

Parkfield Community School

Inspection report

Unique reference number	103385
Local authority	Birmingham
Inspection number	376890
Inspection dates	26–27 January 2012
Lead inspector	Kath Campbell

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	768
Appropriate authority	The governing body
Chair	Fateema Bari
Headteacher	Hazel Pulley
Date of previous school inspection	5 November 2008
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Age group	3–11
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Introduction

Inspection team

Kath Campbell	Additional inspector
Brenda Jones	Additional inspector
Roisin Chambers	Additional inspector
Yvonne Watts	Additional inspector

This inspection was carried out with two days' notice. The inspection team observed 25 lessons taught by 21 teaching and support staff. Inspectors also spent time talking with individual pupils about their work and their enjoyment of school as well as hearing pupils read. They held meetings with groups of pupils, members of staff and governors and spoke informally to parents and carers. Inspectors took account of any responses to the on-line questionnaire (Parent View) in planning the inspection and observed the school's work. They looked at a range of documentation, including information about pupils' progress, child protection and safeguarding procedures. They scrutinised 242 questionnaires completed by parents and carers and followed up any concerns raised.

Information about the school

Parkfield is much larger than the average primary school. Over a third of pupils are known to be eligible for free school meals, which is well above the national average. Almost all pupils come from a wide range of minority ethnic groups, which is a high proportion. Of these, just over half are of Pakistani background. The vast majority of pupils speak English as an additional language. The proportion of pupils with disabilities and special educational needs, including those with a statement of special educational needs, is above average. The school manages a specially resourced provision on site for up to 6 pupils with behaviour, social and emotional difficulties. 'Kool Kidz' provides before-school and after-school childcare during school time and also holiday care. This facility is not managed by the governing body and is inspected and reported on separately. The school meets the current floor standard, which sets the minimum expectations for pupils' progress and attainment. The school has received many awards in recognition of its work, including the Basic Skills Quality Mark award.

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- Parkfield is a good school that has made rapid improvement since its previous inspection.
- The key to the school's good overall effectiveness lies in the good leadership of the headteacher and senior teachers and in the strong determination of staff to bring about improvement.
- Achievement is good because all pupils, including disabled pupils and those with special educational needs, make at least good progress.
- Children make a good start in the Early Years Foundation Stage.
- Standards in English have not always been high enough. Strategies for bringing about improvement, particularly by encouraging greater enthusiasm among pupils, are proving effective but have not yet had a full impact.
- There are sometimes missed opportunities for developing literacy skills in different subjects.
- Although the school has been very successful in increasing the proportion of pupils who reach the expected levels in English and mathematics, not enough pupils reach the higher Level 5 by the end of Key Stage 2.
- Tenacious monitoring has ensured high levels of attendance.
- Parents and carers rightly hold the school in high regard.
- The high-quality input for disabled pupils, those with special educational needs and those at an early stage of language acquisition enables them to achieve well.
- Pupils within the behaviour, social and emotional difficulties unit make good progress.
- Good procedures for tracking pupils' progress successfully identify any underachievement early so that it can be remedied.
- Targeted intervention initiatives are highly effective in raising standards.
- The school's 'Teaching Coach' has been instrumental in raising the quality of teaching from satisfactory to good. Occasionally, however, higher attaining pupils do not receive enough challenge.
- Behaviour is good and pupils get along very well together.
- The use of information and communication technology is outstanding.

What does the school need to do to improve further?

- Raise standards in English by:
 - providing more opportunities for pupils to use their literacy skills in different subjects.
- Increase the proportion of pupils reaching higher levels in English and mathematics, particularly in Key Stage 2, by:
 - ensuring all pupils receive the right level of challenge
 - developing confident, independent learners
 - focusing with greater precision on the day-to-day quality of learning of more able pupils.

