

Inspection of Pinvin CofE First School

Main Street, Pinvin, Pershore, Worcestershire WR10 2ER

Inspection dates: 2 and 3 February 2023

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Inadequate

Early years provision

Requires improvement

Previous inspection grade

Good

What is it like to attend this school?

Most pupils enjoy coming to school. Leaders do all they can to make sure that pupils attend school regularly. Recent improvements to the reading curriculum are having a positive impact. Trips and visits help pupils to broaden their horizons. A range of clubs allow pupils to develop their talents and interests, for example, in knitting, cooking and gymnastics.

Leaders do not set high expectations of pupils' behaviour. Low-level disruption in some lessons affects how well pupils learn in school. Pupils say that sometimes other pupils are unkind, and incidents of bullying are not always dealt with effectively by leaders. At times, pupils feel that their voice is not heard, and problems are not resolved. School systems for recording and following up on incidents are not robust. Some parents and carers expressed concern about the behaviour of pupils and the poor response of leaders to concerns that they raise.

Safeguarding arrangements are not effective. This leaves pupils at risk of harm. Leaders do not check carefully enough on how well pupils learn the curriculum.

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

Leaders have designed an ambitious curriculum for pupils. However, it is not clearly sequenced in some subjects. Leaders have not identified the precise knowledge that pupils need to know and remember. Teachers have not had enough subject-specific training to help them to deliver some areas of the curriculum well. Teachers' and leaders' checks on how well pupils learn the curriculum are not effective. They do not identify and address gaps in pupils' learning and clarify misconceptions quickly enough. Opportunities to recap on prior learning are inconsistent. As a result, pupils do not know and remember the intended curriculum well enough.

Leaders prioritise reading. They make sure that pupils read and are read to regularly in school. Staff are well trained to teach phonics. They support pupils to practise and apply their phonic knowledge. This includes when pupils read books which match the sounds that they are learning. Pupils who struggle with reading are well supported to catch up. This means that, over time, pupils become fluent readers.

Leaders ensure that the pupils with special educational needs and/or disabilities are identified and get the support they need to be successful. Teachers adapt the delivery of the curriculum to meet their needs. That said, these pupils do not learn as well as they could, due to the shortcomings in curriculum design and delivery.

The new nursery provision for two- and three-year-olds is a warm and caring environment. Staff build effective relationships with children. They prioritise children's independence and communication skills. As a result, children settle well into the daily routine and know what is expected of them. Children with additional needs are well supported. For example, pupils with speech and language needs

receive effective support. However, staff do not consistently plan activities that enable children to learn the intended curriculum. Leaders have not ensured that the early years curriculum is clearly mapped out from the start of Nursery through to the end of Reception Year. As a result, children do not learn as well as they could.

Most pupils behave well in lessons and around the school site. However, some struggle to do so. Where this happens in lessons, staff do not always address this. As a result, lessons are disrupted too often. This holds pupils back from learning.

Leaders prioritise the personal development of pupils. For example, pupils appreciate and care for nature and the environment. Opportunities such as litter picking, and being a sports captain allow pupils to take on responsibilities in school. They learn about democracy through the work of the pupil parliament. Pupils learn about different cultures and religions, including Christianity, Hinduism and Islam. They have a sound understanding of these. In music lessons, pupils learn about the lifestyle of the Maasai tribe and the Japanese festival Hanuni. This helps pupils to develop their understanding of tolerance and respect of others. As a result of this work, pupils are well prepared for life in modern Britain.

Leaders including, trust leaders, have not done enough to tackle weaknesses in the school. Measures put in place to secure improvement have not had the desired impact to improve the school. Parents and staff express concern about the turnover of staff and leaders. This turbulence in staffing and leadership has hampered the school's progress.

Staff are positive about recent support from leaders to manage their workload and well-being.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders do not meet their statutory safeguarding responsibilities. They do not train staff well enough to identify the signs that pupils may be at risk and, when staff do have concerns, they do not pass them on swiftly. Leaders do not act on concerns raised about pupils quickly enough. This leaves pupils at risk from harm. Leaders also do not maintain adequate records of their decision-making and the actions that they have taken to keep pupils safe.

Leaders do not share important information with external agencies in a timely manner. This means that pupils do not get the help they need quickly enough.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There are too many gaps in safeguarding practices in the school. This leaves pupils at risk from harm. Leaders should review their safeguarding practices as a matter of urgency. They should make sure that staff are trained to identify any pupils at risk swiftly. Leaders should also improve record-keeping and make sure that they share information, so that they are compliant with all statutory requirements to keep pupils safe.
- Teachers do not have high enough expectations of pupils' behaviour. As a result, pupils' learning is disrupted too frequently. Bullying and other poor behaviour between pupils can go unchecked by staff. Leaders should make sure that there is a clear and consistent approach to managing pupils' behaviour.
- Leaders do not check how well pupils are learning the curriculum. Gaps in learning and misconceptions are not identified and addressed quickly enough. Opportunities to recap on prior learning are inconsistent. As a result, pupils do not know and remember the intended curriculum. Leaders should support subject leaders to check how well pupils achieve in their subject.
- The curriculum is not coherently sequenced in some subjects, including in the early years. Teachers have not identified the precise knowledge that pupils need to know and remember. Pupils do not achieve as well as they could. Leaders should improve the sequencing of the curriculum, so that it identifies what pupils should know and builds on their knowledge over time.

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.

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	10256846
Type of school	First
School category	Academy converter
Age range of pupils	2 to 9
Gender of pupils	Mixed
Number of pupils on the school roll	118
Appropriate authority	Board of trustees
Chair of trust	Trevor Knight
Headteacher	James Hawthorn
Website	www.pinvinschool.co.uk
Date of previous inspection	3 March 2020, under section 8 of the Education Act 2005

Information about this school

- Nursery provision for two- and three-year-olds opened in September 2022. There are currently 15 pupils on roll in this provision.
- Leaders make use of one registered alternative provider.

Information about this inspection

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

In accordance with section 44(2) of the Education Act 2005, His Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, physical education and science. 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 observed pupils reading to a familiar adult. They reviewed reading resources.
- Inspectors reviewed a range of documentation on the school's website.
- Inspectors scrutinised the school's safeguarding arrangements. This included examining the record of employment checks on school staff.
- Inspectors observed pupils' behaviour in lessons and at other times during the day.
- Inspectors held meetings with the acting headteacher, acting deputy headteacher (who also acted in the absence of the special needs coordinator), the designated safeguarding leader, the early years leader, representatives of the Diocese of Worcester Multi-Academy Trust Company, a representative from the diocese and a representative from the local authority.
- Inspectors took account of responses to Ofsted Parent View, and the pupil and staff surveys.

Inspection team

Lorraine Lord, lead inspector

Ofsted Inspector

Benjamin Taylor

Ofsted Inspector

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