

The Pinchbeck East Church of England Primary School

Fennell Road, Pinchbeck, Spalding, Lincolnshire PE11 3RP

Inspection dates

21–22 May 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	Good
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is a school that requires improvement

- There has been a decline in standards since the previous inspection. Not all pupils, including disadvantaged pupils, make the progress of which they are capable.
- Leaders' self-evaluation of the quality of teaching and learning is overgenerous. Feedback to teachers does not clearly identify how teaching could be improved.
- Not all leadership roles are well defined. Some leaders are at the early stages of developing the skills that they need to improve the areas for which they are responsible.
- Leaders have not systematically evaluated the impact of the way that pupil premium funding is used to check that it is making a difference.
- Teachers do not always ensure that pupil's misconceptions are addressed. As a result, some pupils continue to make the same mistakes.
- Not all teachers have consistently high expectations of pupils. They do not ensure that work challenges pupils and provides them with the opportunity to think deeply.
- Some teachers do not expect pupils to present their work consistently well and take pride in what they produce.
- Governors do not challenge school leaders with rigour. They are too accepting of the information with which they are provided and do not check the impact of additional funding.

The school has the following strengths

- Leaders have ensured that safeguarding checks are rigorously maintained. They organise training that prepares staff well.
- Leaders have developed teachers' subject knowledge about the teaching of mathematics and English. This is beginning to improve the quality of teaching and learning in some parts of the school.
- Pupils are well mannered and polite. Relationships between the staff and pupils are warm and supportive.
- Pupils make strong progress from their starting points in early years. Children become eager learners who are keen to write and ready for Year 1.

Full report

What does the school need to do to improve further?

- Improve leadership and management by ensuring that:
 - all leaders fully understand their role in the strategic improvement of the school
 - leaders rigorously monitor the quality of teaching and learning
 - leaders provide guidance to teachers and check that this is being acted upon
 - leaders evaluate the impact of the use of additional funding on outcomes for disadvantaged pupils, including improving the rates of persistent absence
 - governors fully understand their statutory responsibilities and hold leaders to account for improvements in the school.
- Improve the quality of teaching and learning and thereby outcomes for pupils by ensuring that teachers:
 - have the highest expectations of what all pupils can achieve
 - consistently identify and address misconceptions
 - provide appropriate challenge for all pupils to deepen their thinking
 - enable pupils to develop a consistently neat and well-formed style of writing
 - use the assessment information that they have to ensure that teaching is well matched to what pupils need to learn next.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

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

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- There have been significant changes to the leadership of the school following the previous inspection. During this time, the quality of teaching and learning has declined. Some pupils have not made the progress that they could. This includes disadvantaged pupils for whom the school receives additional funding.
- Leaders established a new leadership structure within the school as it became part of a federation. The executive headteacher has a clear vision for developing a learning community across the schools and has established supportive partnerships. Teachers appreciate the opportunities for professional development that this has afforded them.
- Leaders' actions have not been sharply focused enough to address the decline in standards. Systems for monitoring the progress of pupils have lacked urgency. Guidance to teachers has not clearly identified what needs to improve and how.
- Some leaders are at an early stage of developing the skills that they need to improve their areas of responsibility. Some subject leaders have provided training to develop teachers' subject knowledge. This is beginning to improve teaching and learning. Not all leaders have had the opportunity to check the difference that these new ways of teaching have made to pupils' learning as some of these changes are at an early stage of development.
- Leaders have not evaluated the use of pupil premium funding with precision. Leaders have identified a need for some additional pastoral support and have established a team of staff to provide this. Leaders have begun to track more closely the progress that disadvantaged pupils are making, but this is at an early stage.
- Leaders have used the primary physical education (PE) and sports premium to provide a wider range of sporting activities for pupils and to improve the resources of the school. However, they have not evaluated the impact of the way in which the money has been spent rigorously enough.
- The coordinator for pupils with special educational needs and/or disabilities (SEND) is putting into place strategies to support vulnerable pupils. She works closely with parents and external agencies. Leaders are beginning to evaluate the impact of this in more detail.
- Leaders have ensured that there are many opportunities for pupils to deepen their social awareness and cultural understanding. Pupils encounter a wide range of artistic traditions and have opportunities to reflect upon the Christian faith in depth. Leaders have established both a strong moral code and a spirit of compassion and pupils demonstrate concern and empathy for each other in explaining what friendship means to them.
- Pupils have the opportunity to hold many different positions of responsibility throughout the school. Leaders ensure that pupils experience democracy through voting for their representatives. Through religious education, pupils develop tolerant attitudes and learn to respect each other's beliefs and choices. They understand the principles behind the fundamental British values.

- Leaders have established a learning environment which enriches pupils' learning. The new library is popular, and pupils speak with enthusiasm about times when they read there. They enjoy taking inspiration from the outdoor area and appreciate the opportunities that having an all-weather surface to play on affords them. Pupils' writing and artwork is celebrated in attractive displays.

