

Pinvin CofE First School

Inspection report

Unique reference number	116840
Local authority	Worcestershire
Inspection number	379311
Inspection dates	22–23 March 2012
Lead inspector	Michael Farrell

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

Type of school	First
School category	Voluntary controlled
Age range of pupils	4–9
Gender of pupils	Mixed
Number of pupils on the school roll	95
Appropriate authority	The governing body
Chair	Richard Charles
Headteacher	Sarah Boyce
Date of previous school inspection	27 January 2009
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Age group	4–9
Inspection date(s)	22–23 March 2012
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Introduction

Inspection team

Michael Farrell

Additional inspector

This inspection was carried out with two days' notice. The inspector observed eight lessons, comprising over four hours teaching, and five teachers; meetings were held with parents and carers, groups of pupils, governors, school partners, and staff. The inspector heard individual pupils read and spoke with others about examples of their work. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at a range of documents, including those relating to safeguarding, and data on pupils' progress. He scrutinised 49 questionnaires from parents and carers.

Information about the school

Pinvin CofE First School is a small rural school near the town of Pershore. In some year groups numbers are small, and some pupils join after the reception year. Most pupils are White British. A small number are from minority ethnic backgrounds and an increasing proportion are from Traveller families. No pupils are at an early stage of learning English as an additional language. The proportion of disabled pupils and those with special educational needs is above average. The Early Years Foundation Stage consists of one reception class. There have been considerable changes of staff since the previous inspection.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. The cohesive community and warm ethos promote pupils' spiritual, moral, social and cultural development well, and they thrive as individuals. Teaching is good. Pupils have a very positive attitude towards learning and achieve well, behave well and feel safe. The school is not outstanding because the quality of teaching is not consistently high enough to promote outstanding achievement, or ensure boys reach their full potential in writing.
- All groups of pupils make good progress, regardless of their background or ability. Disabled pupils and those with special educational needs do well because of meticulous planning to meet their individual needs. The school is keen to accelerate boys' progress in writing through booster classes and other interventions, but has not yet done so.
- Teachers have good subject knowledge and work very closely with skilled teaching assistants to ensure pupils try their hardest. Teachers establish what pupils understand through perceptive questioning, and their marking helps pupils know what they have to do to do better. Just occasionally, pace is too slow, pupils do not clearly understand lesson aims, and teachers' reviews of pupils' learning are not rigorous enough to inform subsequent teaching.
- Behaviour in lessons and around school is good, and sometimes excellent. Pupils care for one another in the family ethos. They act safely and considerately and have a good understanding of how to keep safe.
- The headteacher, fully supported by staff, successfully conveys high expectations for all. The governing body challenges and supports the school well. Critical self-evaluation leads to accurate recognition of the school's strengths and where it can do better. Arrangements for managing performance are well thought through, and perceptive lesson observations enable staff to see how they can improve.

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What does the school need to do to improve further?

- Raise pupils' attainment by increasing the proportion of good or better teaching, ensuring that:
 - the pace of lessons is always appropriately challenging
 - pupils consistently know the focus of each lesson
 - teachers' recapping fully reflects what pupils have learnt, so it leads to subsequent adjustments in teaching.

- Improve boys' achievement in writing to match that of the girls, by:
 - introducing booster classes
 - providing enhanced experiences that motivate boys to write
 - ensuring that boys' interests inform the writing tasks set for them.

Main report

Achievement of pupils

A very high percentage of parents and carers rightly consider their child to be making good progress at school. In lessons, pupils typically make good progress and achieve well because activities capture their interest and the level of work set for different groups is well judged. In a physical education lesson for reception children and younger pupils from Key Stage 1, pupils made good progress in developing their balance, movement and confidence because the lesson was well structured and good use was made of praise for specific aspects of progress. In a mathematics lesson for older pupils where teaching was good, progress was good because the tasks and explanations were clear and pupils knew exactly what was required.

