

# Parkfield Primary School

URN: 144253 | Inspected: 02 December 2025

## Safeguarding

standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

## Achievement

Expected standard

Pupils achieve high standards in national tests at the end of key stage 2. Outcomes are above national averages in reading, writing and mathematics. This is because leaders are rigorous in ensuring that pupils secure the necessary knowledge at each stage of their learning. The school's work to improve the achievement of disadvantaged pupils in reading, writing and mathematics is highly effective. Disadvantaged pupils achieve particularly well. While achievement in reading, writing and mathematics is high, pupils do not always gain the same depth of knowledge in other subjects. This means that some pupils are unable to remember their learning. Pupils with special educational needs and/or disabilities achieve particularly well from their starting points. Staff ensure that gaps in knowledge are identified and addressed quickly. As a result, many pupils are ready for the next stage of learning.

## Curriculum and teaching

Expected standard

Leaders have designed a broad and balanced curriculum that is coherently structured. They collaborate with staff to develop each subject and agree shared approaches. Leaders have identified that some pupils enter school with low levels of language. As a result, they have prioritised the development of vocabulary and oracy. This ensures that pupils build their spoken and written knowledge and skills over time. Leaders have ensured that the foundational knowledge of reading, writing and mathematics is well sequenced, ambitious and taught consistently well. Staff quickly identify pupils with gaps in their knowledge. They ensure that these pupils are well supported to keep up with their peers. However, in some subjects, the curriculum does not build effectively on prior learning. This means that teaching does not always support pupils to deepen their knowledge sufficiently. This limits what some pupils can remember and do in these subjects. Leaders ensure that staff have the expertise required to teach the curriculum well. Staff make deliberate and effective adaptations for pupils who may face barriers to their learning. Therefore, the barriers for these pupils are being reduced.

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## Early years

### Expected standard

Leaders have designed a well-sequenced curriculum where vocabulary and communication are high profile. Staff teach children new words through regular stories, songs and rhymes. Staff model language to children through quality interactions. Leaders make sure that staff teach phonics from the earliest stage. Staff deliver this effectively, and children progress well. Reading is a high priority. This further supports language development. Leaders have designed an effective writing curriculum that builds on children's interests. As a result, children are highly motivated to write and produce quality work. Children gain the necessary skills and knowledge through the mathematics curriculum. Teachers give children many opportunities to practise and embed new knowledge. Staff provide opportunities for children to develop physically, socially, emotionally and creatively. Children make progress across all areas of learning. They build the foundations needed to be ready for their

next steps

. Staff build positive relationships with families through home visits and regular workshops. Leaders and staff accurately identify children's starting points and build on these effectively. Gaps in pupils' skills and knowledge are closed quickly. As a result, pupils transition into Year 1 well and are generally ready for the next stage of learning.

## Inclusion

### Expected standard

Leaders quickly identify pupils' needs on entry to the school. This includes disadvantaged pupils, those with special educational needs and/or disabilities (SEND), and those known (or previously known) to social care. There are clear systems and processes in place to support staff in identifying the additional needs that pupils may have. Staff receive high-quality training so that they can use these confidently and consistently to deliver effective support. Leaders make sure strategies, like reasonable adjustments, are set up to meet pupils' needs. These are monitored and evaluated regularly to ensure that they remain effective. Staff carefully design appropriate steps in lessons that support pupils with SEND to make secure progress in their learning. Leaders closely monitor the progress of pupils who may face barriers to their learning or wellbeing. They use their analysis of data to inform their priorities for improvement. In addition, leaders regularly review the impact of their work to support these pupils. Leaders make astute decisions about how to allocate resources. They understand what support pupils need to achieve and feel that they belong. Leaders actively engage with families, professionals and external partners to shape pupils' support and raise aspirations. This means that pupils' barriers to wellbeing and achievement reduce over time. Pupils feel a sense of belonging and success.

## Leadership and governance

### Expected standard

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Leaders fully understand the school's strengths and areas for development. Those responsible for governance fulfil their statutory duties. Governors and trustees understand the school's priorities and offer support and challenge, although sometimes challenge is not as robust as it needs to be. In most aspects of the school's work, leaders secure high standards or drive rapid improvement. However, in some areas, such as attendance, the impact of their actions is not secured. Leaders always act in the best interests of pupils. They work hard to ensure that pupils who may face barriers to their learning and/or wellbeing participate in high-quality experiences. As a result, these pupils achieve well, feel a sense of belonging and thrive.

