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Mr David Williams
Parkfield Community School
Parkfield Road
Saltley
Birmingham
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Dear Mr Williams

No formal designation inspection of Parkfield Community School

Following my visit with Sue Cameron, Her Majesty's Inspector, and Graeme Rudland, Ofsted Inspector, to your school on 13 February 2019, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

This monitoring inspection was conducted under section 8 of the Education Act 2005 and in accordance with Ofsted's published procedures for inspecting schools with no formal designation. The inspection was carried out because Her Majesty's Chief Inspector was concerned about aspects of the effectiveness of leadership and management in the school (including governance).

Evidence

Inspectors scrutinised the single central record and other documents relating to safeguarding and child protection arrangements. Inspectors met with the chief executive officer of the Excelsior Multi Academy Trust, the executive headteacher, the headteacher, senior leaders, groups of staff, groups of pupils, parents, and members of the trust and the local governing body, including the chair of the governing body.

Inspectors observed pupils' learning and behaviour during visits to lessons in all year groups across the school, including early years. Inspectors observed pupils' behaviour and conduct at breaktimes and lunchtime. Inspectors spoke with many pupils about their learning and their attitudes to, and opinions about, the school including its curriculum. Several documents and policies were scrutinised by the inspectors. These included the school's curriculum policy, plans and schemes of work. Inspectors considered 95 responses to Ofsted's online questionnaire, Parent View.

Having considered the evidence, I am of the opinion that at this time, safeguarding is effective. In addition, leaders and those responsible for governance have maintained the high standards of education seen at the previous inspection in May 2016.

Context

Parkfield Community School is much larger than the average-sized primary school. It became an academy in January 2013 and was judged outstanding at its first inspection in May 2016. The school is part of the Excelsior Multi Academy Trust. The headteacher at the time of the previous inspection is now the chief executive officer of the trust. The current headteacher was deputy headteacher at the time of the previous inspection. Almost all pupils are from minority ethnic groups, with most being of Pakistani and Bangladeshi background. The proportion of pupils who speak English as an additional language is above the national average. The school has an above-average proportion of disadvantaged pupils. The proportion of pupils with special educational needs and/or disabilities (SEND) is at the national average. The school provides support to several schools, especially for the teaching of mathematics, British values, personal, social, health and economic (PSHE) education and equalities, and spiritual, moral, social and cultural (SMSC) education.

Safeguarding

Safeguarding continues to be a strength of the school. Staff complete, understand and apply effectively a wide range of safeguarding and child protection training. Staff are clear about their and other's roles and responsibilities. Staff are vigilant and respond quickly and effectively to concerns about pupils. Governors and leaders have completed safer recruitment training and all records are up to date and accurate.

Pupils told inspectors that all staff are caring and thoughtful. Pupils are encouraged to share concerns and know whom they can go to if they are anxious or worried. Staff teach pupils how to identify and manage the potential risks associated with, for example, radicalisation, prejudice-based bullying, the use of social media, involvement with gangs, and forms of abuse such as female genital mutilation and peer-on-peer abuse. Pupils know how to stay healthy and safe.

Leadership and management

You and your staff at all levels have maintained the high standards of education and pupils' learning seen at the previous inspection in May 2016. The Excelsior Multi Academy Trust, school leaders and governors have an ambitious vision for Parkfield Community School. They share this effectively with staff, pupils and most parents and carers. Respect, tolerance, understanding and acceptance of other's differences underpin the work of the school. This is achieved through a programme of SMSC and PSHE education lessons and a wide range of activities such as assemblies,

presentations from outside speakers, trips and visits. All the staff who spoke with inspectors eloquently communicated the school's vision. Staff have high academic, personal and social expectations for all pupils across all areas of the curriculum. Pupils' work in books and lessons demonstrates a well-taught curriculum; as a result, pupils can understand what is being taught and make secure progress in all subjects.