Main report

Achievement of pupils

Children enter the Nursery with skills, knowledge and understanding that are well below the levels expected for this age, and with weak early language and literacy skills. The strong emphasis on encouraging children to develop their speaking and listening from the start has been very successful. Not only have initiatives such as 'talk partners' and 'reading buddies' improved pupils' use of language, they have also given pupils greater confidence. The teaching of phonics (the sounds that letters make) is particularly effective in the Early Years Foundation Stage, enabling secure foundations for future literacy development. As a result, standards in reading in Key Stage 1 and at the end of Key Stage 2 have improved markedly and are currently broadly average.

As pupils move through the school, the progress of different groups is meticulously monitored, enabling all groups, including those known to be eligible for free school meals, to make equally good progress. This ensures high quality support is accurately targeted, thus eradicating potential underachievement. The impact of intervention programmes is also rigorously monitored. Pupils with behaviour difficulties, including those in the behaviour, social and emotional difficulties unit, benefit greatly from one-to-one input and some make outstanding progress. The level of support provided for disabled pupils and those with special educational needs, ensures they quickly develop vital skills. Those pupils at an early stage of English language acquisition make rapid progress as a result of tightly structured programmes tailored to their needs. Consequently, standards throughout the school are rising. Current work shows that standards are broadly average by the end of Key Stage 2 and the proportion of pupils working at higher levels is starting to rise. Parents and carers rightly have a high level of satisfaction regarding the progress their children make.

Quality of teaching

The inspection team agrees with the views of almost all pupils that they are well taught. Parents and carers also rightly believe that teaching is good. Throughout the school, teachers and support staff work together well and provide very effectively for the full range of pupils' abilities. Adults have a consistent, effective approach towards behaviour management. As a result, relationships are good and most pupils want to do their best. Teaching in the behaviour, social and emotional difficulties unit is

consistently good. The overall quality of teaching provided has a major impact on pupils' good personal development, promoting independence well. Classrooms are fun places to be, teaching is animated and teachers present lessons in a variety of styles that successfully capture pupils' interest. An excellent example of this was observed in a Year 6 literacy lesson where pupils were developing their understanding of argument and debate. The classroom was a hive of activity and very skilful questioning promoted rapid learning. Pupils were regularly reminded of their targets for improvement and were highly motivated to succeed. They persevered because relationships were very strong and pupils knew their contributions would be valued. Everyone was immensely proud of the excellent gains in knowledge.

The school caters well for pupils' spiritual development. A good example of this was observed when a small group of younger pupils was seen using their e-books during a reading session. There was a special moment as pupils discovered they could use the books independently. The fascination and total sense of enjoyment was truly memorable. Support staff make a positive contribution towards pupils' learning, particularly that of disabled pupils and those with special educational needs. Staff who support pupils at an early stage of English language acquisition play a major role in setting these pupils securely on the path to good learning. The intervention activities provided by teaching assistants are highly effective because individual pupils receive exactly the right level of support to aid their success. Marking is a particular strength of the school. It is consistently good and, in some instances, of an exceptionally high standard. Teachers are very aware of their pupils' capabilities, and plan effectively to build on prior success. Homework is an integral part of learning. Sometimes, however, there is not enough to challenge the more able pupils, particularly during the introductory part of lessons. On a few occasions, although teachers develop pupils' speaking and listening and reading skills well, they miss the opportunity to extend pupils' writing skills.

Behaviour and safety of pupils

Nearly all parents and carers and pupils believe that behaviour is good and that the school deals effectively with any incidents of bullying. Through discussion with pupils from a variety of age groups, the inspection team found the school to be a harmonious community where pupils generally get on very well together and play amicably. Pupils have a very secure understanding of what constitutes feeling safe and are particularly knowledgeable about how to avoid cyber bullying. They rightly believe that classroom behaviour is good. They are very confident that, on the rare occasions when necessary, teachers will intervene effectively to sort out any problems. The school's behaviour management procedures are clear. They are consistently applied, ensuring that lessons run smoothly. There is strong evidence to show that, although several pupils demonstrate potentially challenging behaviour, the strategies employed by the school result in a significant improvement in the attitudes and behaviour of these pupils. The behaviour, social and emotional difficulties unit plays a major role in successfully enabling a few pupils whose circumstances may make them vulnerable to participate fully in school life. There are no exclusions and, as a result of effective intervention, behaviour has improved over time. The number of pupils withdrawn from classes for individual behaviour support is declining.

