

Parkfield Primary School

Address: Dimmock Street, WV4 6HB

Unique reference number (URN): 144253

Inspection report: 2 December 2025

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

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.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

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.

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 

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 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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About this inspection

This school is part of the Ignite Learning Partnership Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Wayne Downing, and overseen by a board of trustees, chaired by Anna Kelshaw.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the headteacher and other senior leaders during the inspection. They also met with members of the multi-academy trust and representatives of the local authority.

Inspectors spoke with several pupils, staff, parents and carers. They considered the responses to Ofsted's surveys.

The inspectors confirmed the following information about the school:

The school does not use alternative provision.

Headteacher: Mrs Tracey Robinson

Lead inspector:

Victoria Jordan, His Majesty's Inspector

Team inspectors:

Matt Seex, His Majesty's Inspector

Jonathan Leonard, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 2 December 2025

School and pupil context

Total pupils

207

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

51.21%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.42%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with Special Educational Needs (SEN) support

18.36%

Above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and maths

The percentage of pupils meeting the expected standards in a combined reading, writing and maths measure.

Year	This school	National average	Compared with national average
Latest 3 year average	81%	61%	Above
2024/25	84%	62%	Above
2023/24	83%	61%	Above
2022/23	76%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	90%	74%	Above
2024/25	90%	75%	Above
2023/24	93%	74%	Above
2022/23	86%	73%	Above

Pupils reaching the expected standard in teacher assessed writing

The percentage of pupils meeting the expected standard in teacher assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	84%	72%	Above
2024/25	87%	72%	Above
2023/24	83%	72%	Above
2022/23	83%	71%	Above

Pupils reaching the expected standard in maths

The percentage of pupils meeting the expected standard in maths.

Year	This school	National average	Compared with national average
Latest 3 year average	91%	73%	Above
2024/25	87%	74%	Above
2023/24	90%	73%	Above
2022/23	97%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and maths

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and maths.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	46%	Above
2024/25	80%	47%	Above
2023/24	69%	46%	Above
2022/23	62%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	87%	62%	Above
2024/25	90%	63%	Above

Year	This school	National average	Compared with national average
2023/24	92%	62%	Above
2022/23	77%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	59%	Above
2024/25	85%	59%	Above
2023/24	69%	58%	Close to average
2022/23	69%	58%	Close to average

Disadvantaged pupils reaching the expected standard in maths

The percentage of disadvantaged pupils meeting the expected standard in maths.

Year	This school	National average	Compared with national average
Latest 3 year average	85%	60%	Above
2024/25	85%	61%	Above
2023/24	77%	59%	Above
2022/23	92%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and maths

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and maths, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	72%	68%	4 pp
2024/25	80%	69%	11 pp
2023/24	69%	67%	2 pp
2022/23	62%	66%	-5 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	87%	80%	7 pp
2024/25	90%	81%	9 pp
2023/24	92%	80%	13 pp
2022/23	77%	78%	-1 pp

Disadvantaged pupils reaching the expected standard in teacher assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	76%	78%	-2 pp
2024/25	85%	78%	7 pp
2023/24	69%	78%	-8 pp
2022/23	69%	77%	-8 pp

Disadvantaged pupils reaching the expected standard in maths

The percentage of disadvantaged pupils meeting the expected standard in maths and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	85%	80%	5 pp
2024/25	85%	81%	4 pp
2023/24	77%	79%	-3 pp
2022/23	92%	79%	13 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (1 term)	7.6%	5.1%	Above
2023/24	6.9%	5.5%	Above
2022/23	7.5%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (1 term)	24.6%	14.3%	Above
2023/24	17.7%	14.6%	Close to average
2022/23	23.1%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standards expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standards set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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