

Pinfold Primary School

Hattersley Road East, Hattersley, Hyde, Cheshire, SK14 3NL

Inspection dates 1–2 May 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Leadership at all levels, including governance, is outstanding. Leaders have an accurate view of the school's strengths and areas for development because of regular, meticulous and robust checks of the school's performance.
- As a result of highly effective partnerships and high quality training, leaders have ensured that aspects of teaching have developed and improved; this has resulted in rapid improvements, particularly in writing. This uncompromising drive for improvement continues in all areas of the school's work.
- Governors are highly motivated and very effectively challenge leaders to further improve teaching and pupils' achievement.
- Pupils benefit from an outstanding curriculum which gives them a wealth of rich experiences beyond the norm. These support their future development extremely well.
- Pupils' behaviour is exemplary. Pupils are very keen to learn and they work very well together. There are high levels of mutual respect between pupils and staff. Pupils say they feel very safe.
- Pinfold is a caring school where the whole school team are strongly united in continually improving the quality of their work and pupils' outcomes and are ambitious for further improvement.
- Children get off to a good start in the Early Years Foundation Stage, particularly in their personal development. From individual starting points well below those expected, pupils reach average levels by the end of Key Stage 2. This represents good achievement.
- Teaching is good and some is outstanding. Teachers have high expectations and good questioning skills and are focused on successful learning.

It is not yet an outstanding school because

- Not enough teaching is outstanding and there are some inconsistencies in the quality of the marking of pupils' work, with best practice not always shared with teachers.
- Pupils are not always given an opportunity to respond to marking.
- Teachers do not always plan activities that are well matched to pupils' different abilities.
- There are not enough opportunities for children in the Early Years Foundation Stage to develop their literacy and mathematical skills through play activities.

Information about this inspection

- Inspectors observed 19 lessons or parts of lessons. In addition, they also made a number of short visits to lessons and small group sessions. Inspectors looked at pupils' books with the executive and associate headteachers.
- The inspectors listened to pupils from four different year groups read, and talked with them and other groups of pupils about their lessons and school life.
- Meetings were held with the headteacher, senior and middle leaders, representatives of the governing body, the school's school improvement consultant and a representative of the local authority.
- The inspectors observed the school's work and scrutinised documentation relating to pupils' progress and to school management, including the arrangements to ensure safeguarding.
- Inspectors took account of the 10 responses to the online questionnaire Parent View, school questionnaires completed by staff and outcomes from the school's consultations with parents.

Inspection team

Vanessa MacDonald, Lead inspector	Additional Inspector
Jennifer Lawrence	Additional Inspector
Sandy Dixie	Additional Inspector

Full report

Information about this school

- Pinfold Primary is larger than the average-sized primary school. The majority of pupils are of White British heritage. A small number of pupils are from minority ethnic backgrounds and none speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for the pupil premium, is above the national average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after.)
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.
- Since the last inspection, the headteacher has become executive headteacher of three schools. The deputy headteacher, who was appointed since the last inspection, is the associate headteacher. There have also been a number of changes with teaching staff, including the recent appointment of a deputy headteacher.
- The executive headteacher is a National Leader in Education and provides support for many schools and their staff. Pinfold is a national support school which means that staff help to support others to improve their teaching. It is also a National Teaching School.
- The school runs a breakfast club for its pupils.

What does the school need to do to improve further?

- Improve the quality of teaching so that more is outstanding and further raise achievement by the end of Key Stage 2 by:
 - ensuring that the activities teachers plan are always matched precisely to pupils' abilities
 - ensuring that marking consistently shows pupils how to improve by sharing the very best practice seen with all teachers
 - allowing regular time in lessons for pupils to respond to teachers' marking in order to correct and improve their work
 - ensuring that high quality play-based activities in the Early Years Foundation Stage include more opportunities for children to apply the skills they learn from adults.

