

# Pinkwell Primary School

Pinkwell Lane, Hayes, Middlesex UB3 1PG

## Inspection dates

28 February–1 March 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Too many pupils underachieved in English and mathematics in 2015 and 2016, including disadvantaged pupils from a range of different starting points.
- Leaders and governors have not ensured the provision of a good standard of education since the academy was established in April 2014.
- Teaching is not consistently effective in probing the understanding of most-able pupils. Teachers' questioning is not always effective in sharpening pupils' reasoning skills.
- Pupils are not given enough opportunities to develop their mathematical understanding at a deeper level. In addition, pupils have insufficient opportunities to consolidate their literacy skills across different subjects.
- Children's outcomes in the early years require improvement. Leaders do not have sufficient evidence to support their judgements about children's learning and progress.
- Governors do not use information about the progress that different groups of pupils make well enough when holding leaders to account.
- Overall attendance, and that of disadvantaged pupils, are below average overall.
- Some pupils are not motivated by their teachers sufficiently well to maintain their focus in learning. On these occasions, pupils' behaviour for learning does not meet the school's expectations.

### The school has the following strengths

- Early reading skills and phonics are taught well.
- Many pupils are now making rapid progress in English and mathematics across all year groups.
- There is strong capacity in the leadership team to sustain the progress made this year.
- The broad and balanced curriculum supports pupils' spiritual, moral, social and cultural development effectively.
- Pupils say that they are happy and feel safe in school.

## Full report

### What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment and, as a result, raise standards in all phases, by ensuring that:
  - teachers have consistently high expectations of what pupils are able to achieve, especially the most able and the most able disadvantaged pupils
  - adults check on how well pupils are learning in a lesson so they can quickly help those who are struggling and offer greater challenge to pupils who are secure in their understanding
  - the quality of questioning is consistently effective in stimulating pupils' thinking and probing their understanding.
- Improve outcomes in English and mathematics across the school, including in the early years, by ensuring that:
  - pupils are given meaningful opportunities to practise their reading and writing skills across all areas of the curriculum
  - teachers regularly offer opportunities for pupils to develop their mathematical reasoning and use their skills to solve problems and investigations.
- Improve the effectiveness of leadership and management by ensuring that:
  - issues identified by subject leaders' checks on teaching, learning and assessment quickly result in those issues being tackled
  - governors use information about pupils' progress more effectively to offer sharper challenge to school leaders about the outcomes achieved by different groups of pupils in all key subjects
  - leaders in the early years have sufficient evidence to support their judgements about children's learning and progress
  - all teachers have the skills and strategies to ensure good behaviour for learning in all lessons.
- Improve pupils' attendance, especially that of those who are disadvantaged, so that attendance rises to match that of all pupils nationally.

An external review of governance should be undertaken in order to assess how this aspect of leadership may be improved.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Leaders have not done enough to combat the low standards in English and mathematics in both key stages since the school converted to academy status in April 2014. As a result, too many pupils underachieved, including disadvantaged pupils, from their different starting points.
- Although teaching is improving and many pupils are now making rapid progress, standards in reading, writing and mathematics remain below average. This is one of the vestiges of the previous legacy of underachievement.
- Middle leaders have a good understanding of their areas of responsibility. Most have an accurate view of what is working well and what needs to improve. They use pupils' achievement information to set achievable targets. However, the issues identified by subject leaders' checks on teaching are not always being addressed fast enough.
- The school's overall attendance is below average. Some pupils persist in staying away from school frequently. Concerted efforts by staff and leaders have resulted in improvements for individuals and year groups. However, there is room for wider engagement with parents to help them to see the link between good attendance and their children's achievements.
- The headteacher has analysed the strengths and weaknesses of the school accurately. She works well with a strong leadership team to address the priorities for improvement. Systems to monitor the school's work are robust and leaders make sure that everything happens on time. As a result, the capacity to improve further is strong.
- The academy trust offers relevant training and professional development for staff. It enables them to share expertise with others. Staff check pupils' work across schools to ensure that their assessments are accurate.
- Leaders give all pupils an equal opportunity to succeed. They track how well individuals and groups of pupils are doing and provide extra support for those who need it.
- The pupil premium funding supports eligible pupils in their personal well-being and academic achievement to help them to keep up with their classmates. As a result, these pupils have made much stronger progress this year in English and mathematics and differences with their better-off peers nationally have diminished.
- The curriculum is broad and balanced. Subjects are linked together effectively in topics. Leaders' evaluation of the effectiveness of the curriculum has resulted in improvements, for example, in mathematics, phonics and science. Pupils now have more opportunities in science to investigate scientific questions and develop their skills of analysis and evaluation.
- The curriculum promotes pupils' spiritual, moral, social and cultural development effectively through a range of musical and sports activities, trips and visits. Older pupils say that they enjoy being involved in team-building activities that promote their social skills.

