

Inspection of Parkfield Community School

Parkfield Road, Saltley, Birmingham, West Midlands B8 3AX

Inspection dates: 4 and 5 October 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Outstanding

The headteacher of this school is James Wright. This school is part of Excelsior Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Hazel Pulley, and overseen by a board of trustees, chaired by Jasmine Armstrong.

What is it like to attend this school?

Pupils flourish in all aspects of their learning at this exceptional school. A culture of inclusion and aspiration permeates school life. Staff and pupils are proud of this vibrant, forward-thinking school.

The school has an unwavering commitment to serving pupils, families and the community. Staff are relentless in their pursuit of excellence for all, ensuring 'nobody is left behind'. Pupils meet these highest of expectations. By the end of each key stage, pupils master the knowledge and skills set out by the ambitious curriculum. Pupils produce high-quality work across different subjects. They are well prepared for the next stage of their education.

Pupils thrive due to the strong relationships that they build with staff and each other. Behaviour in classrooms and around the school is exemplary. Pupils show respect and tolerance in all aspects of school life. Pupils are enthusiastic and resilient, demonstrating high levels of engagement with learning from the very start.

There are many opportunities for pupils to take on leadership roles and contribute as active citizens. Pupils talk proudly of their 'pupil parliament' and show excellent understanding of democracy. There are plentiful opportunities for pupils to develop interests in the arts, music and sports. Participation in extra-curricular activities is high.

What does the school do well and what does it need to do better?

The school provides an aspirational curriculum that goes beyond core knowledge and skills to ensure that pupils develop as well-rounded individuals. Leaders have thought very carefully about what they want pupils to know in each subject. From early years onwards, they have planned pupils' learning so that it builds over time. Teachers check that pupils know and remember this key knowledge before they move on in lessons. As a result, pupils are ready to apply their learning to more complex ideas. High-quality training for staff is a priority. This enables staff to teach all subjects confidently.

Staff plan carefully for pupils with special educational needs and/or disabilities (SEND). They set clear targets and keep them under close review. Teachers make adaptations to resources to ensure that pupils with SEND learn the curriculum in full alongside their peers. Staff foster the confidence and independence of pupils with SEND, which is evident in their achievement. The inclusive work of the school is commendable. Many pupils arrive with little spoken English. Staff skilfully build pupils' language skills through the well-developed oracy programme.

Children in the early years get off to a flying start. They settle quickly into the purposeful and highly engaging learning environment. Adults skilfully develop children's speaking and listening skills by engaging them in conversation. Children

play for sustained periods and enjoy meaningful learning opportunities. They quickly develop independence and show high levels of self-control.

The school makes sure that staff are well trained and highly skilled to teach reading consistently well. There is a well-structured phonics scheme in place. Staff provide pupils who are not keeping up with the demands of the programme with highly effective and timely support so that they quickly catch up. Pupils read books that are well matched to their current level of understanding. Pupils learn to read with confidence, accuracy and fluency. Staff also help pupils to develop a strong love of reading through regular use of the school's library, taking part in annual literary festivals and inviting visiting authors from familiar communities.

Pupils are wonderful ambassadors for their school. They understand the clear expectations for behaviour. Pupils are attentive and keen to share their ideas. The school is relentless in its pursuit to raise pupils' attendance. The school engages meaningfully with parents and carers in all aspects of school life.

Teachers take every opportunity to build pupils' character and celebrate talent. The school ensures that there are no barriers to pupils attending trips or the wide range of after-school activities on offer. Pupils relish all the school has to offer and enjoy a wealth of carefully planned experiences. For example, pupils enjoy growing their own food in the school's allotment, as well as creating catapults to develop their understanding of forces in the school's purpose-built science and technology laboratory.

An exceptional personal development offer weaves throughout all aspects of school life. Pupils learn about and show the utmost respect for people's individual differences. One pupil summed up the difference this makes, saying, 'We treat everyone equally, and we are proud of who we are.' Pupils are exceptionally well prepared for life in modern Britain.

Governors and trustees are highly committed to the school. They use their detailed knowledge of the school to support and challenge leaders. The workload and well-being of all staff are priorities. Staff feel valued, cared for and listened to.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	139162
Local authority	Birmingham
Inspection number	10290595
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	670
Appropriate authority	Board of trustees
Chair of trust	Jasmine Armstrong
CEO of the trust	Hazel Pulley
Headteacher	James Wright
Website	www.parkfield.excelsiormat.org
Dates of previous inspection	5 and 6 October 2022, under section 8 of the Education Act 2005

Information about this school

- The school joined the Excelsior Multi-Academy Trust in January 2013.
- The school runs its own before- and after-school club.
- The school does not use alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher and senior leaders.
- The inspector met with the chief executive officer of the trust.

- The lead inspector met with representatives from the local governing committee and trustees.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, English, history and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at a sample of pupils' work.
- Inspectors also discussed the curriculum in some other subjects.
- The lead inspector listened to pupils read to a familiar adult.
- The inspectors considered a range of documents, including the school's self-evaluation and improvement plans. Minutes of governing body meetings, trust board meetings and reports from external reviews were also scrutinised.
- Inspectors looked at records of pupils' attendance and behaviour. They observed pupils' behaviour in lessons and around school and talked to them about behaviour, bullying and welfare.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors talked to parents at the start of the school day and considered the free-text responses to Ofsted Parent View. Inspectors also reviewed the responses to the pupil and staff surveys and gathered the views of staff and pupils through discussion.

Inspection team

Cathy Young, lead inspector	His Majesty's Inspector
Nicola Price	Ofsted Inspector
Reena Rai-Aheer	Ofsted Inspector
Mark Sims	Ofsted Inspector

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