

# Pinkwell Primary School

Pinkwell Lane, Hayes, Middlesex UB3 1PG

## Inspection dates

5–6 March 2019

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Teaching, learning and assessment require improvement because teachers do not expect enough from pupils, especially the most able.
- Not all teaching in mathematics supports pupils to move on in their learning.
- Pupils' outcomes require improvement because they do not make enough progress across subjects and year groups.
- Teachers do not ensure that pupils reach high standards in their handwriting, spelling or use of grammar.
- Attendance remains below average due to some families taking extended holidays during term time.
- Leadership and management require improvement. Leadership is not strong enough in mathematics. Leaders and governors do not make sure that teaching, learning and assessment, and pupils' outcomes, are good.
- Leaders, managers and governors are starting to have an impact on the curriculum. The curriculum is currently weakest in mathematics, science and topic work.
- Provision for children in early years requires improvement because teaching is inconsistent. Not all members of staff are successful in providing activities that extend learning. Children's speaking is not well developed, especially in Nursery.

### The school has the following strengths

- The new principal and other senior leaders motivate staff to want to improve.
- There is a clear, ambitious and shared vision for the future of the school. Self-evaluation is thorough and accurate.
- There is strong provision for pupils with special educational needs and/or disabilities (SEND) in the school and in the specialist resource provision (SRP).
- Pupils' personal development, behaviour and welfare are good. Pupils are keen to learn, and are polite and friendly. Pupils are kept safe and feel safe at school.
- Relationships between staff and pupils are strong, and pupils' spiritual, moral, social and cultural development is supported well.

## Full report

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

- Develop teaching, learning and assessment, and improve pupils' outcomes, by:
  - providing the most able pupils with challenge so that they work at greater depth
  - making sure that pupils receive the right level of support in mathematics to help them make good progress
  - having consistently high expectations for pupils' handwriting, spelling and their use of grammar
  - ensuring that pupils apply what they have learned in English to support their learning and writing in science and topic work.
- Improve provision in early years by ensuring that:
  - activities deepen learning and promote good progress
  - all members of staff encourage the children to develop their speaking skills.
- Strengthen the impact of leadership and management on the quality of teaching and pupils' outcomes, by:
  - improving the leadership of mathematics
  - making sure that the curriculum supports good learning across year groups and subjects
  - working with the few families who continue to take holidays during term time.

## Inspection judgements

### Effectiveness of leadership and management

**Requires improvement**

- Leadership and management require improvement because recent changes in leadership have not been in place long enough to ensure that teaching and pupils' outcomes are good enough. Senior leaders are aware that the leadership of mathematics does not ensure that all teachers are competent in teaching this subject.
- Leaders are in the process of reviewing and designing a curriculum that will support good progress. The curriculum is developing breadth and balance, and links are being made between subjects. Provision for most-able pupils is not strong enough, and leaders do not ensure that these pupils attain the highest standards and make substantial progress.
- The new principal has very quickly established an ambitious culture for learning. Together with the senior leadership team, she motivates members of staff to sharpen their practice. There is a clear vision for school improvement, and a realistic and accurate view of school effectiveness.
- Leaders have strengthened systems for performance management and the leadership of teaching. All staff have clear job descriptions to support them in their work. Subject leaders model good practice in their teaching. Leaders help colleagues to improve their teaching skills through a programme of monitoring, mentoring and peer support.
- Pupils' spiritual, moral, social and cultural development is supported effectively. Pupils are prepared well for life in modern Britain, and they learn about British values and what it means to be a good citizen.
- Specific funding for supporting disadvantaged pupils and for pupils with SEND, including those in the SRP, is managed effectively. Additional provision enables these pupils to make stronger progress than others at the school.
- The physical education (PE) and sport premium is used well to provide specialist teaching and coaching for teachers. For example, teachers receive training in a new sport each term, and there is a range of physical activities for pupils in clubs, during and after school.
- Parents and carers have mixed views about the school, although they appreciate that it is improving with the new principal. As one parent summarised, 'Good systems are now in place and the new principal is positive.'
- The school embraces the support it receives from the trust, and from other schools in the trust, to support new leaders and strengthen their expertise.

