

Inspection of a good school: Pinvin CofE First School

Main Street, Pinvin, Pershore, Worcestershire WR10 2ER

Inspection date:

3 March 2020

Outcome

Pinvin CofE First School continues to be a good school.

However, inspectors have some concerns that one or more areas may be declining, as set out below.

What is it like to attend this school?

Over the last couple of years, some aspects of the school's work have not been as good as they should be. Expectations of what pupils could do and what they could achieve have been too low. Leaders are now putting things in place to improve the school. They have halted the decline and are determined to ensure that pupils get a better deal. Expectations are higher. Lots of new curriculum plans, policies and systems have been introduced. However, these are very new and have not had the chance to work properly yet.

Pupils say that they have lots of friends at school. They get on well together and cooperate well when learning and playing. Older pupils enjoy their responsibilities as sports captains or in the Eco club. They talk enthusiastically about their recent residential trip and the challenges that they overcame.

Pupils feel safe in school and know who to talk to if they have a problem. When other pupils are unkind or do not share, adults sort things out quickly. Pupils understand the new school rules, although not everyone follows them consistently. They enjoy collecting gems for good behaviour.

Parents say that they can see things improving daily. They see school staff as supportive and caring. Parents have confidence that concerns are dealt with promptly and effectively.

What does the school do well and what does it need to do better?

New leaders have clear plans in place to improve the school. They are taking action to improve the curriculum and the standards that pupils achieve. However, leaders know that there is still much to do. Leaders are working with teachers to raise expectations of what pupils can do. Staff welcome the training and support they are receiving. They understand

what needs to be done to improve the school. Staff morale is high and they share the ambition that leaders have for all pupils.

Leaders have made the teaching of early reading a priority. In January they introduced a new approach for phonics. Pupils start learning the sounds they need to know for reading in the Reception class. They enjoy their phonics lessons and try hard. However, time is not always used well and this slows the progress pupils make. Support is provided for those who are not keeping up. For example, pupils who read every day to an adult are improving their fluency. Reading books have been reorganised so that most pupils now have books to match the sounds that they know. Pupils love the stickers they get for reading at home. Expectations are being raised.

A new scheme to teach mathematics is being implemented. This is ensuring greater consistency and helping teachers plan lessons which are sequenced more carefully. A range of practical apparatus helps pupils understand what they are doing. Immediate support is provided for those who do not understand the new things they are learning. However, for some pupils there is a lack of challenge. They are not moved on quickly enough when they can already do the mathematics. It is still early days and the impact of the new approach is yet to be seen.

Other curriculum areas, for example personal, social, and health education (PSHE) are also supported by new planning. Where there are clearly structured curriculum plans, teachers are able to deliver these quite well, so pupils learn. However, some subjects are not yet planned carefully enough, and some are not taught regularly. Pupils do not develop secure skills and knowledge across a broad balanced curriculum.

Many leaders are new to their role and have been in place for a matter of weeks. They are working hard to make a difference. For example, the special educational needs coordinator supports staff to adapt plans so that pupils with special educational needs and/or disabilities (SEND) are supported more effectively. Parents comment positively on the difference this is making for their children.

The new behaviour policy is helping pupils know what is expected, but some pupils still misbehave. Low level disruption tends to occur more when the pace of learning is too slow or there is a lack of challenge.

Pupils enjoy the wider opportunities they get, such as trips to Warwick Castle, which bring learning alive. Older girls are proud of their recent tag rugby success and the chance to represent their school. Staff look to provide first-hand experiences wherever possible. Broadening pupils' experiences as well as looking after their physical and mental health matter in this school.

The multi-academy trust is working closely with governors to hold leaders to account. They are determined that the failings in the past will not happen again.

Safeguarding

The arrangements for safeguarding are effective.

All staff work closely together to keep pupils safe. Leaders are quick to act when concerns are noted. They work effectively with external agencies to ensure vulnerable children and their families get good support. Leaders are skilled at finding the right help at the right time. They make sure that training is provided quickly for new members of staff. While at school, pupils learn to manage risks safely. For example, children in Reception learn to climb trees safely in the outdoor area. Older pupils understand the dangers associated with social media and know not to share personal information.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Over time, expectations of what pupils can do have been too low. Teachers have not challenged pupils sufficiently across a range of subject areas. Pupils have not achieved as well as they might. Leaders should continue to work with staff to raise expectations and ensure that all pupils are challenged to the best of their ability.
- Despite the introduction of a new behaviour policy, low level disruption is not uncommon across the school. This is often the result of learning moving too slowly, combined with some pupils who are yet to develop positive attitudes to learning. Leaders should work with staff and pupils so that pupils develop better attitudes to learning and adults lead learning effectively to fully engage all pupils.
- A new approach to teaching phonics has been put in place, but the teaching of phonics is not yet consistently good. Leaders should continue to develop the teaching of phonics and early reading so that pupils become confident, fluent readers.
- Some curriculum areas are carefully planned, well sequenced and taught regularly. This is not the case for all subjects. Leaders should continue to develop the curriculum so that all pupils have access to a broad and balanced curriculum which meets their needs.
- In the past, provision for pupils with SEND was weak. Although the new SENCo is addressing many issues, weakness in provision remains. Leaders should further develop the provision for pupils with SEND and embed a whole-school strategy for supporting these pupils in order for them to make stronger progress.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Pinvin CofE First School, to be good on 22–23 March 2012.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144260
Local authority	Worcestershire
Inspection number	10122537
Type of school	First
School category	Academy converter
Age range of pupils	5 to 9
Gender of pupils	Mixed
Number of pupils on the school roll	121
Appropriate authority	Board of trustees
Chair of trust	Hugh Richards
Headteacher	Emma Rose
Website	www.tpfos.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school converted to academy status in February 2017. It is part of the Diocese of Worcester Multi-Academy Trust.
- An interim executive headteacher has been in post for two days a week since September 2019.
- An interim headteacher was appointed in January 2020.
- A SIAMS inspection to evaluate the distinctiveness and effectiveness of Pinvin CofE First School as a Church of England school took place on 31 March 2017.
- The school makes use of alternative provision, provided by Gloverspiece Independent Special School. Ofsted inspects this provision separately.

Information about this inspection

- We met with the executive headteacher, the headteacher and subject leaders for English, mathematics, and PSHE. We met with the SENCo and inclusion team to discuss provision for pupils with SEND.

- We held discussions with five governors. We also had a telephone discussion with the chief executive officer and the school improvement link officer for the multi-academy trust.
- As part of the inspection, we carried out deep dives in reading, mathematics and PSHE. We talked to curriculum leaders about how these subjects are planned and taught, visited lessons, talked to teachers, looked at pupils' work and talked to pupils about their learning in these subjects.
- We talked to pupils about their learning and experiences in school.
- A range of documentation was scrutinised, including school policies, curriculum documents, external monitoring reports, safeguarding information including the checks that leaders make on staff prior to employment, and published information about pupils' performance. The school website was also scrutinised.
- We considered the eight responses to Ofsted Parent View and the five free-text responses. We also considered the 19 responses to the staff survey.

Inspection team

Nicola Harwood, lead inspector

Her Majesty's Inspector

Stephanie Peters

Ofsted Inspector

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