Governance of the school

- The governing body has been formed recently following the creation of the federation of schools. Some governors are new to their roles.
- Governors do not hold leaders well enough to account for the performance of the school. They do not challenge the information that leaders provide rigorously.
- Governors have not ensured that leaders have evaluated additional funding that the school has received. They have not checked the impact of the pupil premium on improving outcomes for disadvantaged pupils.
- Governors have begun to learn more about standards in the school through their visits and meetings with leaders. Some governors lead assemblies and help the school to develop its outdoor environment.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have established rigorous checks before adults start to work with pupils. Governors check that the school maintains thorough and detailed records.
- Staff training is comprehensive and reflects the needs of the community which the school serves. Staff understand what they should do if they are concerned about a child. Leaders monitor the records that are kept and make appropriate referrals. They follow these up to ensure that external agencies provide a timely response to meet the needs of children and families.
- Pupils feel safe at school and parents feel that their children are well cared for at the school. Pupils that inspectors spoke with said they could not recall any incidents of bullying. They understand what to do if they experience cyber bullying.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching and learning is not consistently good.
- Not all teachers have consistently high expectations of what pupils can achieve. Sometimes pupils unnecessarily repeat work which they already understand. Some teachers do not ensure that pupils are consistently challenged or undertaking tasks which will deepen their thinking.
- Teachers do not systematically address pupils' misconceptions. Some pupils continue to make errors because these have not been identified. Teachers do not always ensure that all pupils understand how to improve their work.
- Teachers plan tasks so that pupils write at length for a variety of purposes. However, they do not ensure that all pupils form letters correctly or punctuate their work accurately. Some written work is poorly presented.

- Some teaching is engaging and exciting. Teachers encourage pupils to work with accuracy, for example when plotting the decimal numbers on a number line. Pupils make connections in their learning and work constructively with each other, discussing their ideas. In some classes, learning partners work well together. However, this is not consistent throughout the school.
- Teachers develop pupils' ability to recall mathematical facts quickly. Pupils are keen to demonstrate their fluency. In some lessons, pupils apply their thinking well to solve problems and explain their answers.
- Teachers make sure that teaching in phonics develops the sounds that pupils know. However, teachers do not make sure that the books which pupils are reading independently match their prior learning. As a result, not all pupils can read them fluently.
- Teachers use stories to stimulate pupils' imaginations. Younger pupils planned imaginative stories based on the story that they had heard. Older pupils can explain how they have created effects in their writing by using similes and detailed descriptions in the paragraphs that they were writing.
- Teachers make good links between subjects in learning. For example, pupils were challenged to work out how high the rainforest canopy was by measuring it out on the playground and field. This helped pupils to appreciate the scale of the habitat that they were studying and improved their descriptions of it.
- Some teaching develops pupils' skills and knowledge across the wider curriculum. For example, during a lesson in programming, skilful questioning from the teacher added additional levels of difficulty. Pupils responded enthusiastically and explained how this learning would equip them well for the next stage in their education.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils understand the importance of physical activity and participate with enthusiasm during PE lessons. They enjoy a variety of sporting activities, including kwik cricket and hockey. Pupils can explain the importance of a healthy diet and like being able to choose different fruits at playtime.
- Leaders have increased the range of activities which promote pupils' emotional health and well-being. Pupils enjoy gardening club and appreciate the opportunity to use the outdoor spaces to reflect and read. Gardening club is popular and allows pupils the chance to talk to adults in a more informal setting.
- Pupils have a wide variety of opportunities to learn how to stay safe. They learn about road safety and how to ride bikes and scooters safely. Pupils who are eCadets learn about different topics each term and then lead learning in their classes about age restrictions on computer games, safe platforms for online streaming and how pupils can manage online friendships. Pupils lead assemblies and devise competitions to promote their message about online safety.
- Pupils that inspectors spoke with felt that bullying did not happen. They said that there was always someone with whom they could share any worries or concerns. They

felt that everyone was treated equally and that the school was a welcoming and inclusive place for all.

Behaviour

- The behaviour of pupils is good.
- Pupils are courteous to visitors and to each other. They are considerate of each other's needs. They listen to each other and play harmoniously together on the playground. They have a keen sense of fairness and explain why taking turns on the outdoor gym equipment is important.
- Pupils listen well to teachers and are quick to follow instructions. Most pupils are keen to learn. They are confident and articulate and enjoy representing the school on sporting occasions. They are proud of the positions of responsibility that they hold.
- Attendance is generally high and leaders have successfully addressed issues of lateness to ensure that most pupils attend on time, ready to start learning. Few pupils are persistently absent apart from some disadvantaged pupils. Leaders have used a variety of strategies, including the use of the newly appointed learning mentor, to support families and change attitudes towards attendance. This initiative is in the early stages of development.

