

Parkfield Primary School

St David's Place, Hendon, London, NW4 3UB

Inspection dates 16–17 July 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy	
	This inspection:	Good	2
Leadership and management	Good		2
Behaviour and safety of pupils	Good		2
Quality of teaching	Good		2
Achievement of pupils	Good		2
Early years provision	Outstanding		1

Summary of key findings for parents and pupils

This is a good school.

- The headteacher and other leaders, including governors, are ambitious and have a clear vision for the school. Their leadership has been effective in bringing about improvements in the quality of teaching and achievement of pupils, which are good.
- The governors are effective in supporting and challenging the senior leaders to ensure the school develops and improves.
- Leaders and managers check the progress of pupils closely and often to ensure all groups of pupils, including disabled pupils, those with special educational needs and disadvantaged pupils, make good progress.
- As a result of good teaching, pupils make good progress in reading, writing and mathematics from their low starting points. Standards at the end of Key Stages 1 and 2 are improving.
- Teaching assistants are effective in their roles. They work well with teachers to create a positive working environment, and to ensure that pupils make good progress, particularly the weaker attainers.
- The behaviour of the pupils is good. Pupils have good attitudes to learning. They say they feel safe, and that staff keep them safe.
- The school is highly effective in promoting pupils' social, moral, spiritual and cultural development. Pupils are taught about British values, and are prepared well for life in modern Britain.
- The early years provides an excellent start for children. The quality of teaching is outstanding, and children make outstanding progress from their low starting points. When the children leave the Reception, they are prepared well for Year 1.
- The Elliot Foundation provides strong and highly effective support to the school. It ensures, for example, that leadership and management are strong and the quality of teaching is improving.

It is not yet an outstanding school because

- The most able pupils are not always challenged sufficiently, and do not make the progress of which they are capable.
- Sometimes, teachers' marking of pupils' work does not give clear steps about how it can be improved, and pupils lack time to respond to comments to improve their work.
- Pupils do not always write at length to improve their writing skills.
- Pupils do not always have sufficient time to extend their thinking and reasoning skills to deepen their understanding, particularly in mathematics.
- The quality of communication with a few groups of parents is not always effective to ensure that they are fully kept informed about their children's progress and the work of the school.

Information about this inspection

- The inspectors observed pupils' learning in 21 lessons, of which 10 were joint observations with the headteacher or the deputy headteacher. Inspectors also observed pupils' behaviour and attitudes in classrooms, and at breaks and lunchtimes.
- A meeting was held with different groups of pupils, and inspectors listened to pupils read in Years 1, 2 and 6 and discussed their reading with them.
- The inspectors held discussions with senior and middle leaders, and the Chair and Vice-Chair of the Governing Body. A discussion was also held with a representative from the school's sponsor, the Elliot Foundation.
- The inspectors examined a range of documents, including information on pupils' progress across the school, improvement plans and checks on the quality of teaching. They also examined the school records relating to behaviour, safety and attendance.
- The inspectors scrutinised pupils' books and written work to see what progress they make and the quality of teachers' marking and feedback to pupils.
- The inspectors took account of 78 responses received from parents to the online questionnaire (Parent View). In addition, inspectors spoke to parents in the playground at the start of the school day and considered 37 responses to the school's own survey of views of parents during the inspection.
- The inspectors also considered 29 questionnaires completed by staff.

Inspection team

Avtar Sherri, Lead inspector

Additional inspector

David Radomsky

Additional inspector

Victoria Turner

Additional inspector

Full report

Information about this school

- Parkfield Primary School is larger than the average-sized primary school.
- The school converted to become an academy sponsored by the Elliot Foundation on 1 August 2013. When its predecessor school, Parkfield Primary School, was last inspected by Ofsted it was judged to be requiring special measures.
- The school has a part-time Nursery and two full-time Reception classes.
- Pupils come from a wide range of ethnic groups, with the largest group being from Any Other White background.
- The proportion of pupils who speak English as an additional language is well above average.
- The proportion of pupils supported by the pupil premium is average. The pupil premium is additional government funding given to schools for disadvantaged pupils who are known to be eligible for free school meals or children who are in local authority care.
- The proportion of disabled pupils and those who have special educational needs is average.
- Many more pupils than in most schools join or leave the school other than at the normal times. A large proportion of pupils joining the school have additional needs, and most are at early stages of learning English as an additional language.
- The school runs a breakfast club during term time, which is managed by the governing body.
- The school has recently been awarded the silver level of the London Healthy Schools Award.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding by ensuring that:
 - the most able pupils are always challenged in lessons, and moved on quickly to more demanding work to help them to make the progress of which they are capable
 - teachers' marking of pupils' work includes comments on how it can be further improved, and pupils are given sufficient time to act upon teachers' comments in marking to deepen their understanding and improve their work
 - pupils write more in English and other subjects to improve their writing skills
 - pupils are given sufficient time to complete their work, and to extend their thinking and reasoning skills to deepen their understanding, particularly in mathematics.
- Improve the quality of communication, with a few groups of parents, to ensure that they are always kept informed about how well their children are doing, and to gain their further support for the work of the school.