- Leaders use the physical education and sport funding effectively to provide sports clubs and to develop teachers' skills in teaching physical education lessons. Sports activities are popular with pupils and pupil participation has doubled in many cases, as a result of the enhanced provision.
- The additional funding for special educational needs is used effectively, including that provided to support the additional resource provision. It provides extra resources and adult support that meet pupils' needs, and enables them to become successful learners.
- The progress partner offers valuable support to the school and has a good understanding of its strengths and areas for development. He is confident in the ability of the senior and middle leaders to secure rapid improvements.

### **Governance of the school**

- In the past few years, governors have not used the school's performance information effectively to challenge school leaders about the underachievement of disadvantaged pupils and other key groups. The legacy of underachievement was not addressed in a timely manner.
- This aspect of leaders' work has now improved and disadvantaged pupils are making better progress. For example, a careful track is kept of how the pupil premium funding is spent and the impact it has on improving outcomes for eligible pupils. However, governors are not using information about the progress of key groups as well as they might to hold the school's leaders to account more effectively.
- Members of the governing body are supportive of the school's work. They, together with the academy's trustees, have helped to see the school through a difficult time of transition.
- Governors are linked to different aspects of the school's work. They meet with leaders to keep themselves informed of curriculum changes, for example in mathematics, reading and phonics.
- Governors check the performance of the headteacher and set challenging targets. Trustees are responsible for decisions about teachers' pay and appointments. They review the quality of the school's work and set rigorous priorities for improvement.
- Members of the board of the multi-academy trust of which the school is a part understand the strengths and weaknesses of the school well. Recent decisions leaders have made about how to improve the quality of teaching are beginning to improve outcomes for pupils.

### **Safeguarding**

- The arrangements for safeguarding are effective. Clear policies, procedures and systems are in place to make sure that no pupil is at risk of harm. Pupils say that there is always an adult whom they can talk to if they have any worries.

- Adults are well trained and have a thorough understanding of what to do if they have a concern about a child. Leaders have made sure that all adults know how to report such concerns directly.
- Leaders are aware of the risks that pupils may face outside school. For example, the community police service contributes to pupils' learning about the potential risks presented by social media and anti-social behaviour.
- The school is quick to engage with external agencies and support services to ensure the safety and well-being of all children. Work to fully involve parents in their children's education has further strengthened safeguarding.

### **Quality of teaching, learning and assessment**

### **Requires improvement**

- Historically, weaknesses in teaching resulted in too many pupils underachieving in English and mathematics in recent years. This included disadvantaged pupils and those who have special educational needs and/or disabilities.
- Currently, there are inconsistencies in the quality of teaching that affect the amount of progress that pupils make. Tasks set by teachers do not consistently challenge pupils' thinking or probe their understanding. As a consequence, many pupils, in particular the most able, do not make the maximum progress.
- There are not enough opportunities for pupils to apply their literacy skills across other subjects or to reason and develop their thinking about patterns in mathematics. As a result, pupils' learning experiences sometimes lack the depth needed to reach the higher standards in both key subjects.
- Staff do not systematically check on how well pupils are learning in a lesson, for example through questioning directed at plugging the gaps in pupils' understanding. As a result, those pupils who are struggling sometimes stall in their learning, while pupils who are secure in their understanding complete work that is too easy for them.
- Pupils value the verbal and written feedback they receive from teachers as set out in the school's policy. The majority of pupils respond to the useful feedback provided on a consistent basis in all year groups. Consequently, rates of progress have improved this year in all key subjects.
- Relationships between adults and pupils are warm, affirming and based on mutual respect. Teachers are swift to offer well-earned praise and encouragement. This creates classrooms where pupils get on well, are keen to learn and try to do their best. Similar positive relationships between adults and pupils prevail in the additional resource provision, resulting in a warm climate to sustain learning.
- The teaching of phonics is consistent as a result of staff training and a systematic approach. Teachers make good links between phonics, reading and writing. As a result, standards in English have risen rapidly this year in all year groups.
- Staff promote an enjoyment of reading, for example through the daily 'love to read' sessions in the afternoon. They link stories well to topics. Teaching assistants are trained well to engage in meaningful discussions with pupils about the text they are reading; this results in the production of higher quality writing.

