

# Parkfield Primary School

## Inspection report

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<b>Unique Reference Number</b>	103385
<b>Local Authority</b>	Birmingham
<b>Inspection number</b>	308300
<b>Inspection dates</b>	5–6 November 2008
<b>Reporting inspector</b>	Linda Killman HMI

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	735
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>	Fatima Khan
<b>Headteacher</b>	Hazel Pulley
<b>Date of previous school inspection</b>	13 September 2004
<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>	Parkfield Road Saltley Birmingham B8 3AX
<b>Telephone number</b>	01214 641131
<b>Fax number</b>	01214 641130

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<b>Age group</b>	3–11
<b>Inspection dates</b>	5–6 November 2008
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and three Additional Inspectors.

## Description of the school

This is a very large primary school. Nearly half the pupils qualify for a free school meal, which is well above the national average. Almost all pupils are from a diverse range of minority ethnic backgrounds and of these, the majority are of Pakistani heritage. Most pupils have a home language or languages other than English. Children join the Nursery with knowledge and skills well below expectations; the majority are at an early stage of speaking English. The proportion of children with learning difficulties and/or disabilities is well above average at 40%. The school has Healthy Schools and Investors in People status and also has awards for Quality Mark Basic Skills and Environmental Sustainability. There is onsite childcare provision that is not managed by the governing body. The headteacher took up her appointment in September 2008.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This school provides a satisfactory standard of education and care for its pupils, and is improving. Staff are committed, hardworking and responsive to change. Since its last inspection in 2004, the school has moved forward in some areas. For example, pupils are better at using and applying what they have learned to solving problems and this has contributed to rising standards in Key Stage 2, particularly in science. The leadership team has demonstrated that it can improve standards in Key Stage 2, but it has not made headway in raising standards in Key Stage 1. The new headteacher is providing strong, decisive leadership. She has rallied the full support of staff and governors and has taken swift action to raise standards and achievement across the school. All staff have contributed to the school's latest development plan. This clearly outlines the way forward, with well-chosen actions, supported by a robust programme of training for all staff, to strengthen the school's performance in all aspects of its work. Leadership and management are satisfactory, with consistent capacity across all levels to ensure that the school continues to head in the right direction.

Most parents are content that their children are safe and well cared for. Relationships are good and the school safeguards pupils' welfare appropriately. Nonetheless, a few parents consider that their child's achievement is not as high as it should be and the evidence inspectors gathered during the inspection supports this view. Standards are not rising steadily in all year groups due to variability in the quality of teaching and learning. Where teaching is energetic and lively, pupils of all abilities thrive. Exciting, enjoyable practical activities generate exploration and discussion, encouraging pupils to use their skills in solving problems. On such occasions, all pupils make good progress and some excel. However, in the large majority of lessons that inspectors observed, teachers are not matching the work closely enough to pupils' abilities and they make less impressive progress. Many pupils lack confidence in speaking, especially pupils whose home language or languages are other than English, because there is not always enough opportunity for them to take part in extended class discussions, group and paired work, or role-play.

The curriculum contributes satisfactorily to improvements in pupils' personal development and meets the needs and interests of most learners. A wide range of clubs, visits and events extend pupils' knowledge and understanding of the world beyond home life and give pupils much to look forward to and enjoy. Adults have high expectations for pupils to behave well and the majority rise to their aspirations. However, there are occasions when adults provide too much direction, resulting in missed opportunities for pupils to think for themselves and make appropriate choices. Additionally, this sometimes dampens pupils' enthusiasm and enjoyment for learning. Pupils' social, moral, spiritual and cultural development is good. Nonetheless, their personal development is only satisfactory overall because inconsistencies in teaching limit the extent of pupils' enjoyment, achievement and economic well-being. They demonstrate good knowledge and understanding of how to live a healthy lifestyle and stay safe. Their skills in literacy, numeracy and information and communication technology (ICT) have developed adequately by the time they leave the school in readiness for the next stage of their education.

## Effectiveness of the Early Years Foundation Stage

### Grade: 3

Provision in the Early Years Foundation Stage (EYFS) is satisfactory. From very low starting points, most children move on with their learning steadily but the majority do not meet most

of the expected early learning goals by the end of Reception. The school assesses every child's development accurately. This helps teachers to identify and support children with physical, learning or emotional needs quickly. The teachers plan a good range of activities, offering physical challenges so that children's physical skills and coordination develop well. All other areas of learning are covered adequately. The adults provide good models for the children and support them sensitively. They have high expectations for the children to behave kindly towards each other and children respond appropriately. Bilingual teaching assistants support effectively children who speak little or no English at home and help some parents to communicate with the school by first language support. However, not all teachers are providing learning opportunities that encourage speaking and listening to maximum effect. The children know their routines and enjoy taking responsibility for some of them such as clearing up their toys. They choose some of their own activities and play happily indoors and outside. Children's welfare is promoted, they are taught how to stay safe and all statutory requirements are met. The EYFS is managed efficiently but longer term plans are not rooted in a clear vision for how the provision can be enhanced.

### **What the school should do to improve further**

- Ensure that pupils in all year groups make good progress, especially in Key Stage 1.
- Improve curriculum planning so that the work closely matches the differing needs and abilities of learners.
- Strengthen provision to for pupils who have a home language or languages other than English, particularly by encouraging them to speak more in lessons.