Inspection judgements

The leadership and management are good

- Leaders, including governors, are strongly committed to improving the school. The headteacher has high expectations of staff and pupils, and her ambition for the school is shared and supported by staff and governors. Since the school became an academy in August 2013, the progress of pupils across the school, including in the early years, has improved rapidly. Leaders have been effective in creating a culture in which good teaching, learning and behaviour can flourish.
- The leadership of teaching is effective. Weaker teaching has been eradicated, and the headteacher, deputy headteacher and governors have been effective in tackling underperformance. Teachers receive effective support and training to improve the quality of teaching. As a result, the quality of teaching is good, and improving, and pupils make good progress.
- Middle leaders are effective in their roles. They receive good support and training from senior leaders, and have opportunities to check the quality of teaching and the progress of pupils. They work with senior leaders closely to improve the quality of teaching, and are beginning to hold teachers more responsible for the progress pupils make. They contribute to the development of the school improvement plan, and know the main strengths of the school and its areas for development.
- The school improvement plan identifies the right priorities for the school, with a strong focus on improving the quality of teaching and raising achievement. Leaders have an accurate picture of where the school is in relation to its strengths, and what they need to do to bring about continuous improvements.
- The system for tracking pupils' progress is effective. Leaders, managers and staff meet regularly to check the progress of individuals and groups of pupils to ensure they are making good progress. Pupils who are not making good progress are quickly identified and given timely and effective support. This ensures that individual pupils do not fall behind with their learning. This demonstrates leaders' commitment to promoting equality of opportunity for all pupils and tackling discrimination. As a result, different groups of pupils, including the disabled pupils and those with special educational needs, make good progress.
- Leaders, including governors, ensure that the additional funding for disadvantaged pupils is used effectively. As a result, these pupils make good progress.
- Leadership of the early years is outstanding. This has resulted in rapid improvements to the provision and outcomes for children over the last two years.
- The subjects taught in the school are broad and balanced, promote pupils' good behaviour and attitudes to learning, and help them to acquire basic skills of literacy and numeracy. Pupils benefit from a wide range of experiences, including visits, artistic and musical events and sporting activities. British values are effectively promoted through, for example, pupils' involvement in the democratic process of electing school ambassadors, pupils writing their own manifesto and reflecting on 'if I were a prime minister, I would...' The school is implementing the requirements of the primary National Curriculum effectively, including assessment systems to check pupils' progress.
- The school promotes pupils' spiritual, moral, social and cultural development effectively. Pupils are taught well about the difference between right and wrong; they have respect for diversity and they know about different cultures and religious beliefs represented in Britain. The school prepares pupils effectively for life in modern Britain.
- The primary physical education and sports premium is used effectively. There is a wider range of sporting opportunities and competitive games on offer for pupils, and their participation in sports is increasing. The school makes good use of sports coaches to increase pupils' fitness, and provide teachers with coaching and training. As a result, the quality of teaching in physical education is improving.
- Community links are growing and the school is working closely with parents to engage them more in their children's education. However, leaders know that communication could be better with a small group of parents who do not always feel they are kept well informed about their children's progress and the work of the school. The majority of parents responding to the Parent View, and most parents responding to the school survey during the inspection, indicated that the school is well lead and managed.
- The breakfast club provides a healthy and enjoyable start to the school day. This gives pupils further opportunities to interact and socialise. Sport coaches also ensure that there are further opportunities for pupils to participate in games to increase their fitness levels.
- Safeguarding arrangements are effective. Leaders, governors and staff work closely to ensure that pupils are safe.
- The academy's sponsor, the Elliot Foundation, provides effective support and challenge to the school to bring about improvements. For example, the Foundation has worked effectively with leaders to improve

the quality of teaching and develop the role of middle leaders by using the expertise within the Federation, including from other schools.