- Teachers seize the many opportunities they have to learn from colleagues in the trust and in other schools. They attend in-house training sessions run by leaders to improve their teaching and develop their skills. As a result, the quality of teaching is improving.

## Personal development, behaviour and welfare

**Requires improvement**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- A high proportion of disadvantaged pupils were persistently absent in the last academic year. The school carefully monitors the attendance of all groups of pupils and works hard to educate parents about the critical importance of regular attendance. However, the attendance of disadvantaged pupils and those who have special educational needs and/or disabilities is below the national average.
- Pupils, including those in the additional resource provision, say that they feel safe in school. They know about the different forms of bullying, including when using technology and the internet. An assembly delivered by police officers during the inspection engaged pupils well about how to manage the risks associated with cyber bullying. The school's logs show that incidents of bullying are reducing. Pupils and parents express confidence in the school's actions to promote pupils' welfare and safety.
- There is a culture of mutual respect between all members of the school community, underpinned by the five values promoted by the school. As a result, pupils have a good understanding of equality and demonstrate respect for all.

### Behaviour

- The behaviour of pupils requires improvement. In lessons, a small number of pupils are not sufficiently motivated by their teachers to maintain their interest. As a result, pupils' attention is not sustained, which affects how well they behave and the amount of progress they make. This includes pupils in the additional resource provision.
- Pupils spoken to during the inspection agreed that there have been improvements in behaviour over time, including on the playground. However, pupils said that they would like it to improve even more, particularly in some lessons.
- Most pupils behave well and classrooms are calm and orderly. In the main, pupils listen to their teachers and respond well to a range of adults, for example, the teaching assistants who carry out focused work with targeted groups of pupils.
- The school has worked hard to improve the behaviour of the few pupils who have behavioural challenges. Leaders have worked closely with parents and sought help from external agencies when this has been needed. As a result, the behaviour of these pupils has improved considerably.

## Outcomes for pupils

## Requires improvement

- In 2015 and 2016, pupils' attainment was below the national average in all subjects at the end of key stages 1 and 2, particularly in reading and writing. Pupils did not make enough progress from their starting points and too many pupils underachieved. This included disadvantaged pupils and those who have special educational needs and/or disabilities.
- Too few pupils achieved the higher standard at the end of Years 2 and 6 in 2016. The most able pupils underachieved, including the most able disadvantaged pupils, and did not make the progress they should have.
- Although improving rapidly, progress is not yet good in mathematics. Too much time is spent on working through different operations in mathematics and not giving pupils enough opportunities to develop their understanding of mathematics.
- Evidence in pupils' books, supported by the school's assessment information, shows that pupils are now making stronger progress in reading, writing and mathematics. From their different starting points, pupils' skills and knowledge are all improving, including for those who have special educational needs and/or disabilities. For example, pupils are becoming more adventurous in their use of vocabulary. However, this progress is not as rapid as it should be for the most able pupils, including the most able disadvantaged pupils.
- Disadvantaged pupils did much less well than other pupils nationally in 2016, but this year their progress is improving in reading, writing and mathematics. There is a smaller difference between their attainment and that of other pupils who are not disadvantaged. Pupils who have special educational needs and/or disabilities are also making similar progress to other pupils with the same starting points.
- Pupils who speak English as an additional language make rapid progress in English and mathematics once they have mastered basic reading and writing skills. The school's progress information, supported by work in books, shows how well these pupils consolidate their knowledge and understanding the longer they have been in the school.
- Current pupils are making rapid progress in reading. They enjoy books, are able to talk about those they enjoy and show good comprehension skills. Pupils are usually able to use phonics knowledge well to read unfamiliar words.
- Outcomes in the phonics screening check dipped in 2016, and disadvantaged pupils' attainment was below average. However, pupils are more successful in learning phonics this year, as a result of careful teaching and a well-designed curriculum.
- Pupils in the additional resource provision are making steady progress in English and mathematics. Skilled adults provide the necessary tools and resources required for these pupils to access learning. Relationships are strong because pupils have confidence in the adults with whom they are working.

