

Wakefield Pinders Primary (Jin) School

Inspection report

Unique Reference Number	108210
Local Authority	Wakefield
Inspection number	356320
Inspection dates	8–9 March 2011
Reporting inspector	Ronald Cohen

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	246
Appropriate authority	The governing body
Chair	Mr R Hayward
Headteacher	Mrs Julie Mills
Date of previous school inspection	5 February 2008
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Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 13 lessons, involving eight teachers, and held meetings with representatives of the governing body, staff, parents and carers, and groups of pupils. Inspectors also looked at a range of documents, including the school's policies, minutes of governing body meetings, the most recent local authority evaluations and an extensive sample of pupils' work. They examined the 40 responses to questionnaires which had been completed by parents and carers, together with those which had been completed by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The accuracy of the school's assessment of the attainment levels of children when they entered the Early Years Foundation Stage.
- Whether the demonstrated improved attainment and progress of pupils in the last two years is secure and sustainable.
- Whether attendance is improving sufficiently.
- Whether the improvements in the quality of the curriculum and teaching have done enough to ensure that all groups of pupils achieve well in relation to their ability.
- The effectiveness of the work of the leadership and management team in tackling underachievement and setting challenging targets for pupils.

Information about the school

Pinders is an average-size primary school. The proportion of pupils known to be eligible for free school meals is average. A very large majority of pupils come from minority ethnic heritages. The proportion of pupils who speak English as an additional language is well above the national average and is increasing rapidly. The proportion of pupils with special educational needs and/or disabilities is above average, and the number of those with a statement of special educational needs is well above national average. There is an increasing number of pupils who start school at different times of the school year, and in different academic years, depending on their age. The school holds Healthy School status.

Pinmoor Children's Centre is located at, and is under the aegis of the school. It is the subject of a separate inspection report.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school, which has been successful in improving pupils' attainment and progress at a time when an increasing number of them have been starting school with a limited knowledge of English, and with skills below, and in some cases, well below, those expected for their age. This difficult position is exacerbated by the increasing number of such pupils who join the school at different entry points, depending upon their age. However, by the end of Year 6, their attainment is in line with the national average. This represents good achievement overall. There remains, however, a proportion of more-able pupils not yet attaining above average standards. The school recognises this and has aspirational targets, and programmes of learning for such pupils for the current and subsequent years.

The school provides an outstandingly caring and supportive environment. Pupils feel happy and safe in the school because of the excellent relationships and good safeguarding arrangements. They enjoy school. As one younger pupil said: 'It's lovely coming to school. It's like being at home with mummy, but also learning and playing with your friends.' Pupils know well how to keep healthy and fit, and they are well behaved and courteous. They say they feel safe in school.

The curriculum is good and impacts effectively on outcomes. Teaching has improved and is now good. The use of assessment has also improved but it is not always used effectively to challenge the more-able pupils and to inform pupils how to make their work better.

The school makes strenuous efforts to secure higher levels of attendance, which is having some effect as attendance overall is rising and is now average. Despite these robust procedures a few parents and carers continue to withdraw children from school. In some instances, this impacts on pupils' progress since it reduces the time they have to learn in school. There is still room for improvement in ensuring that parents and carers understand the importance of their children attending school regularly.

Effective leadership has been a decisive factor in pupils' good achievement. Accurate evaluation has identified the correct priorities for school improvement and these are translated into action in the school development plan. Decisions and actions, based on this plan have allowed the school to deal successfully with any existing issues, as well as those identified in the previous inspection report. These successes are testimony to the school's good capacity for sustained improvement. The school gives good value for money

What does the school need to do to improve further?

- Build on the current standards, and increase the number of pupils reaching above-average attainment in English, mathematics and science by:

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- ensuring that all pupils, including the more able, are consistently well challenged and supported academically.
- Improve the use of assessment to improve the quality of learning by:
 - ensuring that marking and dialogue between teachers and pupils, both in classwork and homework, makes it crystal clear what the pupils need to do to improve
 - use assessment in lessons to check that work always matches pupils' ability.
- Improve attendance further by:
 - working closely with parents and carers to investigate methods to improve attendance
 - ensuring that any lack of attendance is compensated for by additional opportunities for learning.

