

The Pinchbeck East Church of England Primary School

Inspection report

Unique reference number	120550
Local authority	Lincolnshire
Inspection number	380058
Inspection dates	24–25 May 2012
Lead inspector	Susan Hughes

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	280
Appropriate authority	The governing body
Chair	Cherry Harpham
Headteacher	Tom Verity
Date of previous school inspection	5 March 2009
School address	Fennell Road Pinchbeck Spalding PE11 3RP
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Age group	4–11
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Introduction

Inspection team

Susan Hughes

Additional Inspector

Aune Turkson-Jones

Additional Inspector

Ronald Elam

Additional Inspector

This inspection was carried out with two days' notice. The inspection team sampled 27 lessons taught by nine teachers, of which three were observed jointly with the headteacher. Meetings were held with parents and carers, groups of pupils, members of the governing body and staff. Inspectors observed the school's work and looked at monitoring information, improvement plans, analysis and tracking of pupils' progress, and records of classroom observations. They also sampled pupils' work, listened to pupils read and checked attendance. Inspectors analysed questionnaires submitted by 24 staff, 106 pupils and 111 parents and carers.

Information about the school

The Pinchbeck East CofE Primary School is larger than the average primary school. It has a smaller proportion of pupils known to be eligible for free school meals than schools nationally. The percentages of pupils from minority ethnic groups and who speak English as an additional language are below national averages. The percentage of disabled pupils and those who are supported on 'school action plus' or with a statement of special educational needs is above average. The headteacher joined the school in 2009, just after the previous inspection. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. The school has a number of awards and accreditations including Healthy Schools status, the Autism Mark for Lincolnshire and the silver Eco School award.

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	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

Key findings

- This is an outstanding school, where standards have risen consistently over the last three years as a result of accelerated progress by all groups of pupils. High-quality teaching and excellent attitudes to learning by the pupils have contributed to these considerable improvements.
- Achievement is outstanding. Children start in the Early Years Foundation Stage with skills broadly in line with age-related expectation. They make good progress, which continues through Key Stages 1 and 2 so that they leave school with standards above average in English and well above average in mathematics. Disabled pupils and those with special educational needs also make accelerated progress throughout the school.
- Teaching is outstanding because lessons are well paced and teachers accurately match the work to pupils' individual needs, giving them opportunities to learn from first-hand experiences. This makes the work both challenging and stimulating for all pupils. Information and communication technology is used effectively in most classes, but not yet consistently well across the school. Literacy and numeracy skills are developed where possible in all subjects.
- Behaviour and safety are outstanding. Pupils are exceptionally polite and courteous, both to adults and to each other. They demonstrate a mature and dedicated approach to learning and see mutual support as an automatic expectation. Pupils know how to keep themselves and others safe and can talk knowledgably about safe and unsafe environments.
- Leadership and management are outstanding. The impact of the headteacher's leadership is demonstrated in the total commitment of all staff and the strong, effective leadership team. The governing body's rigorous monitoring policy effectively holds the school to account, providing both support and challenge. Highly effective leadership of teaching and management of performance have resulted in improving progress and rising standards in all key stages.

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What does the school need to do to improve further?

- In order to sustain outstanding practice:
 - ensure that staff take every opportunity to make creative use of information and communication technology to support learning across the school.

Main report

Achievement of pupils

Children join the school with skills and understanding that are broadly expected for their age and make good progress in the Early Years Foundation Stage, where the effective use of excellent resources develops an early love for learning. Improving progress over the last three years means that the attainment of older pupils is steadily rising in reading, writing and mathematics. Pupils in Year 1 demonstrate good knowledge of the sounds that letters make (phonics). By the end of Year 2 most pupils are reading fluently and with comprehension, attaining reading standards that are above average.

Progress through Key Stage 2 continues at an accelerated rate. Standards over the last three years have risen steadily in English to above average, and sharply in mathematics to well above average. During the inspection Year 5 and 6 pupils tackled complex mathematical problems on area and more-able pupils developed a formula for finding the area of a triangle within a circle. Year 3 and 4 pupils were confidently using a thesaurus to improve their vocabulary in a previously written letter. Pupils leave school with reading standards that are above average.

Pupils whose circumstances may make them vulnerable and those who speak English as an additional language make accelerated progress because all staff have an accurate understanding of pupils' individual needs and how to help them progress. Disabled pupils and those with special educational needs receive well-targeted support and many make accelerated progress.

An overwhelming majority of parents and carers rightly feel that their children make good progress and that their individual needs are met. Almost all pupils agree that they learn a lot in lessons and teachers help them do well.

Quality of teaching

In the Early Years Foundation Stage, the outdoor learning opportunities encourage pupils to investigate the world around them. For example, bird-watching from their 'hide' stimulated both boys and girls to write about different kinds of birds. They

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demonstrated good phonic knowledge in their reading and securely developing letter formation in their writing.

Throughout the school, the pace of lessons is brisk and little time is wasted. Teachers' questioning shows their thorough knowledge of individual pupils and the level at which they are working. In the best lessons teachers consistently consolidate previous learning while also moving the lesson on. For example, pupils' answers prompt subsidiary questions to either check understanding or remind them of key facts without slowing the pace of the lesson. Pupils are very clear about how they can improve through the 'next steps' in their books and their individual targets which relate to all subjects. Almost all pupils say that they know how well they are doing. This is a reflection of the consistently good marking. Encouraging comments and individual challenges for pupils are evident in most books, with appropriate responses from the pupils.