Outcomes for pupils

Requires improvement

- Outcomes for pupils are not good.
- The proportion of pupils who reached the expected and higher standard in reading, writing and mathematics by the end of key stage 2 in 2018 was below the national average. Not all pupils made the progress that they could have done.
- Scrutiny of current pupils' written work across the school indicates that pupils' progress is inconsistent. The most able write with flair and utilise a wide vocabulary for effect. They make strong progress. However, not all pupils understand how to punctuate their work accurately or can find the grammatical errors that they have made. This limits the progress that they make.
- Observations in lessons and scrutiny of the work in pupils' books indicate that some pupils are making strong progress in mathematics across the school. However, not all pupils are undertaking work which develops or deepens their thinking. Some of the most able pupils are not well challenged and for these pupils, less progress is evident.
- Disadvantaged pupils make stronger progress in the early stages of their learning. Pupils' workbooks confirm the school's own assessment information that some disadvantaged pupils make inconsistent progress, particularly in writing. The gap between the attainment of disadvantaged pupils and their peers remains too wide in some year groups.
- The school's assessment information indicates that the progress for some pupils with SEND is strengthening. Other pupils with SEND are making smaller steps of progress.
- The proportion of pupils who reach the standard of the phonics screening check is consistently high. However, some pupils do not apply this knowledge well when reading books.

- Older pupils read a variety of texts, most of which provide a suitable challenge. They use expression to add interest to their reading and know what to do if they encounter unfamiliar words. Pupils read regularly and can discuss which authors they prefer and why.
- Scrutiny of pupils' workbooks indicates that pupils make strong progress in religious education and science. The range of artwork shows a development of skills during the year as pupils encounter different techniques.

Early years provision

Good

- Leaders know pupils well. They identify the differing needs of each cohort of pupils. Leaders ensure that teachers adapt their teaching to meet these needs, for example through placing a greater emphasis on the development of writing. They have identified areas of the provision which could be improved further, such as the outdoor area, and have plans in place to develop this. They have ensured that staff training is up to date and that all welfare requirements are met.
- Teachers use their knowledge of what pupils know and can do to plan the next steps for children. They build on children's interest and enthusiasm. Children were excited to write about the caterpillars that they were observing. Careful questioning from the teacher established that the children knew what a cocoon was before they wrote about it.
- Teachers' subject knowledge is well developed. They quickly gain children's interest and use a variety of interesting ways to help pupils learn sounds and blend them together.
- Children concentrate on their work and are not easily distracted. They work with care and talk with each other to discuss how they can make their collage neat and well presented. Children listen to each other when they explain their thinking, such as how they knew which chicks were male and which were female.
- Additional funding is used well to help all pupils develop their knowledge of phonics. By the end of their Reception Year the gap between disadvantaged children and their peers is closing.
- Leaders work well with other agencies to ensure that the needs of children with SEND are well met, for example through providing additional speech and language support.
- Leaders have established close links with other settings to help children's transition into the setting. Parents are pleased with how well their children settle and have frequent opportunities to add to the records of their children's learning.
- Most children make strong progress from their starting points. By the end of their Reception Year, many write sentences independently and can solve simple missing number problems. Children become independent learners who are well prepared for Year 1.

School details

Unique reference number	120550
Local authority	Lincolnshire
Inspection number	10087402

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	397
Appropriate authority	The governing body
Chair	Helen Banks
Headteacher	Andrew Raistrick
Telephone number	01775 723841
Website	www.pinchbeckeast.lincs.sch.uk
Email address	office@pinchbeckeast.lincs.sch.uk
Date of previous inspection	24–25 May 2012

Information about this school

- The school is a larger-than-average-sized primary school. The school has grown in size recently to become a two-form-entry primary school.
- The current executive headteacher took up his position in September 2016. The school became part of a federation of The Welland Federation of Schools from September 2018. The new governing body of the federation was formed at this point. There have been many changes to staffing since the last inspection.
- The majority of pupils are from White British backgrounds.
- The proportion of pupils eligible for the pupil premium is lower than the national average.
- The proportion of pupils with SEND is higher than the national average.

Information about this inspection

- Inspectors observed teaching and learning in all year groups. Some of these observations were accompanied by the executive headteacher and the head of school. Inspectors scrutinised pupils' work from all year groups. Some of this took place with leaders.
- Inspectors met with the executive headteacher, head of school and other leaders. They also met with governors and spoke to a representative of the local authority.
- Inspectors scrutinised documents including the school development plan and self-evaluation, school policies, records about behaviour and safeguarding, attendance reports and records of visits from the local authority.
- Inspectors listened to pupils read. They spoke with groups of pupils formally and informally with pupils during lessons, at breaktimes and lunchtimes.
- Inspectors talked with parents at the beginning of the day and took account of the 35 opinions expressed on Parent View.

Inspection team

Hazel Henson, lead inspector	Her Majesty's Inspector
Jackie Thornalley	Ofsted Inspector
Pete Strauss	Ofsted Inspector
Aune Turkson-Jones	Ofsted Inspector

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