Inspection judgements

The achievement of pupils is good

- Children start Nursery with levels of knowledge and understanding that are well below those expected for their age. Children in Nursery and Reception classes quickly develop an understanding of how to play and learn well together, contributing to their good personal development. They make good progress because of the focus on developing language and mathematical skills through taught sessions.
- In the phonics check in Key Stage 1, pupils' reading ability was above the national average. This is because of effective teaching of phonics (letters and the sounds they make). Pupils enjoy reading and they read regularly.
- Literacy is given a very strong focus and pupils who struggle with their reading are given additional support through specialist teaching which shows that they make good and often better progress because of this. By the end of both Years 2 and 6, pupils' attainment in reading is broadly in line with the national average.
- Pupils make good progress from their individual starting points, reaching average levels by the end of Key Stage 2. The development of 'talking for writing' and opportunities for writing in other subjects have rapidly improved pupils' attainment, particularly the proportion attaining the higher level at the end of Key Stage 2, which is above the national average. The proportion of pupils who made more than expected levels of progress in reading and writing in 2012 was also above that found nationally. Current school data show that attainment and progress have continued to improve, with pupils on track to reach above average levels of attainment by the end of Year 6 in 2013.
- Although the proportion of pupils who reached expected levels in mathematics by the end of Key Stage 2 dipped in 2012, current school data show that pupils' attainment is rising rapidly. Current progress is at least good because of the introduction of daily mental mathematics sessions and a focus on practical application of skills
- The school makes good use of pupil-premium funding to enhance learning through a wealth of additional opportunities and from additional support in class or in withdrawal groups. As a result these pupils make progress which is the same as, and sometimes better than, their peers, especially in English. Although the attainment of pupils known to be eligible for free school meals is below that of other pupils in English and mathematics, school data show that the gap is closing and there is no significant difference between them and that of other pupils in reading and writing. In mathematics, the gap is narrowing, although the attainment of pupils known to be eligible for free school meals is about a term behind other pupils. Successes so far show that the school promotes equality of opportunity well.
- Disabled pupils and those with special educational needs do as well as, and often better than, other pupils given their starting points because of the very well-targeted support they receive as a result of rigorous checking.

The quality of teaching is good

- Teaching is good with some that is outstanding, resulting in most pupils making good or better progress in all subjects. This is because pupils know what is expected of them and are encouraged to improve by their teachers.
- In the best lessons, teachers plan really well to ensure pupils are given work to get the best out of them. Consequently, pupils learn rapidly because they are given work which matches their ability and they are finding out things for themselves. Occasionally, pupils find work too easy or too hard and some teachers do not always adapt the lessons to meet pupils' individual needs quickly enough.
- A good example seen by inspectors of pupils learning very effectively was when they were asked to explore their understanding of the properties of shape through an investigation. This engaged

pupils in collaborative learning and dialogue which was expertly supported by the teacher's skilful questioning, and this extended their understanding.

- Other characteristics of high quality teaching include teachers and teaching assistants using questions to enable pupils to explain their answers to each other and the teacher. These give pupils opportunities to explore and develop their understanding.
- In addition, teachers support the development of pupils' literacy and mathematical skills by using, for example, very well-organised guided reading sessions and curriculum enrichment. This was exemplified in a Year 6 lesson where reading activities were precisely matched to pupils' abilities and interests, developing their skills very effectively. In a Year 4 class, pupils used different mathematical skills to solve problems showing confidence and very good application of knowledge.
- Children in the Early Years Foundation Stage enjoy their learning and quickly settle into lessons and learn to follow routines. They are encouraged to be independent and choose their own activities. However, these activities do not always allow children to build on the knowledge they have learnt through sessions where adults have introduced or reinforced key skills.
- Teaching assistants are highly skilled in providing support. This is provided both in the classroom and through small group and one-to-one specialist help and support for pupils who are identified as needing additional help. One example of the key impact of this support was seen during the inspection where pupils were encouraged to confidently show their understanding of the relationships between different numbers, applying this in different ways.
- There are some very good examples of effective marking where teachers show pupils clearly how to improve their work and give them opportunity to respond to this, helping them to move forward swiftly in their learning. In some cases, however, pupils are not given enough time to follow up advice and feedback does not always tell pupils clearly what to do to get better. The best practice in marking and feedback is not always shared with other staff.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour in school is exemplary both in classes and on the playground. The school is a calm and welcoming community where there is a strong commitment to learning and care.
- There is a high degree of mutual respect among pupils and adults who all get along extremely well together. This is evident in all parts of school. Older pupils take on their different roles very seriously, supporting play at lunchtime and contributing to younger pupils' learning.
- The breakfast club gets pupils off to a very good start with staff knowing individuals very well and younger and older pupils playing very well together.
- Pupils encourage each other during lessons and have excellent attitudes to learning. They respond extremely well to working by themselves as well as collaboratively on group tasks. In this way, they make an exceptional contribution to their own learning. Opportunities to celebrate this are given through the 'Proud' assemblies.
- The responses from Parent View and the school's own consultations show that the vast majority of parents are very happy with the school. Parents are encouraged to support learning and are welcomed into school; one parent read to pupils at lunchtime, captivating them with her story telling.
- Pupils and staff have high expectations of behaviour. Incidences of misbehaviour are rare and are thoroughly followed up. Pupils learn about different forms of bullying and are confident that there is someone they can speak to if they need to.
- Pupils thoroughly enjoy school and this is reflected in their attendance, which is at least average for all groups and is improving. The school works well to encourage all pupils to attend regularly and recent changes to the curriculum have resulted in improvements to punctuality.
- Parents and pupils say that the school is a very safe place to learn. Pupils understand how to keep themselves safe in other environments too, through a range of sessions on e-safety and safe cycling, for example.