Teachers make lesson exciting and relevant. For example, pupils in Year 2 used their science investigation into growing cress to develop observational drawing skills. Their own discoveries led to enthusiastic leaf rubbings, which the teacher extended into discussion about veins on leaves and their functions. In many lessons, information and communication technology is used well. For example, pupils in Years 5 and 6 made good use of computers to zoom in on maps to look at possible decking around Buckingham Palace and the Houses of Parliament. This gave a realistic feel to calculating areas. It also encouraged discussion and thinking about parliamentary procedures and wider social matters, contributing to their spiritual, moral, social and cultural education. In a few lessons, technology is used less imaginatively to promote learning.

Disabled pupils and those with special educational needs are well supported through specific interventions. Skilled teaching assistants provide sensitive support that aids learning without creating a sense of dependency. Pupils also support each other. In one Key Stage 1 lesson they offered each other advice on presentation and spelling in a sensitive and mature way. Reception and Year 1 pupils spontaneously encouraged each other by saying 'well done' to each other in partner work, demonstrating a practical understanding of the development of social and moral skills. Almost all pupils say that they are taught well, and the vast majority of parents and carers agree.

Behaviour and safety of pupils

The outstanding behaviour of pupils ensures that the school is a harmonious and highly effective learning environment. Around school they are well mannered and considerate to adults and each other, for example through holding open doors or ensuring that boisterous play outside does not interfere with other pupils' quieter games. Older pupils initiate activities for younger ones, such as the Green Team's seed planting in the raised beds, and see themselves as role models. In lessons they demonstrate exceptionally positive attitudes and will strive to extend their own learning where possible, often ready to attempt challenges aimed at more-able

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pupils. Pupils have a mature understanding of how they learn, evident in the way they are encouraged to ask for help. Questions are pertinent and specific.

Pupils apply for, and take on, a number of lead roles throughout the school. For example, the Wise Owl Readers act as ambassadors for reading for pleasure. They identified the need for more reading displays in school and monitored the teachers' responses in a respectful and mature way. Pupils are very aware of different types of bullying and can talk about physical bullying, cyber bullying and inappropriate name-calling. They say it rarely occurs but one pupil cited an occasion when it was dealt with swiftly and effectively. Almost all pupils, parents and carers say behaviour is good, and that pupils feel safe. Most parents and carers and all pupils who responded to the questionnaires say that any bullying is dealt with well.

This contributes to a safe and secure place for pupils and staff to learn and work. Pupils are able to talk about how to keep themselves safe in different situations such as when using the internet and road safety. They also talk about helping keep others safe in the school. For example, in playground discussions, pupils said they felt it their responsibility to intervene if anyone was hurt or being hurt. They all felt they should try to help first and then alert an adult if needed, a group of boys from Years 4 and 5 commenting, 'We would behave like an adult would behave.'

Circle time helps pupils investigate their own feeling and those of others. In one class, Reception and Year 1 pupils were given time to think about different emotions before sharing their thoughts with a partner. The discussion then focused on how others feel in similar situations, developing a sense of empathy and responsibility for their own actions and the impact on others.

Leadership and management

The outstanding leadership and clear vision of the headteacher has been a driving force in school improvement over the last three years. A consistent approach to raising the quality of teaching has been achieved through rigorous performance management supported by professional development and encouragement. The governing body has a good understanding of progress and attainment. Its monitoring strategy is closely linked to school improvement priorities, ensuring that the school is held to account and demonstrating excellent capacity for even further improvement. The whole senior leadership team is strong. The deputy headteacher has led the reorganisation of the curriculum and subject leaders play a crucial part in embedding established processes that continue to raise achievement.

The planned curriculum is stimulating and exciting. Staff embrace opportunities to engage pupils through first-hand experiences such as using films, drama and pictures. Pupils talk enthusiastically about such activities as India Day and Shakespeare Week. Key Stage 2 pupils enjoyed performing *Macbeth* for parents, after only five days' work on the play. The development of literacy and numeracy skills is well embedded in other subjects throughout the curriculum

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Spiritual, moral social and cultural education underpins all the school does. The acute understanding of right, wrong and social responsibility is reflected in pupils' outstanding behaviour. Pupils have a good knowledge of the range of cultures within the school community and an understanding of wider cultures through links with schools in this country and abroad. Opportunities for deeper thought and reflection are evident in the use of the Reflective Garden and when pupils investigate feelings in lessons and collective worship. The emotion was palpable when an excellently selected video illustrating 'living by Olympic values' explored how this could relate to pupils' own lives.

The school's leaders have ensured that the arrangements for safeguarding comply fully with current requirements. The school promotes equality and tackles discrimination effectively, ensuring all groups of pupils make good progress.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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.
Floor standards:	the national minimum expectation of attainment and progression measures.
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.



28 May 2012

Dear Pupils

**Inspection of The Pinchbeck East Church of England Primary School,
Spalding, PE11 3RP**

Thank you for making us feel so welcome when we visited your school recently. We enjoyed talking to you about all the exciting things you do and joining you in some of your lessons. Thank you also to those who told us your views through questionnaires. Yours is an outstanding school. This is partly because your behaviour is excellent in and around the school. You get on well together, work hard and help each other when you can. Well done!

Teaching is outstanding. Your teachers make sure that lessons are exciting and challenge you so that you make consistently good progress. Because of this, standards in your school are getting better every year.

The excellent leadership of your school means that all the staff know what to do to continue to improve, but we have one suggestion to help them. We have asked them to use information and communication technology even more effectively to support your learning in all classes.

You can be proud of your school, and please continue to play such an important part through your hard work and excellent behaviour.

Yours sincerely

Susan Hughes
Lead inspector

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