Pupils talk knowledgeably and perceptively about how individuals and groups of people may be different to them in terms of, for example, their disability, age, race, religion, belief or no belief, gender and sexual orientation. The relationships between pupils and staff, and among pupils, are positive and constructive. The school is a cohesive community. Staff from a wide range of cultures and beliefs work well together and actively model tolerance, acceptance and mutual respect. As a result, pupils are consistently courteous, considerate and respectful of others. The majority of pupils who spoke with the inspectors said that the school's lessons and out-of-class activities help to 'bring pupils together' so that 'no one is left out'. One pupil summed up the views of many when they said: 'We look out for, and after, people who are different so that we can help one another.'

Almost all of the parents who completed Ofsted's questionnaire, Parent View, and who spoke with inspectors share the school's vision and are happy with the quality of education the school provides. You and your staff have forged positive links with parents. You have done this by inviting parents to assemblies and workshops and to observe lessons. You have also put on classes for parents that include childcare, information technology and English for speakers of other languages. The special educational needs coordinator (SENCo) and the early years leader, for example, engage positively with parents to support pupils' learning. The education, health and care plan process and annual reviews help to make sure that pupils with SEND receive the right support at the right times and do well. The SENCo works effectively with a wide range of health and care agencies to make sure that children at Parkfield are well supported.

The majority of parents understand how the school helps their children to play a positive role in modern British society by developing their appreciation of British values. However, a very small, but vocal, minority of parents are not clear about the school's vision, policies and practice. This group of parents feel that staff do not sufficiently listen to their concerns. Their view is that the PSHE education and equalities curriculum focuses disproportionately on lesbian, gay and bisexual issues and that this work is not taught in an age-appropriate manner. Inspectors found no evidence that this is the case.

The school's curriculum is wide ranging and includes an appropriate balance of core subjects such as English, mathematics and science, and subjects which give pupils experiences in technological, human, social, physical, artistic and creative education. You and your staff frequently evaluate the curriculum to make sure it is fit for purpose, builds on pupils' prior knowledge and understanding, and prepares

them for the next stage of their learning. You use the school's and external information about pupils' progress to adapt and modify the curriculum. For example, in English, teachers have modified the way they teach reading and writing. The work in pupils' books shows that they are doing better in these subjects as a result.

Staff teach the curriculum effectively and pupils do well. You make sure that staff are well trained and have secure subject knowledge. For example, staff complete 'subject knowledge enhancement' courses, which help them to develop and employ a range of effective teaching strategies and to teach lessons in an engaging way. Staff work together to evaluate pupils' learning and to plan subsequent schemes of work and lessons. Resources and equipment are appropriate to pupils' needs and abilities, and staff and pupils use them well to support learning.

Teaching across the school, including in early years, is highly effective and helps pupils to deepen their knowledge and understanding. Routines are well established, and pupils respond quickly to teachers' instructions and requests. Staff and pupils work well together to make sure that they use learning time efficiently. Teachers assess pupils' work accurately in line with the school's policy. They use the information from these assessments to correct, modify or enhance pupils' learning.

Members of the trust and the local governing body have a wide range of experience and expertise. They have not been complacent since the previous inspection. They demonstrate a determination for the school to improve further. Governors challenge and support you and your team in equal measure. They have worked with you to monitor, evaluate and review the school's work, including the curriculum. As a result, they have a clear and accurate view of the school's strengths and areas for improvement.

You and your staff work with several schools to help them develop their practice, for example, in mathematics and PSHE education. The school's effective work has recently been recognised through the award of Unicef's Gold: Rights Respecting School Award. This is awarded to schools that have fully embedded children's rights throughout the school in their policies, practice and ethos. The school has also been awarded the School Games Gold Award.

Priorities for further improvement

- Further develop the school's engagement with parents, so that all parents have a clear understanding of the school's policies and procedures, and the curriculum content and how it is taught.

I am copying this letter to the chair of the board of trustees, the chief executive officer of the Excelsior Multi Academy Trust, the regional schools commissioner and the director of children's services for Birmingham. This letter will be published on the Ofsted website.

Yours sincerely

Peter Humphries
Senior Her Majesty's Inspector