

# Inspection of a good school: Pinfold Primary School

Hattersley Road East, Hattersley, Hyde, Cheshire SK14 3NL

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Inspection dates:

22 and 23 March 2023

## Outcome

Pinfold Primary School continues to be a good school.

## What is it like to attend this school?

Pinfold Primary is a happy school where pupils thrive. Pupils are kind and friendly towards each other. They work hard in lessons and enjoy their playtimes together. The supportive and nurturing environment that leaders have created keeps pupils safe and contributes to pupils' good achievement.

Leaders have high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils do their best each day to live up to these expectations. This is evident in the way that they behave and in their positive attitudes to work.

Pupils said that there is always an adult who they can speak to if they have any worries or concerns. Rare instances of bullying are dealt with quickly and effectively.

Pupils value the many different opportunities that leaders provide beyond the academic curriculum. This includes outdoor learning and a wide selection of after-school clubs. Pupils also benefit from regular educational trips and residential visits that support their learning. Older pupils enjoy taking on extra responsibilities such as play leaders and reading ambassadors.

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

Leaders strong focus on reading is evident in every corner of the school. Children in the early years are introduced to a wide range of books and stories. Teachers are highly skilled in ensuring that children develop their knowledge of phonics. As they move into key stage 1, pupils regularly practise their early reading knowledge with books that are closely matched to the sounds that they already know. This helps pupils to develop confidence, fluency and a love of reading. Teachers ensure that pupils who find reading difficult are well supported so that they keep up with their classmates. As pupils develop into independent readers, they are able to access a wide range of high-quality books. Teachers also use class novels to introduce pupils to different authors.

Leaders have developed a stimulating curriculum that encourages pupils to develop a love of learning and enables them to achieve well. In most subjects, leaders have identified the key knowledge that pupils need to acquire and the order in which important concepts and facts need to be taught. This helps teachers to design learning that helps pupils to build on what they have already been taught. However, in a small number of subjects, leaders have not thought carefully enough about what pupils need to know. This limits pupils' ability to build and deepen their knowledge effectively over time.

Teachers benefit from regular training and support. They are skilled in developing pupils' knowledge and understanding. They use resources well to help pupils to explore new ideas. Teachers make regular checks on pupils' learning. They use this information to address misconceptions and, where necessary, provide additional support for pupils who are at risk of falling behind.

Teachers are alert to pupils' different needs. They work effectively with leaders to identify those pupils with SEND. They make appropriate adaptations to the delivery of curriculum. This means that pupils with SEND are able to access the same curriculum as their classmates.

Pupils' personal development is promoted well. Pupils explore the school's values in lessons and assemblies. They learn the importance of respecting other cultures and beliefs. They also learn to celebrate difference and the importance of healthy bodies and healthy minds.

Pupils behave well during lessons and at playtimes. The good learning behaviours that children develop in the early year stay with them throughout their time at the school. Pupils said that learning is rarely disrupted by poor behaviour.

Governors work in partnership with school leaders and provide a good balance of challenge and support. They share leaders' ambitions for the school. They have an accurate view of the school's strengths and the areas that need further development.

Staff are proud to work at Pinfold Primary. They value the training opportunities that are available to them. They also feel well supported and appreciate how considerate leaders are of their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff know the school's safeguarding systems well. They know exactly what to do if they have any concerns about a pupil's safety or well-being. Leaders take swift action to address any concerns. They work well with a range of agencies to make sure that pupils and their families get the support that they need.

Pupils learn about risks and how to keep themselves safe when working or playing online.

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

### (Information for the school and appropriate authority)

- In a small number of subjects, leaders have not given sufficient thought to the essential knowledge that they want pupils to learn and remember. As a result, pupils do not build their knowledge as well as they could. Leaders need to identify precisely what pupils need to know in all subjects so that pupils are able to learn more and remember more.

## 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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in May 2013.

## 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

<b>Unique reference number</b>	106181
<b>Local authority</b>	Tameside
<b>Inspection number</b>	10241757
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	394
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Ruth Dolan
<b>Headteacher</b>	Jennifer Hughes
<b>Website</b>	<a href="http://www.pinfold.tameside.sch.uk">www.pinfold.tameside.sch.uk</a>
<b>Date of previous inspection</b>	20 July 2017, under section 8 of the Education Act 2005

## Information about this school

- Leaders do not make use of any alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in his evaluation of the school.
- The inspector met with the headteacher and other members of the leadership team.
- The inspector held a meeting with two governors, including the chair of governors.
- The inspector carried out deep dives in early reading, mathematics and history. As part of this process, he met with subject leaders, visited lessons, spoke with pupils, listened to pupils reading and looked at their work in books. The inspector also evaluated the curriculum in other subject areas.
- The inspector met with the special educational needs coordinator to help evaluate provision and practice for pupils with SEND.

- The inspector examined safeguarding records. He also spoke with staff about safeguarding.
- The inspector spoke to pupils about their experience of school. He also observed pupils' behaviour in lessons and during breaktimes.
- The inspector considered the responses to the Ofsted Parent View survey. He also looked at the responses to the staff survey. There were no responses to the pupil survey.

### **Inspection team**

Paul Tomkow, lead inspector

Ofsted Inspector

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