Staff, at all levels, have the expertise required to perform their roles well. Leaders have implemented an effective professional learning programme. Staff and leaders collaborate frequently. They co-construct key policies and areas of the curriculum. Staff appreciate leaders' efforts to support workload and wellbeing. As a result, staff feel valued and are well equipped to perform their role well. Parents and carers are positive about the school and the support it provides to their children. Personal development and well-being Expected standard Leaders have designed a well-organised personal development programme. It ensures that pupils develop the knowledge and skills required to be responsible citizens in modern Britain. Pupils understand fundamental British values and live them out day to day. Leaders ensure that pupils benefit from carefully selected visits and experiences. Participation in clubs is monitored to ensure every pupil takes part. Leaders actively work to reduce barriers so that pupils access wider experiences. This helps all pupils, including those who face barriers to their learning or wellbeing, to feel that they belong. During social times, pupils play and interact happily together. They know how to calmly resolve conflict. As a result, pupils build positive relationships and show high levels of respect towards others. Leaders ensure pupils' wellbeing is a priority. They have effective systems in place to identify and support pupils who have a concern. As a result, pupils benefit from effective pastoral support. Pupils make a positive contribution to their local community. For example, the school council prepares food for people in need, and pupils sing at a local care home. This enables pupils to contribute and actively make a positive difference in the local community. Leaders provide opportunities for all pupils to participate in competitions and workshops. This helps to promote creativity, sports and the arts. Leaders ensure that all pupils are included in these opportunities and feel part of the school family. Leaders have planned an effective relationships, sex and health education curriculum. The online safety programme is comprehensive. Pupils have a secure understanding of how to stay safe online. They understand how to maintain healthy relationships. Pupils know to seek help and are confident that staff will sort out any worries. Needs attention

## Attendance and behaviour Needs attention

Too many pupils currently do not attend as well as they should. This includes disadvantaged pupils and those with special educational needs and/or disabilities. Attendance rates for the school are below national averages. Leaders recognise this and have recently developed strategies to improve attendance. However, the impact of this work has not increased attendance sufficiently. Leaders have established a calm, orderly and positive environment. Pupils behave extremely well. They are friendly, work well with one another, and show respect for others. Pupils enjoy their lessons and work hard. Leaders have developed a culture where bullying and discrimination are not tolerated. Pupils know how to keep themselves safe online and in the community. They have sensible strategies to speak out against unkindness. This means that bullying is rare. Staff successfully help

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pupils to manage their emotions. Pupils make positive behavioural choices as a result. Staff are actively involved in constructing the school's approaches to behaviour. They apply the behaviour policy consistently and effectively. This results in a positive environment where pupils can thrive.

## What it's like to be a pupil at this school

Pupils at Parkfield Primary School are happy, kind and enjoy school. At the start of the day, pupils and staff warmly greet each other. There are positive relationships throughout the school. Pupils treat each other with respect and understand how to manage their emotions. They access a range of experiences, including clubs, competitions, trips and workshops. Pupils with special educational needs and/or disabilities, disadvantaged pupils and those known to social care actively participate in all aspects of school life. Pupils feel a sense of belonging and pride in their school community. Pupils are successful. In national tests, they achieve high standards in reading, writing and mathematics. Across most subjects, pupils build their knowledge securely. Disadvantaged pupils achieve well. This is because leaders have a sharp focus on reducing barriers to achievement and/or wellbeing. A comprehensive programme of visits supplements pupils' learning across the curriculum. This brings learning to life and creates memorable experiences. As a result, most pupils are well prepared for the next stage of learning. However, although pupils enjoy school, too many pupils do not attend as often as they should. This means some pupils miss out on important learning and social opportunities. Pupils behave well across the school. They feel safe and trust adults to deal with any issues. Bullying is rare. Staff deal with any concerns quickly and effectively. Pupils are ready for life beyond primary school. They show high levels of tolerance, understanding and respect for those with different beliefs. This means that pupils learn and play in an environment where everyone can thrive.

## Next steps

- Leaders should review attendance strategies and take swift and effective action to ensure that all pupils attend school regularly.
- Leaders should monitor and act on priorities for improvement, leading to consistently strong standards across all aspects of the school's work.
- Leaders and staff should ensure that pupils develop a detailed knowledge and understanding of all subjects in the curriculum.

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**For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:**

<https://whatschool.ai/en/school/parkfield-primary-school-wolverhampton>