The leadership and management are outstanding

- The executive headteacher is very well respected throughout the school community and local authority. Both he and the associate headteacher work very effectively together and know the school very well. They are highly committed and ambitious for the school and are focused on continued improvement.
- Leaders are focusing relentlessly on improving further the teaching and learning over time; this is already consistently good and is clearly improving. The changes in staffing have been well managed through using staff strengths, specifically focused professional development, training and robust monitoring. The systems for checking on staff performance are very robust and staff are set challenging targets which are regularly checked and linked directly to pay awards.
- All staff are highly dedicated and committed to providing an all-round education for pupils. They feel very much part of a team that shares the same vision for improvement. This enables pupils to reach their academic potential alongside very successfully developing their personal growth as individuals. This reflects in the improved levels of attendance and also in the exemplary behaviour of pupils.
- Staff work in curriculum teams and, as a consequence of robust checking, areas for improvement are identified swiftly and strategies quickly put in place. Consequently, teaching is refreshed by new practice and innovative ideas, showing rapid improvements, particularly in reading and writing with school data showing that pupils are making better than expected progress over time.
- The curriculum is enhanced by a wealth of additional experiences and trips, some of which are residential. Pupils also benefit from very high quality art and sport provision, competing very successfully at regional and national levels. This broadens pupils' horizons and prepares pupils very well for the next stage in their education. Such opportunities also contribute significantly to pupils' outstanding spiritual, moral, social and cultural development.
- The school has highly effective partnerships with other agencies and schools. Through the different networks of schools and high-quality training opportunities, staff both benefit from, and contribute to, the sharing of good practice.
- The school works exceptionally well with parents, regularly seeks their views and keeps them informed about the work of the school and how they can help their child further through regular meetings and newsletters.
- The local authority uses the school as an example of good practice and appropriately provides light-touch support.
- **The governance of the school:**
 - Governors are extremely efficient, highly motivated and articulate a vision for the school that demonstrates their strong commitment to the school and local community. For example, they run a community project with residents and pupils. Governors know the school very well and have an accurate understanding of the quality of teaching and how well pupils are doing. They robustly hold the school's leadership to account for all aspects of its performance, including through their involvement in the monitoring of school work and also in contributing to staff training and management. The governors ensure that the school fulfils its statutory responsibilities, including those for safeguarding. Governors keep up to date through training and ensure that finances, including pupil-premium funding, are spent appropriately to further enhance pupils' outcomes.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	106181
Local authority	Tameside
Inspection number	412195

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	370
Appropriate authority	The governing body
Chair	Mrs R Dolan
Headteacher	Mr S Clark
Date of previous school inspection	8 November 2007
Telephone number	0161 3683732
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