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**

Pupils' overall achievement is satisfactory but the progress they make is uneven from their starting points in the Nursery. Standards in Key Stage 1 have been consistently well below national averages but they dipped to an exceptionally low point in 2008 in reading, writing and mathematics. The work seen in pupils' books and observations of their learning in class confirms that standards in Year 2 are slightly higher than last year but still well below average. By contrast, in 2008, standards in Key Stage 2 rose significantly, bringing them closer to national averages. This improvement is being sustained in Years 5 and 6, where teaching is stronger and pupils are learning at a faster rate. Lower down the school, pupils' progress, and thus their achievement, is notably more limited. Pupils with learning difficulties and/or disabilities make satisfactory progress from their lower starting points.

## **Personal development and well-being**

### **Grade: 3**

Parents confirm that their children like coming to school, and trust their teachers. Attendance figures have been adversely affected by the wish of many families to observe religious holidays and to make occasional journeys in term time. However, the school has worked hard to convey the message to parents that every day in school counts and satisfactory levels of attendance and punctuality have been achieved as a result.

Pupils are given some responsibility as they mature, though older pupils are not given much opportunity to support the youngest in work and play. The monitors and school councillors make a significant contribution, providing others with the means to put their views forward. The school consults pupils and acts on their suggestions, for example in arriving at the design for equipment used in outdoor play. Pupils get on well together. They have a good understanding of right and wrong and recognise each other's value. Satisfactory provision is made for pupils to participate in events in their local and wider community, such as raising funds for charities and visiting places of interest and the adventure centre.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory. Lessons are structured and most teachers ensure that pupils know what they are expected to learn and how they can measure their success in lessons. Most pupils behave well, listen attentively and make sound progress in most lessons. Teaching assistants provide effective support. There is a wide range of abilities in most classes but this is not taken into account sufficiently in teachers' planning, the quality of which varies widely. Consequently, in some lessons, most pupils are given the same work, with insufficient account taken of what individuals already know and can do. This affects progress, particularly for the most able learners.

### **Curriculum and other activities**

#### **Grade: 3**

Thought-provoking assemblies and health education lessons contribute to pupils' good understanding of how to stay safe and be healthy. Pupils speak highly of the number and range of extra clubs and activities available. Standards in science are rising because pupils relish the challenge of exciting projects and the many opportunities to undertake experiments. The school has been less successful in promoting independent learning in other subjects because there are too few opportunities for pupils to discuss ideas with their peers, plan investigations and research. The curriculum for geography and history has been improved since the last inspection and is now satisfactory. In addition, the physical education (PE) programme now reflects the recommended time allocation, although teachers are not provided with the necessary guidance to plan effective lessons.

### **Care, guidance and support**

#### **Grade: 3**

Procedures for safeguarding, including child protection, are fully in place and the school promotes pupils' health and safety. The school provides a high level of pastoral care, so that pupils feel secure and happy in their relationships with staff. This is especially true for pupils who are new arrivals in Britain, who benefit from good induction procedures. The school has satisfactory systems for tracking pupils' progress and checking that pupils are making sufficient progress. It takes action to support those who are falling behind, for example with booster classes or individual coaching. The school is beginning to involve pupils in understanding how they can improve their work by setting targets for improvement but this is in the early stages of development and has not yet had time to make a significant impact on learning. Teachers mark pupils' work regularly. The quality of the comments seen in pupils' books varies widely

in quality and is often more beneficial to teachers as a means of assessing pupils' performance rather than guiding pupils in how to improve their work.

## **Leadership and management**

### **Grade: 3**

The new headteacher has had an immediate impact on the school. There are some emerging strengths within the leadership team. Leaders and managers are setting a clear direction for the future, working towards common goals. Some subject leaders have had insufficient opportunity to develop their leadership skills. The self-evaluation process is satisfactory. Monitoring and analysis have successfully revealed the school's strengths and weaknesses; however, they have not always been searching enough, resulting in some over-generous judgements about the school's performance. The school uses challenging targets satisfactorily to raise standards but not well enough across the whole school to stretch performance. Managers deploy resources appropriately. Community cohesion initiatives are at the early stage of development but being driven forward earnestly by the headteacher. Governance is satisfactory; governors are beginning to provide challenge as well as support.

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## 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?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	4
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>	3
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
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?	3

## 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**

7 November 2008

Dear Pupils

Inspection of Parkfield Primary School, Birmingham B8 3AX

Earlier this week I visited your school for two days with three other inspectors. We met many of you and watched you learning in class. We also looked at your work and talked to your teachers. We have thought carefully about all that we saw and heard and I would like to highlight the school's good features as well as those that need to be improved.

- You behave well in class and around the school.
- Your school makes sure that you learn about and respect different cultures and traditions.
- You know well how to stay safe and be healthy.
- We agree with your parents that you are well looked after and cared for at school.
- As you get older, you are making much better progress in your learning.

To make the school even better we have asked the governors and your teachers to:

- make sure that all of you make good progress especially in Years 1 and 2 – some of your parents think that you can learn even faster and the inspectors agree
- plan your work carefully so that it is not too easy or too difficult.

We know that most of you speak a language or languages other than English so we have also asked your teachers to think about how they can provide you with even more opportunities to practise and develop your skills in speaking in English in class.

Thank you for your help during the inspection. Keep working hard and learning all that you can before you leave Parkfield.

Yours sincerely

Linda Killman Her Majesty's Inspector