- The school still works closely with the local authority. The local authority has worked effectively with leaders to bring about improvements in the early years.
- **The governance of the school:**
 - Governors are committed to continuous school improvement and securing the best possible outcomes for pupils. They are effective in supporting and challenging leaders, and have worked closely with the headteacher to improve the quality of teaching.
 - They know the school well, including its strengths and areas for development. They know about the quality of teaching and learning across the school because they regularly visit the school, receive good quality information from the headteacher and have discussions with leaders and managers.
 - Governors know about the management of teachers' performance and how pay is used to reward the best teachers. Through the training they receive, governors are knowledgeable about pupils' performance data, and they know how pupils in the school are doing compared to similar schools and schools nationally
 - Governors ensure financial management is effective. They know how additional funding is used and its impact on pupil outcomes, including achievement.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils are polite, friendly and courteous. They are respectful of each other and staff, and their behaviour is consistently good, both inside and outside classrooms. Pupils are eager to learn, and their positive attitudes help them make good progress with their learning. They are proud of their school and show respect for the school environment, including the lunch hall.
- Pupils enjoy the responsibilities they are given in the school, for example, school ambassadors, sports ambassadors, classroom monitors and reading buddies.
- Pupils from all backgrounds and ages play and get on well with each other. Pupils say that behaviour is good and bullying is not an issue in the school. They know the school's behaviour policy well and say that it is improving pupils' behaviour. They say, however, that occasionally a few pupils 'make the wrong choices' and 'call out answers' and 'lose concentration' in lessons. This, they say, 'distracts others'.
- Teachers occasionally have to remind some pupils to focus on their work. As a result, progress slows.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe in the school, and that staff keep them safe. They say if they have concerns about anything that makes them feel unsafe, they can talk to member of the staff, who would 'take action and sort things out'.
- Pupils learn how to keep themselves safe, and know about, for example, road and fire safety and how to keep safe when using the internet. There are workshops for parents on how they can keep their children safe on the internet at home.
- The school works effectively to track pupils who leave the school other than at normal times to their new placements.
- Pupils know about different types of bullying, including racist, homophobic and cyber-bullying. They say that bullying is rare. This is reflected in the school records, which show that the number of bullying incidents is very small. There have been no recent incidents of exclusion.
- Punctuality is good and attendance is improving and is in line with average.
- The majority of parents who responded to the Parent View, and most of the parents who responded to the school's survey, say that pupils are well behaved at school.

The quality of teaching is good

- Leaders, including governors, and managers have been successful in improving the quality of teaching. The quality of teaching is good and ensures that pupils make good progress with their learning from their low starting points.
- Teachers and teaching assistants establish strong working relationships with their pupils and work effectively as a team to engage pupils in their learning. A range of good-quality displays celebrates pupils' achievement and motivates them to do their best.

- Teachers are involved in pupils' progress meetings with leaders to check the progress of individuals and groups of pupils regularly. Those who are not making good progress are targeted for additional support to help them with their learning. This ensures that all groups of pupils make good progress. Assessments made at the end of all key stages have been externally moderated, and are accurate.
- Teachers have good subject knowledge, and use questioning effectively to test and extend pupils' understanding. Teachers check pupils' progress throughout sessions, pick up and tackle any misconceptions, and adapt the learning tasks accordingly.
- Teaching assistants are effective in their roles. They work closely with pupils who have particular needs, including those who are at risk of underachievement, and provide them with high-quality support. As a result, disabled pupils and those with special educational needs, pupils who speak English as an additional language and disadvantaged pupils make good progress.
- Pupils enjoy reading, and staff use daily reading sessions effectively to listen to pupils read, discuss their reading with them and develop their reading skills. Phonics (the sounds that letters make) is taught effectively across the school, and is helping pupils to read. The school's library is very well organised, and provides a highly stimulating and motivating environment for reading to flourish. It has a wide range of quality books to capture pupils' interest, including bi-lingual books for pupils who speak English as an additional language.
- The school's policy on marking is helping teachers to improve the quality of marking of pupils' work. However, it has yet to ensure that pupils always receive guidance on how they can improve their work in literacy and numeracy. When advice is given, pupils do not always have enough time to respond to teachers' comments to further their understanding and to improve their work. This slows progress.
- Opportunities are sometimes missed for pupils to improve and develop their writing skills by writing at length in English and in a range of subjects. Sometimes pupils only have to write short responses to questions on worksheets. This limits how much they can write, and slows their progress.
- Pupils learn a range of calculation skills to solve mathematical problems, including word problems, and are able to extend their mathematical vocabulary. Pupils, however, do not always have sufficient time to deepen their understanding about mathematical concepts before new learning starts. As a result, they do not always complete their work, which slows progress.
- Sometimes, the most able pupils are not challenged sufficiently to help them achieve more. Occasionally, they have to wait for harder work. This slows their learning.
- Pupils agree that they are given regular homework. However, they say that sometimes 'it is too easy' and not always marked.
- The majority of parents responding to the Parent View say that their children are taught well at school.