### Governance of the school

- Governance is developing successfully. The trust has established clear lines of responsibility for governance. The local governing body has undertaken a skills audit and is well supported by the trust's director of governance.
- Governors know that they are responsible for ensuring that the curriculum and assessment have a positive impact on pupils' outcomes. Governors are becoming more

challenging in their expectations of senior leaders. As a result, they understand what the school is doing well and what remains to be improved. They monitor safeguarding effectively.

- Trustees support the school's vision to 'inspire, motivate and succeed'. They monitor assessment information for each school and ensure that performance management is fit for purpose. Trustees are aware of local issues and receive frequent reports from the chief executive of the trust and regional directors.

## Safeguarding

- The arrangements for safeguarding are effective. There are thorough systems to ensure that all staff and visitors are aware of their responsibilities towards the pupils. Comprehensive training keeps members of staff up to date on safeguarding matters. Checks are made on all staff and visitors to ensure that they are suitable to work near children. Leaders ensure that the school is a safe community and that pupils feel cared for and safe. The school works closely with parents and external agencies to provide support as needed for all pupils, including the most vulnerable.

## Quality of teaching, learning and assessment

## Requires improvement

- Teaching, learning and assessment require improvement. This is because teachers' expectations of what pupils should achieve are not high enough. This is especially true with regard to the challenge provided for most-able pupils.
- Teaching and learning in mathematics are less strong than in English. In mathematics, some teachers are unclear about how to support pupils in their learning. There are occasions when pupils struggle with a new concept, and teachers do not provide the right resources to help. On other occasions, pupils are not given enough opportunity to work things out for themselves.
- Expectations of the quality of work in science and topic work are lower than in English. As a result, pupils' written work in these subjects does not build on what they have learned previously in their English lessons.
- Avoidable errors are repeated in pupils' work because teachers are not quick enough at picking up and tackling mistakes in handwriting, spelling and the use of grammar.
- Overall, teaching is improving in the school. Teachers are enthusiastic and keen to improve their practice. Relationships between teachers and pupils are positive, and pupils' behaviour is well managed. Teachers provide a safe environment for learning, and this enables pupils to gain confidence.
- Phonics is taught well. A clear framework enables teachers to adopt a consistent and successful approach to this aspect of pupils' learning.
- Pupils with SEND are supported well in the main school and in the SRP. Teachers and teaching assistants have a good grasp of the needs of these pupils. Pupils' interest is engaged effectively because multi-sensory resources are used well.
- Teachers are good role models for pupils who are at the early stages of learning to speak English. New vocabulary is taught effectively, and teachers and teaching

assistants check that these pupils understand what is being said.

- Specialist teachers are used well to teach PE and computing.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils feel safe and are clear about how to stay safe. For example, e-safety is included in all computing lessons. Pupils say that they are confident that staff will tackle any concerns they may have. They feel free from various forms of bullying. As pupils stated, 'everyone looks after each other', and 'children play in a friendly way'.
- Pupils' physical and emotional well-being is supported well. They have good opportunities to take part in physical activities and are encouraged to eat healthily at lunchtime.
- Pupils, including in the SRP, gain self-confidence and are keen to learn. They develop an awareness of what it means to be a successful learner, although they do not consistently do their best writing.

### Behaviour

- Pupils' behaviour is good. They are polite and attentive. Pupils behave sensibly at work and play. They are respectful of various beliefs and are kind to each other. They are proud of their school and typically described it as being friendly and motivating. Pupils, including those in the SRP, and their parents, are happy with the behaviour at the school. The new behaviour policy is applied by all staff and has been effective in improving behaviour since the time of the previous inspection. There are very few interruptions in lessons, with only occasional fidgeting when pupils are ready to move on to new work.
- Levels of attendance are below average but are on the rise. Leaders monitor attendance rigorously, but a few families continue to take extended leave during term time.

## Outcomes for pupils

**Requires improvement**

- Pupils' outcomes require improvement. Pupils' progress is inconsistent across subjects and year groups. Progress is slower in mathematics than in English. In mathematics, pupils do not work at the right level to secure good or better progress.
- The most able pupils make insufficient progress over time. They often complete tasks that are of similar challenge to those for other pupils and are not expected to work at greater depth.
- Pupils' progress in science and topic work is variable. Pupils are not encouraged to apply skills they have learned in English to support their learning in other subjects.
- Progress in aspects of writing, such as handwriting, spelling and grammar, is

inconsistent and varies. This is because teachers do not make sure that errors are picked up and corrected.