Outcomes for individuals and groups of pupils**2**

Pupils' positive attitudes contribute strongly to their good progress and rising attainment. In lessons pupils make good progress because of effective teaching. They respond enthusiastically to the challenges set by their teachers, use their initiative and are keen to succeed. They enjoy learning because there are many activities in lessons which appeal to their individual learning styles. For example, in a Year 6 science lesson, pupils looked at different forces, such as friction, gravity and air pressure, in many ways, which involved the different skills of looking, measuring, building models and research and note-taking

Overall outcomes and progress are good. Attainment when pupils leave school is average. Although more-able pupils are reaching above-average levels not all of these pupils make enough progress. The strong one-to-one withdrawal programme, together with strong in class support, is particularly effective in assuring that pupils with special educational needs and/or disabilities, those who speak English as an additional language and those known to be eligible for free school meals, make similar, good progress. The welcoming ethos in the school helps newcomers to settle quickly so that pupils who start at different times during the year progress well.

Pupils say how much they enjoy school. This is not surprising since an outstanding strength of the school is the caring and supportive ethos within the school for all pupils. The manifestation of the school's inclusive ethos, underpins the good behaviour and very good relationships between pupils and adults which make the pupils act with kindness to others, and to have a clear respect for cultures other than their own. Pupils have good understanding of how to lead a healthy lifestyle. They say they are safe and secure in the school and they are aware of when and where dangers might occur. Pupils' horizons are widened through the strong personal, social and health education programme. This leads to pupils securely gaining the personal skills they will need as they get older, but their academic skills, particularly in the core subjects of writing and mathematics, are not quite as well developed. As a result, pupils are satisfactorily, rather than well prepared for the next stage of their education.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Good teaching enables pupils to make good progress. Good relationships underpin learning and pupils are motivated by the encouragement provided by teachers. Pupils are usually engaged because lessons are exciting and relevant to pupils' interests. Teaching assistants are used very effectively to support and engage pupils. The pace of lessons and the buzz of excitement and work are typical of the vast majority of lessons seen. However, in a small number of lessons, the more-able pupils are not challenged sufficiently with extension work to operate at their intellectual maximum to produce high level work.

Assessment is not always used to good effect. In the most effective lessons, the use of directed questioning successfully develops pupils' thinking. Where marking is good and in the best practice, pupils refer to their targets and respond positively to their teachers' helpful marking to review and improve their work. However, these practices are not consistently or sufficiently applied across the school.

The curriculum is planned around a literacy theme and this works well not only in literacy, but in several aspects of the curriculum. It is equally helpful not only to literacy, but also in introducing a sensible basis to cross-curricular links. Thus, for example, in Year 5, the theme of the Pied Piper acts as an academic thread, which not only improves literacy, but also pupils' work in art, design technology and music. The curriculum is further enriched and broadened through a good range of extra-curricular activities, and visits, although the number of these latter is severely limited by the costs involved.

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Pupils are supported and nurtured extremely well throughout their time in school. Excellent systems are used to identify underachievement and provide early intervention and good support for the very large group of pupils with special educational needs and/or disabilities, and for those who speak English an additional language. There are very good procedures which aid children when they start school and also as they move on to other schools. Rigorous procedures are improving attendance, although not all parents and carers are responsive to the school's requests. This is a remarkably caring school. Several parents and carers commented on this aspect of the school's work. One comment typifies the parents' and carers' responses to the school's ethos, 'I chose this school because of its friendly feel. My children have flourished in its atmosphere.'

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Under the clear direction of the headteacher, who is very ably supported by the deputy headteacher, the school has focused successfully on improving the quality of teaching and learning. As a result, progress is accelerating and attainment rising. High expectations are based on a thorough understanding of the school's strengths and weaknesses and these are conveyed effectively to the governing body, middle leaders and staff. Consequently, all feel involved and share the school's ambition to improve. The school has come a long way on its journey since the previous inspection. However, there is no sense of complacency. Leaders know that while teaching and learning have improved considerably, work still remains to be done in order to ensure that the quality of teaching and learning is consistently good or better in all lessons.

The supportive governing body provides satisfactory management and is increasingly challenging now it is more knowledgeable about what is happening in school. The effectiveness with which the school promotes equality of opportunity and tackles discrimination is good. There are particularly good links with outside agencies which have been effective in supporting pupils who are vulnerable due to their circumstance and their families. The school's action to raise their attainment targets reflect their determination to ensure the more-able pupils always make enough progress.