One of the school's major success stories is the rapid and sustained improvement in levels of attendance and punctuality. Attendance is well above average and persistent absence has declined markedly. Pupils are enthusiastic and want to learn. There are so many opportunities provided to enrich pupils' learning that pupils do not want to miss a day. Pupils of all ages are very proud of their school and are highly motivated by the challenges that are presented. They take responsibility very seriously through, for example, their voice on the school council. By the time they leave, most pupils are mature, articulate individuals who are well prepared for the next stage of their education.

Leadership and management

There is a resolute determination by the headteacher to secure rapid improvement. In the school's quest to raise standards, leaders at all levels monitor the quality of teaching and the progress of individual pupils with tenacity. Senior leaders have an accurate perception of strengths and weaknesses and the quality and rigour of monitoring is high. Meticulous systems for tracking the learning and progress of individual pupils have contributed to a rise in the quality of teaching from satisfactory to good. Standards are also rising. The school has an effective range of support mechanisms in place to aid staff to improve their skills. Indeed, good quality professional development has a strong impact on all aspects of the school's work. Strategic planning provides clear working guidance for all individuals connected with the school. The leadership and management of the resourced unit are good because staff within the unit reflect well on the quality of their provision and forge effective links with the school. The governing body is well led and monitors specific areas of the school's work, such as safeguarding and child protection very well. Safeguarding procedures are secure, meet requirements and follow good practice. Recent restructuring of the governing body's committees has ensured a tighter structure for monitoring and challenge.

There are many strengths within the curriculum. It is innovative and exciting and adds greatly to pupils' enjoyment of school and to their spiritual, moral, social and cultural development. Themed events, such as 'Art Week', promote key skills because they combine learning across a range of subjects. Planned opportunities, such as working on the school allotment, teach pupils how to cooperate, negotiate and develop secure social skills. The school capitalises on the richness and diversity of its cultures to ensure good multi-cultural awareness. Projects, such as 'Sing Up', effectively develop pupils' cultural skills. Other opportunities, such as the high quality 'Doctor Who Annual' produced by Year 6, demonstrate the prominence given to information and communication technology, ensuring it is ingrained in every aspect of learning. A very strong personal, health and social education programme makes a major contribution to pupils' good personal development.

The school is very inclusive and every pupil feels valued as an individual. It promotes equality of opportunity well by narrowing the gap between the performance of different groups and providing learning opportunities that enable all groups of pupils to achieve well. Discrimination is tackled particularly effectively through pupils' shared involvement with their friends from the behaviour, social and emotional difficulties unit during morning sessions. The overall picture is positive for Parkfield. Good leadership, combined with better teaching, much improved strategies for raising attainment and tracking systems that accelerate progress, give the school a

strong capacity to improve.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement: the progress and success of a pupil in their learning and development taking account of their attainment.

Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



30 January 2012

Dear Pupils

Inspection of Parkfield Community School, Birmingham, B8 3AX

Thank you for looking after us so well when we visited your school. We found you helpful and very keen to talk to us about the work in your books. You told us a lot about how you are helped to improve. We think the way your work is marked is very good. There are many things to be proud about in your school. Your attendance is high because most of you enjoy coming to school. You behave very well in lessons and around school. You like the adults who teach and look after you and you get on well with each other.

You go to a good school that has improved a lot since the last time it was inspected. Your headteacher is doing a good job. Teaching is good because all of your teachers find lots of interesting ways to help you to do your best. Your reading and writing have improved and we really enjoyed looking at your work. Some of it is very good. We liked looking at the Year 6 'Doctor Who Annual' very much indeed.

We have asked your school to do some things to improve even more. In English, we want you to be given more chances to practise your literacy skills in different subjects. We want those of you who are good at literacy and numeracy in Key Stage 2 to be given harder work so that you reach higher standards.

Keep up that good attendance and keep listening to your teacher and trying to do your best.

My best wishes to you all.

Yours sincerely

Kath Campbell
Lead inspector

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