- Although pupils' attainment is below average in English and mathematics, pupils' work and the school's own progress information indicate that outcomes are improving.
- Pupils' progress in reading is improving. There are clear and consistently applied procedures for the teaching of reading. As a result, pupils read fluently and with enjoyment. They make good use of their knowledge of phonics to help them read unfamiliar words. For example, younger pupils talk knowledgeably about sounds that are 'special friends' because they change their sound when put together.
- Pupils with SEND make good progress from their starting points in the main school and in the SRP. These pupils are given well-targeted support.
- Disadvantaged pupils make stronger progress than other pupils at the school. Interventions are identified well to help the pupils fill any gaps in their knowledge, skills and understanding.
- Pupils at the early stages of learning to speak English do so quickly. Teachers, teaching assistants and other pupils are supportive and encouraging.

### Early years provision

### Requires improvement

- The early years provision requires improvement because teaching is inconsistent. Learning activities do not always have a sufficiently clear focus and, therefore, do not support learning well enough. When this happens, children are insufficiently engaged in their learning and make less progress.
- Not all staff, especially in Nursery, provide the children with well-planned opportunities to take part in conversations. At times, questions require one-word answers. At these times, staff do not encourage children to improve their speaking by helping them to give fuller answers.
- Staff have good relationships with the children. As a result, children feel safe and stay safe. They settle quickly and concentrate well. Children's behaviour is good. They are enthusiastic and friendly and are keen to share what they are learning.
- Teachers work closely with parents and external agencies to support the children. Leaders have improved arrangements for assessing learning since the previous inspection. Assessment records are thorough, but sometimes opportunities are missed to capture and promote progress when children are working without adult support.
- In 2018, the proportion of girls who reached a good level of development was higher than for boys. There were more boys with SEND in this cohort. Fewer differences were observed in the progress being made by girls and boys during this inspection.
- Children's progress is improving. Additional funding for disadvantaged children is used effectively. Progress is evident in the writing in children's journals in Reception Year. Children's good behaviour and improving progress prepare them adequately for joining Year 1.

## School details

Unique reference number	140671
Local authority	Hillingdon
Inspection number	10058832

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	762
Appropriate authority	The board of trustees
Chair	James Devaney
Principal	Rachel Jacob
Telephone number	020 8573 2199
Website	<a href="http://www.pinkwellschool.co.uk">www.pinkwellschool.co.uk</a>
Email address	<a href="mailto:office2@pinkwellschool.org">office2@pinkwellschool.org</a>
Date of previous inspection	28 February–1 March 2017

## Information about this school

- Pinkwell Primary is larger than the average-sized primary school. It converted to an academy in April 2014, and is sponsored by The Elliot Foundation Academies Trust. The trust has oversight of 28 primary schools in England. Pinkwell Primary is managed by a local governing body, on behalf of the academy trust.
- There are two Nursery and three Reception classes in the early years provision. School leaders run a specialist resource provision (SRP) at the school, on behalf of the local authority. The provision has 12 places for pupils with SEND in speech and language.
- Pupils come to the school from a wide range of heritages, and most speak English as an additional language. About a quarter are at the early stages of learning to speak English. The proportion of disadvantaged pupils is well above average. The proportion of pupils with SEND is also well above average.
- There has been a considerable turnover of staff over the last few years. The principal joined the school in January 2019. Many leaders, including governors, are new and

have been in post for less than a year. The school receives support from the multi-academy trust and from London-wide trust schools.



## Information about this inspection

- The inspectors observed teaching and learning in many lessons, and undertook learning walks, many with the principal or another senior leader.
- Discussions were held with leaders, pupils, other members of staff, the chief executive of the trust and regional director of The Elliot Foundation Academies Trust, trustees and members of the governing body.
- Inspectors held informal discussions with several parents, and scrutinised 14 responses to the Ofsted online questionnaire, Parent View.
- Pupils in Years 2, 4 and 6 were heard reading, and samples of pupils' work from across the school were scrutinised.
- A range of information supplied by the school was checked, including the school's own information about how well pupils are doing, planning documents and checks on the quality of teaching. Inspectors also looked at the school development plan and records relating to behaviour, attendance and safeguarding.

## Inspection team

Alison Cartlidge, lead inspector	Ofsted Inspector
Elizabeth Hayward	Ofsted Inspector
Calvin Henry	Ofsted Inspector
Lando Du Plooy	Ofsted Inspector

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