## Early years provision

## Requires improvement

- Leadership and management of the early years provision require improvement. Leaders hold insufficient evidence about children's learning and progress to make a secure judgement on children's outcomes. Children's work does not show clearly enough how much progress they have made since the start of the current academic year.
- Children join Nursery with skills and knowledge that are below what is typical for their age; many children have less prior experience in reading, writing and number than in other areas of learning. The proportion of children achieving a good level of development by the end of their time in early years is typically lower than is found nationally.
- Teachers and other adults in the setting do not always make the best use of the opportunities available to model good language development. As a result, in some cases, children's speaking and listening skills do not develop at a rapid rate.
- Much work has gone into developing phonics, which is now taught effectively. As a result, children make a good start in developing their reading skills while they are in the Reception class. The setting is designed to encourage children to develop a love of books and stories.
- Relationships between the children and staff are a strength. This enables children to thrive and develop in an environment where they feel safe and secure. Consequently, children are happy and confident in their learning, steadily acquiring the necessary skills to do things for themselves. This makes them reasonably well prepared as they start in Year 1.
- Behaviour in the early years is good, supported by a lot of positive interaction between children and between children and adults. Children play well with each other. Staff give children's safety and well-being a high priority and make sure that all statutory welfare requirements are met.
- Parents welcome the opportunities they have to talk with staff, effectively linking learning at home and school.



## School details

Unique reference number	140671
Local authority	Hillingdon
Inspection number	10023579

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	961
Appropriate authority	The governing body
Chair	Caroline Whalley
Headteacher	Helen Okoro
Telephone number	0208 5732199
Website	<a href="http://www.pinkwellschool.org">www.pinkwellschool.org</a>
Email address	<a href="mailto:office@pinkwellschool.org">office@pinkwellschool.org</a>
Date of previous inspection	Not previously inspected

## Information about this school

- The school is much larger than the average-sized primary school. It converted to academy status in April 2014 and is sponsored by The Elliott Foundation Academy Trust. The trust has oversight of 25 primary schools in England. Pinkwell Primary is managed by a local governing body on behalf of the academy trust.
- The proportion of disadvantaged pupils is above the national average.
- The proportion of pupils who have special educational needs and/or disabilities is broadly in line with that found nationally.
- The school serves a diverse community, with pupils coming from a variety of different backgrounds. The proportion of pupils who speak English as an additional language is well above average. However, a small minority are at an early stage.
- A higher proportion of pupils than that found nationally join or leave the school at times other than the start of the academic year.

- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The current headteacher is in an acting-up position and commenced post in September 2015.
- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.

## Information about this inspection

- Inspectors made observations in short and longer visits to classrooms across the whole school. Many of these observations were completed jointly with senior leaders. Inspectors observed pupils' behaviour during playtime and the lunch break.
- Meetings were held with governors, and senior and middle leaders. A meeting was also held with the chief executive officer and the regional director of The Elliott Foundation.
- Inspectors scrutinised a range of documents, including the school's improvement plan, information about pupils' achievements and records of the checks carried out by leaders on the quality of teaching. Inspectors looked at behaviour records, attendance information and documents related to safeguarding.
- Inspectors met with parents informally at the beginning of the school day and considered 21 responses to the online Parent View questionnaire. Inspectors also considered the 25 responses to the Ofsted online questionnaire completed by staff.
- A wide range of pupils' work was scrutinised with school leaders. Inspectors met with three groups of pupils and heard some pupils read.

## Inspection team

Nasim Butt, lead inspector	Ofsted Inspector
Elizabeth Hayward	Ofsted Inspector
Amy Jackson	Ofsted Inspector
Roger Easthope	Ofsted Inspector

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