Arrangements for safeguarding are in good order and well documented. The school has a written plan to promote community cohesion. This is underpinned by the clear sense of community which now exists within the school. Charitable work is eagerly undertaken to support causes both locally and further afield, such as the Pakistan Flood disaster. There are good and continually strengthening links with parents and carers. However, the school has not yet fully exploited these to help raise attendance.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Most children start the Early Years Foundation Stage with skills below, and, sometimes, well below age-related expectations, particularly in relation to language and literacy skills. All children make good and sometimes outstanding progress, because of the very good relationships, and the well-planned and purposeful learning environment. Both outdoor and indoor resources are used effectively to enhance learning. Children experience a wide range of imaginative activities which promote their cognitive and physical skills. The themed approach to planning is used and children use the full range of resources to explore ideas connected to the theme of 'Jack and Jill went up the hill'. Children are safe, cared for very well by all staff, and all, particularly those with multiple disabilities, thrive in an atmosphere which is supportive of their health, welfare and dignity, as well as of their learning.

Leadership and management are good. The progress of children is analysed and tracked effectively. Parents and carers are rightly very positive about the provision and the arrangements to ensure that their children settle well when they start in the nursery.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The percentage of parents and carers who responded to the questionnaire is below average. Overall, responses are very positive about the school and the inspection endorses these views. Only a small number of parents and carers opted to write additional comments, and these were almost equally divided between those who were happy with the school and those who had some concerns. A very small minority had concerns regarding bullying. Inspectors saw no evidence of bullying, nor of overly robust play. In discussion with pupils, they all agreed that they were very safe in school, and on the very rare occasions, when potential actions by some pupils might cause concern for others, they all affirmed that 'teachers deal with it right away' .

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wakefield Pinders Primary (Jin) School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 40 completed questionnaires by the end of the on-site inspection. In total, there are 246 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	65	12	30	2	5	0	0
The school keeps my child safe	25	63	13	33	1	3	1	3
My school informs me about my child's progress	20	50	20	50	0	0	0	0
My child is making enough progress at this school	22	55	16	40	1	3	1	3
The teaching is good at this school	23	58	16	40	0	0	1	3
The school helps me to support my child's learning	20	50	18	45	2	5	0	0
The school helps my child to have a healthy lifestyle	21	53	18	45	0	0	1	3
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	20	50	18	45	1	3	0	0
The school meets my child's particular needs	18	45	21	53	0	0	1	3
The school deals effectively with unacceptable behaviour	21	53	15	38	2	5	1	3
The school takes account of my suggestions and concerns	19	48	19	48	1	3	0	0
The school is led and managed effectively	23	58	15	38	1	3	0	0
Overall, I am happy with my child's experience at this school	22	55	17	43	0	0	1	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



10 March 2011

Dear Pupils

Inspection of Wakefield Pinders Primary (Jin) School, Wakefield, WF1 3SQ

Thank you very much for making us so welcome when we inspected your school recently. We were very impressed with your very good manners, how polite you are with each other and with your teachers and with your good behaviour. Many of you told us how much you enjoy being in school and we found that you have a good understanding of how to stay healthy by taking regular exercise and enthusiastically eating all the healthy food at lunch time.

We found that Pinders Primary School provides you with a good education. All the adults look after you well and make sure that you are safe within your harmonious school community. Your headteacher, the staff and the governing body have made lots of improvements recently.

To make Pinders Primary an even better school, we have identified some other things which need to happen. We have asked the school to ensure that:

- your teachers make sure you all continue to get the best levels you can in your work, especially those of you who are able to gain the higher levels
- your teachers tell you absolutely clearly what to do to improve your work, whether in classwork or homework
- your parents and carers and the school get together to find out the best way to help some of you to come more regularly to school, and to work out ways to make sure that your learning and progress do not suffer if you have to be off school.

Of course, the best way to improve is for you to come to school as regularly as you can and always do your best in class. This way, you will learn more, and enjoy all the great things that Pinders has to offer you.

All best wishes

Yours sincerely,

Ronald Cohen

Lead Inspector

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