The achievement of pupils

is good

- Pupils make good progress in reading, writing and mathematics across the different year groups from their low starting points. This is confirmed by the school's own information on pupils' progress and book scrutinies conducted by inspectors during the inspection.
- In 2014, pupils' attainment in reading, writing and mathematics at the end of Year 2 and Year 6 was below the national averages. Although these pupils made progress from their low starting points, they did not develop their skills rapidly enough, particularly those pupils who joined the school other than at normal times. The achievement of this group, most of whom have additional needs, is weaker than that of those pupils who join the school at normal times. Current school information shows that attainment in both Key Stages 1 and 2 has improved in reading, writing and mathematics, and is better than in 2014.
- In 2014, the results of the Year 1 phonics screening check (this checks pupils' understanding of letters and the sounds that they make) were average. Pupils learn the sounds that letters make quickly and use this knowledge to blend the sounds together to read difficult or unfamiliar words. This promotes pupils' enjoyment of reading.
- Disabled pupils and those with special educational needs make good progress in reading, writing and mathematics. This is because of the close attention and effective care and support they receive from staff.
- The most able pupils make good progress in reading, writing and mathematics. They, however, are not always challenged sufficiently in some lessons. As a result, they do not always make the rapid progress they are capable of.
- Pupils who speak English as an additional language receive effective support. They have plenty of opportunities for speaking and listening, and to develop their confidence and fluency in English. As a result, they make good progress. There are no marked differences in the achievement of different ethnic

groups of pupils in the school.

- At the end of Year 6 tests in 2014, the disadvantaged pupils did similar to their classmates in reading and writing, but less well in mathematics. Compared to their classmates, the attainment gap for the disadvantaged pupils in mathematics was one term and a half behind; the attainment gaps in reading and writing were negligible. Compared to other pupils nationally, the attainment gap for the disadvantaged pupils in mathematics, reading and writing was about four terms behind. The disadvantaged pupils made similar progress to their classmates in mathematics and writing, but better progress in reading. Compared to other pupils nationally, the disadvantaged pupils made better progress in reading, but less progress in mathematics and writing. Scrutiny of pupils' work and analysis of school's current information indicate that the disadvantaged pupils are making better progress than their classmates. The disadvantaged pupils are on track to do better than their classmates at the end of Year 6 tests in 2015 in reading, writing and mathematics.

The early years provision

is outstanding

- The leadership and management of the early years are outstanding. Leaders ensure that there are effective links with parents, with a programme of visits for parents to the early years and home visits by staff before children join the Nursery or the Reception. The staff meet parents regularly to discuss their children's progress at school and their learning at home.
- Leaders and staff are highly ambitious for children. They are involved in regular monitoring of children's progress, and have very detailed records on what individual children can do and have achieved. They use the assessment information carefully and effectively to plan children's next steps for learning. Leaders work closely with external partners to moderate their assessment information, and to ensure it is accurate.
- Teaching in the early years is outstanding. This, together with high-quality care and support from very caring staff, helps all groups of children make exceptional progress in all areas of learning from their very low starting points. Staff plan stimulating and engaging activities to capture children's interest, in both indoor and outdoor learning areas. Adults interact with children closely to build their vocabulary and extend their language. In the Nursery, for example, children were learning about correct letter formation through effective modelling by the teacher, and were able to link letters to sounds as a result.
- There are rich opportunities for speaking and listening, and this particularly helps children who speak English as an additional language to acquire communication skills and proficiency in English quickly. All groups of pupils make exceptional progress, including the disabled children and those with special educational needs, those who speak English as an additional language and the disadvantaged pupils. Although there are only a few children who are identified as the most able, they also make exceptional progress.
- Children enter Nursery and Reception with skills and experiences that are significantly below levels typical for their age. Almost one third of the children in the Reception joined during 2014/15, and about half of this number of children left the Reception during same period. In 2014, a lower-than-average proportion of children achieved a good level of development. The current assessment information shows that a much higher proportion of children than last year are on track to achieve a good level of development by the end of the Reception in 2015. This represents outstanding progress from children's very low starting points. Children are prepared well for their next stage in education in Year 1.
- Behaviour and safety in the early years are outstanding. Children have extremely strong attitudes to their learning. They show independence, have good levels of concentration and are very keen to share their work with adults. For example, a small group of girls in the Reception made some colourful Eid cards, and talked about who the cards were for and what they will be doing to celebrate Eid. Children are kept safe by staff, and all the safeguarding requirements are met and effective.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	139633
Local authority	Barnet
Inspection number	449898

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	430
Appropriate authority	The governing body
Chair	Helen Graham
Headteacher	Alison Holding
Date of previous school inspection	Not previously inspected
Telephone number	020 8202 0454
Fax number	020 8202 0118
Email address	office@parkfield.barnetmail.net

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