Children enter reception in this small school with skills and understanding that vary from year to year but are broadly typical for their age. They make good progress, especially in physical development, using numbers as labels for counting, and linking sounds and letters (phonics). Standards in reading at the end of Key Stage 1 are average and improving. Pupils speak with animation about how proud they are of their work. During the inspection, those heard reading used a range of strategies with confidence to tackle unfamiliar words, including breaking down the words into sounds and using clues from illustrations and sentence context. Pupils leave at the end of Year 4 with above-average attainment in mathematics and English, and a significant number of pupils reach levels usually achieved by pupils two years older.

Conscientious leadership of numeracy and literacy helps ensure that key skills are applied across a good range of subjects. However, boys' attainment is below that of the girls in writing. Although writing is a focus, current interventions have not been directed precisely enough to have the fullest impact specifically on boys' writing.

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Staff are keen to tackle this with greater vigour, including through introducing booster classes. The school takes great pains to track the progress made by disabled pupils and those who have special educational needs, and uses a wide range of strategies and an extensive range of partners to ensure they, and other groups such as Traveller pupils, achieve well. Pupils meet challenging targets. Older pupils have a particularly good awareness of their individual targets and what they must do to reach them.

Quality of teaching

A very high percentage of parents and carers correctly take the view that their child is taught well. The inspector observed lessons that ranged from satisfactory to outstanding, but teaching was mainly good. A joint observation with the headteacher confirmed the accuracy of judgements made by the school. Literacy teaching is carefully planned, although despite a focus on boys' writing the measures so far have not had the impact the school wants. Strategies for approaching new words are systematically taught so that pupils enjoy reading and try new words confidently. Teachers and teaching assistants work very closely together, and their planning is thorough. Consequently, when assistants work with small groups they know exactly what pupils need to learn and make a strong and valued contribution. In good and better lessons, teachers use a range of well-judged questions to check how well pupils are learning, and adjust what they are teaching as necessary.

Behaviour is well managed. Expectations are high and teachers' strong subject knowledge helps ensure tasks are challenging. Marking has improved since the previous inspection and is now constructive and thorough. Teaching effectively promotes pupils' spiritual, moral, social and cultural development in a range of engaging activities including religious education, visits, and explorations of other cultures. In satisfactory lessons, the focus or learning objective is not always clear, pace is steady rather than brisk, and very occasionally, teachers' recapping does not capture what the pupils have learned to inform adjustments to subsequent teaching.

In the Early Years Foundation Stage, children learning to use everyday words to describe position had to work out what clothes 'aliens' would wear on different days of the week. They achieved well because they loved using the little recording devices to help them, and the teacher's skilful questioning kept their attention throughout the sometimes complicated activity. Working with the teaching assistant, other children learned well using a wide range of activities because the ethos was calm and purposeful and they were skilfully guided and encouraged. A phonics-based lesson for younger pupils led to good progress because the teacher's enthusiasm and the good deployment of well-briefed teaching assistants ensured that pupils were fully engaged. Pupils with special educational needs tried very hard because the tasks were pitched at just the right level for them to succeed with effort. All groups achieved well in a mathematics lesson for older pupils on identifying and solving mathematical problems expressed in words. One group was supported by the teacher, another by the teaching assistant, and some pupils worked independently, using laptop computers. Pupils enjoyed the activities, and the clear learning

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objectives were reiterated to the pupils from time to time to make sure they remained focused.

Behaviour and safety of pupils

Parents and carers correctly consider that behaviour is good and that their child is safe, and pupils take the same view. The school is a cohesive and orderly community which pupils love. Some said it is 'really nice' and 'the teachers are great'. Pupils are keen to show off their work and can see the progress they are making. One said, 'I am very, very proud of this. I wrote a whole page.' They behave well and sometimes excellently in lessons. In morning break, lunchtime play and at mealtimes, behaviour is also good. Pupils are polite, confident, and inquisitive. A younger pupil courteously asked the inspector if he would be inspecting a nearby school and when the inspector said he did not think so the pupil said, 'Why not? It's only across the road'.

