

Inspection of Pinkwell Primary School

Pinkwell Lane, Hayes, Middlesex UB3 1PG

Inspection dates: 26 and 27 April 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils really enjoy coming to Pinkwell Primary School. They said that the thing they like the most about their school is the learning. Staff set high expectations for pupils' learning and behaviour. Pupils like this. They work hard and achieve well.

A high number of pupils join the school at different times of the year. These pupils are welcomed warmly by others. They quickly settle and make new friends. This is a happy and inclusive school where everyone is valued. Pupils are kind and show respect for others.

Pupils behave well because they know it helps everyone to enjoy lessons and learn without any disruptions. Children in the early years use their 'learning dinosaurs' to help them to remember to have a try and to persevere. Older pupils soon get to understand why 'persistence' and 'listening with empathy' are important features for learning throughout the school.

Staff keep pupils safe. Pupils' well-being is at the heart of everything that happens. Even though bullying is rare, staff deal with it effectively by making sure that all pupils involved are well supported.

Exciting things happen regularly at Pinkwell. For example, pupils get to take part in a variety of performances, look after the environment, create films and join different clubs, including gardening, climbing and drama.

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

From the beginning of early years, staff promote pupils' reading effectively. The school's reading programme enables pupils to build their phonics knowledge. They learn to read and spell words accurately and fluently. Staff know how to spot pupils who need help to catch up. Staff are well trained to give these pupils the support they need to learn phonics and catch up with the others. Pupils like taking their reading and library books home. They enjoy listening to their teachers read to them. Staff make sure that pupils get to experience a wide variety of high-quality texts.

Leaders have developed a well-planned, ambitious and exciting curriculum. They have considered carefully what pupils need to learn in each subject. Children's learning in the early years is built upon in Year 1 and beyond. For example, in physical education (PE), the focus on different movement skills in the early years prepares children for when they come to specialised sports and games in the older year groups. Pupils' knowledge of different rules, strategies and tactics develops well over time. In mathematics, staff in the early years provide chances for children to revisit counting and numbers to 10. This helped them when it came to the challenge of making numbers that are bigger than 10. In Years 1 to 6, mathematics lessons begin with the opportunity to revisit key facts from previous lessons. Pupils said that this helps them to become faster and more confident with calculations.

Some subjects, such as science and geography, are taught through projects. Teachers make sure that pupils are taught subject-specific knowledge as well as connections between subjects. Over time, pupils' grasp of key ideas builds up effectively. For example, pupils in Year 6 confidently referred to their previous learning about the Second World War. They remembered the names of country leaders, different allies and the effects of war. They used this knowledge to help them to understand their current learning on immigration and refugees.

Even though leaders have identified the knowledge that pupils must learn in each subject, there are plenty of opportunities for pupils to go beyond this. This drives pupils' enthusiasm for learning and gives them the chance to explore things that interest them. Pupils behave well in lessons and show a thirst for learning.

Leaders have developed systems to check what pupils have learned in English and mathematics. However, in a few subjects, assessment procedures are not as well developed. This sometimes makes it difficult for teachers to check what pupils know and remember. Some staff are new to the project-based learning approach. They sometimes lack confidence and subject knowledge. This means that even though pupils achieve well overall, it affects how well some pupils deepen and apply their knowledge.

Leaders ensure that staff identify and understand pupils' individual needs. Staff expect all pupils to reach the same ambitious goals in each subject. They provide pupils with special educational needs and/or disabilities with well-planned support. This includes, for instance, additional resources and extra time to recap key words and phrases. Well-trained support staff work effectively to meet pupils' needs. Staff work closely with therapists to support pupils' language and communication needs.

Staff see pupils' personal development as 'a golden thread' that runs through everything else in school. Staff provide pupils with a wide range of opportunities to learn about themselves and others. Pupils' physical and emotional health are well promoted. For example, children in the early years know why brushing their teeth is important, while older pupils learn about relationships and different families.

Staff are highly supportive of leaders. Staff described the school as a happy place to work where everyone feels part of 'Team Pinkwell'.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established clear and embedded procedures for identifying pupils who might be at risk from harm. The safeguarding, inclusion, behaviour and attendance teams meet regularly to discuss pupils' needs and well-being. Leaders make sure that staff and visitors are clear about the school's arrangements for reporting any concerns or allegations about staff or pupils.

Staff understand the part they play in helping pupils learn how to keep themselves safe. The school's work with local police officers ensures that staff and pupils are aware of the potential dangers pupils might face when out and about. Leaders use the school's computing programme and assemblies to help pupils and families understand how to safely use the internet and social media.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some staff are new to leaders' approach to the curriculum in the foundation subjects. They sometimes lack the subject-specific knowledge to support them to put the curriculum into practice. Leaders should continue their work to train and support staff in delivering the curriculum so that it is firmly embedded throughout the school.
- In some foundation subjects, the systems to assess pupils' learning are not fully developed. This sometimes makes it difficult for teachers to check precisely what pupils know and remember in these subjects. As the curriculum embeds, leaders should ensure that teachers have a clear understanding of how to check what pupils have learned in each of the foundation subjects.

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 information from Ofsted Parent View 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	140671
Local authority	Hillingdon
Inspection number	10213313
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	588
Appropriate authority	Board of trustees
Chair of trust	Caroline Whalley
Principal	Rachel Jacob
Website	www.pinkwellschool.co.uk
Date of previous inspection	12 May 2021, under section 8 of the Education Act 2005

Information about this school

- The school has a specially resourced provision to support up to 10 pupils, aged five to 11, with speech, language and communication needs.
- The school does not make use of alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the principal and other senior leaders. Inspectors met with those responsible for governance. Inspectors held a telephone conversation with a representative of the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history, science and PE. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also spoke with leaders, looked at curriculum plans and looked at pupils' work in some other subjects.
- Inspectors reviewed documentation related to safeguarding and looked at the school's single central record of staff suitability checks.
- Inspectors held meetings with different groups of staff. Inspectors considered the responses to the staff questionnaire. Inspectors met with different groups of pupils and spoke with pupils informally. Inspectors considered the responses to the pupil questionnaire.
- Inspectors spoke with some parents at the start of the day and reviewed parents' responses to Ofsted Parent View.

Inspection team

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