and in pupils' appreciation of the diversity of lifestyles and cultures in society.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teaching is satisfactory with variations in effectiveness. Good relationships were observed in all lessons, promoting good behaviour and cooperation; one pupil commented, 'The staff make me push the extra mile, and I like that!' The more effective lessons feature clear plans, pupils know what they will learn, good use of ICT really motivates them and, consequently, in these lessons pupils' progress is good. Teaching assistants are usually deployed effectively, for example to support pupils with additional needs. In other lessons the pace is slow and tasks do not always match pupils' different needs and abilities, particularly to challenge the more able pupils, so progress is only satisfactory. Assessment systems provide accurate information but the use of this information to plan the next steps in learning is patchy. About 20% of questionnaires completed by pupils showed they do not feel they know how well they are doing. Although pupils said teachers' marking helps them improve their work, their books show this practice is inconsistent.

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The curriculum meets all requirements. Suitable modifications enable pupils with special educational needs and/or disabilities to make satisfactory progress but the curriculum is not always adapted to challenge the more able pupils. The good programme of personal development enables pupils to consider feelings and emotions in a secure setting.

Learning is enhanced through themes, visitors and good use of local facilities, such as the Touchstones museum. Pupils spoke highly of their visits and residential trips, music tuition, specialist sports and language teaching, and the wide variety of lunchtime and after-school clubs is popular.

Parents, carers and pupils agree that the school is very safe and secure. It provides a very supportive and nurturing environment for all pupils. Good, well-established induction and transition arrangements ensure that they start school, transfer between classes and move on to high school confidently. Pupils with additional needs are identified early and receive particularly sensitive care and support, and the school involves all external agencies to benefit pupils and their families. The school works hard to ensure regular, punctual attendance.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher quickly set challenging targets to accelerate progress and raise standards based on an ambitious vision for school improvement. Regular monitoring of teaching and learning, professional development and clear leadership and management roles are all in place. Although at an early stage of impacting on standards and pupils' progress, improvements can be seen, for example in the Early Years Foundation Stage where children make good progress. However, inconsistencies remain across the school. Governance is satisfactory and improving rapidly as governors become increasingly well informed and confident to challenge the school on achievement and standards. Shrewd budget management directs funds to support improvement plans. Value for money is satisfactory.

Good community cohesion arrangements ensure that pupils mix harmoniously, contribute to the community, for example publishing a regular newsletter for local residents, and show respect and awareness of other ways of life in Britain and in the wider world. Relationships with parents and carers are positive. The leadership team's strong commitment is underlined by the appointment of a specific member of staff to identify ways in which the school can work with parents and families to help them

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support their children's learning, for example through the popular parent and child craft class.

Satisfactory partnerships with outside agencies provide additional opportunities and support for pupils and staff that the school alone cannot provide – specialist music and dance teaching, for example. Local authority support is proving valuable in raising the quality of teaching and learning. Procedures to promote equal opportunities ensure that there is no discrimination, but there is some variation in outcomes for the more able pupils. Safeguarding arrangements are good and meet all current requirements, ensuring that the school is safe and secure environment.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children enter the Early Years Foundation with skills at levels below those typical for their age, especially in the vital areas of language and number. Boys and girls make good progress in all areas of learning. Most are working close to the expected goals when they move to Year 1, although girls do a little better. Children enjoy learning letter sounds, and this gives them a secure basis for early reading and writing.

The welcoming and stimulating learning environment and good levels of care ensure that children make particularly good progress in their personal development. They feel safe and secure and quickly become confident, independent and eager to learn. Behaviour is good; children play safely, share equipment and talk happily about their 'healthy toffee apples' at snack time. Good teaching captures children's natural curiosity and provides a well-planned range of activities, carefully balanced between those led by



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staff and those chosen by children. Children are always keen to learn outside, and despite the rain put on waterproofs and wellington boots, and loved splashing paint onto black paper to make pictures of fireworks.

Good leadership is based on a clear vision to improve provision. The strong, enthusiastic staff team all understand children's learning and developmental needs, for example providing activities that specifically appeal to boys to boost their progress. Systems to monitor and track progress are in place but need further development to extend learning and provide additional challenge where needed.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

The great majority of responses were positive. All parents and carers who completed the questionnaire agreed that their children enjoy school and are kept safe there. They are happy with their children's experience at school, feel any unacceptable behaviour is dealt effectively and that their views and concerns are taken account of.

A few said they did not feel the school deals with unacceptable behaviour and a similar proportion felt the school does not provide enough information about progress or homework. Inspection findings did not support these views, but indicated that:

- pupils do not think bullying is a problem and know how to get help if they have any difficulties
- the school communicates with parents and carers through frequent newsletters, the website and by telephone and is willing to arrange meetings at times convenient to parents and carers.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Parkfield Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 63 completed questionnaires by the end of the on-site inspection. In total, there are 235 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	60	25	40	0	0	0	0
The school keeps my child safe	45	71	18	29	0	0	0	0
The school informs me about my child's progress	27	43	28	44	8	13	0	0
My child is making enough progress at this school	26	41	29	46	7	11	0	0
The teaching is good at this school	31	49	30	48	1	2	0	0
The school helps me to support my child's learning	26	41	28	44	9	14	0	0
The school helps my child to have a healthy lifestyle	29	46	29	46	5	8	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	23	37	33	52	4	6	0	0
The school meets my child's particular needs	27	43	30	48	6	10	0	0
The school deals effectively with unacceptable behaviour	24	38	33	52	1	2	3	5
The school takes account of my suggestions and concerns	23	37	34	54	5	8	0	0
The school is led and managed effectively	26	41	28	44	6	10	0	0
Overall, I am happy with my child's experience at this school	33	52	24	38	5	8	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



06 November 2009

Dear Pupils

Inspection of Parkfield Primary School, Manchester, M24 4AF

I would like to thank you all for making us welcome and helping us when we inspected your school. You told us how much you like school and we were very pleased to hear that you enjoy your lessons. Your politeness, friendliness and good behaviour are a credit to your parents and carers, and teachers. Your parents and carers are happy with the school.

This letter tells you what we found. We judged Parkfield to be satisfactory overall with some good things. Children get a good start in the Reception classes and we could see how much they enjoyed working outside and splashing in the puddles, looking for sharks!

The staff take good care of you, so you feel safe and secure, work and play well together and gain useful skills as team members. You know how to look after your health and are reliable and helpful. The curriculum provides lots of 'extras' to make learning interesting, and you told us how much you enjoy the trips and all the clubs.

Teaching is satisfactory, and some is good. You make satisfactory progress in your work and usually reach similar standards to those in other schools. You are good readers, which helps you in all subjects, and your work is neat and tidy; keep it up!

The school leaders and governors work hard together and are keen to improve so your school becomes good overall. We have asked them to:

- help you speed up your mental calculation skills in mathematics and improve your writing
- make sure that you are always taught well and the lessons challenge everyone so more of you reach higher levels.

We are sure you will continue to help the staff by enjoying school and working hard.

We send you our very best wishes.

Yours sincerely

Mrs Kathleen McArthur

Lead inspector

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