Pupils give respectful evaluations of the work of others when they are asked to do so in class. Even the youngest children try to find something positive to say about the work of another child if asked by the teacher. Mealtimes are civilised, social occasions. School records indicate no bullying or racial harassment and very little inappropriate behaviour. Pupils know about different kinds of bullying such as isolating others and cyber bullying, and are confident that if any occurred they could go to an adult who would take action. Where there is occasional inappropriate behaviour, parents and carers are fully informed and have confidence the situation is dealt with effectively. There have been no exclusions in recent years.

Pupils are very punctual to lessons and settle down to work promptly. The school does all that can be reasonably expected to encourage attendance, including working very closely with the education welfare service and other agencies. Attendance has improved year on year for the past three years and the most recent figures show it is just above average. Pupils are very conversant with the school's system of rewards and sanctions and have confidence that it is fairly applied. In a well-ordered atmosphere, where expectations of behaviour and safety are high, pupils act responsibly in lessons and around school. They care for each other and play safely, often in groups of different ages at playtimes. The planned curriculum helps ensure pupils are aware of risks and know how to keep themselves safe. For example, pupils know about the risks of being near ponds and rivers: 'You can fall in the water.' Careful risk assessments cover a wide range of circumstances.

Leadership and management

The school has steered through a period of potentially destabilising staffing changes successfully, is good in all major aspects, and has the capacity to improve further. The strongly motivated governing body provides good support and challenge using a wide range of skills, well focused on areas where the school can improve. There is a very high level of honesty and trust in relationships between staff and governors, who regularly attend staff meetings. The highly respected headteacher is a powerful driving force, while all senior staff convey high expectations and the cohesive staff

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team respond enthusiastically. Perceptive and thorough lesson observations ensure that all staff know their weaknesses and strengths. The resulting actions taken to improve areas of weakness are supported by well-chosen training opportunities. The well-organised curriculum includes relevant and interesting activities such as residential trips, strong sporting links, forest school and cultural activities. This promotes pupils' spiritual, moral, social and cultural development effectively.

Links with parents and carers are very strong, and they profoundly value the school and all it does for their children. One stated that their child's self-esteem 'has gone sky high' since being at the school. Strong partnerships with other schools and agencies such as the health services are tightly coordinated to benefit pupils. Equal opportunities are thoughtfully promoted and the very detailed tracking of pupils' progress enables the school to quickly see when pupils are slipping behind and take action. There is no evidence of discrimination. Enormous care is taken to ensure that pupils whose circumstances make them and their families vulnerable are well supported using a wide network of partners, and their progress is meticulously monitored. There are vivid examples of the school's success in overcoming barriers to learning for these pupils. Safeguarding arrangements meet requirements, and suitable policies and procedures are followed consistently.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



26 March 2012

Dear Pupils

Inspection of Pinvin CofE First School, Pershore, WR10 2ER

I very much enjoyed being with you for the two days when I inspected your school recently. Thank you for being so kind and polite to me. Thank you especially to those of you who read to me, and those who showed me and talked to me about the work you had done over the past year. In your questionnaires and when you spoke to me, you were very positive indeed about the school.

Pinvin is a good school. It is led and managed well, and the teaching is good. You clearly enjoy school a great deal and you do well in your lessons. I was very pleased to see that your behaviour is usually good and sometimes excellent. Occasionally the quality of teaching falls to a satisfactory level. You reach above-average standards in English and mathematics by Year 6, although boys do not always make fast enough progress to keep up with the girls in writing. Because of these relative weaknesses I have asked the school to:

- make sure that the good practice seen in most teaching is spread to all lessons, so that teaching is consistently good or better
- arrange activities for the boys to interest them and make them work even harder in their writing.

How can you help with this? You can continue to work hard as teaching gets even better. Boys, you can let the school know the things that will really help you to do better in writing.

Thank you again for being so welcoming to me.

I wish you every success in your future life.

Yours sincerely

Michael Farrell
Lead inspector

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