

# Pinhoe Church of England Primary School

Inspection report

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<b>Unique Reference Number</b>	113445
<b>Local Authority</b>	Devon
<b>Inspection number</b>	289629
<b>Inspection dates</b>	20–21 June 2007
<b>Reporting inspector</b>	Diane Wilkinson

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	370
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mick Kendrick
<b>Headteacher</b>	Stuart Gale
<b>Date of previous school inspection</b>	25 June 2001
<b>School address</b>	Harrington Lane Pinhoe Exeter EX4 8PE
<b>Telephone number</b>	01392 467984
<b>Fax number</b>	01392 467984

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Pinhoe is a large primary school. The headteacher and deputy headteacher have changed in the last 18 months. Attainment on entry is around that usually found. A few of the small number of pupils from minority ethnic groups speak English as an additional language. Although the proportion of pupils with learning difficulties and disabilities is around average, it is higher in some year groups.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

The quality of education is satisfactory although much improved during the past year as a result of good leadership and management. Parents recognise this and as one typically wrote, 'The school has improved by a huge margin since the new headteacher arrived'. In particular teaching and learning have improved well and pupils' achievement is now satisfactory. Progress in writing, although slow in previous years, has been good this year. As a result standards in English, which have been below average for a number of years, are now average by Year 6 as they are in science. In mathematics pupils in Years 3 to 6 have not had sufficient time to catch up on gaps in learning caused by poor progress in the past so standards remain well below average. By Year 2 overall standards are generally average although lower this year because of the high number of pupils with learning or social needs in the year group. Provision for children in Reception is good, as is their progress, and standards are above expectations.

A major reason for the school's success is the rapid improvement in pupils' personal development which is now good. Despite there being a considerable number of pupils who have emotional and behavioural needs the vast majority behave well, like their teachers and enjoy school. As a result they want to work hard, especially when learning is more active. Relationships throughout the school are good and pupils are eager to take on responsibility.

Another reason for the improved progress is that teachers have higher expectations of what pupils can achieve. Challenging work is set ensuring that this year all pupils, including the higher attainers, have made the progress of which they are capable. Unsatisfactory teaching has been eradicated and some lessons are good. However, teaching and learning are satisfactory overall as lessons do not always keep pupils actively involved in learning and then the rate of progress slows. In addition some staff do not provide pupils with enough advice on how to improve, including when marking their work. This limits pupils' progress.

The curriculum is satisfactory. It meets individual pupils' needs appropriately and is rich and interesting. In particular, because of the practical approach to learning, it enthuses and motivates boys well, many of whom were underperforming in the past. This has led to good progress in English, although these developments are not so well established in mathematics and science. Care, support and guidance are satisfactory. The school pays good attention to pupils' welfare and vulnerable pupils in particular are very well supported. Effective pastoral support and a good programme for pupils' personal, social and health education result in their good personal development. Senior staff have done much to improve the procedures for pupils' academic support and guidance which are comprehensive and rigorous. However, some of these, such as individual target setting, are relatively new and not all staff use them effectively enough to help pupils make even better progress.

Underpinning the school's success is the very strong leadership of the headteacher and deputy headteacher and the clear direction they are giving. Effective systems for assessing and tracking pupils' progress and monitoring the school's work have been put in place so that self-evaluation is accurate and identifies where improvements are needed. Major weaknesses in several areas of the school's work have inevitably meant that some have had to be addressed before others, but development planning is well organised and realistic and improvement in the targeted areas has been rapid. However, the full effect of the school's improvement strategies has yet to be seen. These strengths, together with the determination of staff and governors to continue developing the quality of education, mean the school is well placed to improve further.

## What the school should do to improve further

- Increase the rate of progress and ensure that pupils make up their gaps in learning, particularly in mathematics, to ensure standards continue to rise.
- Improve the quality of teaching by giving pupils more opportunities to be actively involved in learning, particularly in mathematics and science.
- Accelerate achievement by making better use of pupils' individual targets and marking to show them how well they are doing and what steps to take next.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Achievement and standards

### Grade: 3

Standards on entry to Reception are as expected, except in some key mathematical skills. Progress is good and standards are above expectations by Year 1. In other year groups progress has much improved this year, especially for the boys and higher attaining pupils. It is satisfactory overall and good in writing. Those pupils with learning difficulties or disabilities or who speak English as an additional language achieve as well as their classmates.

Standards in reading and mathematics in Year 2, although generally average, are lower this year as a considerable proportion of pupils in this year group have learning or social needs. Standards in writing have improved but remain below average.

By Year 6 standards are average in science and also in English where they are much higher than previously, with the school likely to reach its targets in the national tests which it failed to do last year. Pupils' poor progress in the past has meant standards in mathematics remain well below average and the school is unlikely to reach its targets for this subject.

## Personal development and well-being

### Grade: 2

Pupils' spiritual, moral, social and cultural development is good and children in Reception do well in their personal and social development. Pupils' ability to reflect well on the important things in life is enhanced by the school's Christian ethos and links with the local church. The very good emphasis on improving behaviour, particularly through the school's 'Care' project, has resulted in good behaviour in lessons and around the school. Pupils get on well with each other and enjoy coming to school. This is a major factor in their improved progress. Parents are full of praise for the improvement in these areas and as one typically wrote, 'I have seen such a positive increase in my children's attitude to learning'. However, pupils say they enjoy lessons much more when they are actively involved in learning. Cultural development is satisfactory as more emphasis could be given to helping pupils gain an understanding of other cultures. The school's effective partnership with the education welfare officer is supporting attendance well and it is around average. Pupils have a good understanding of how to secure healthy and safe lifestyles and through a good level of care they feel safe and secure in school. Pupils enjoy taking on responsibility for different aspects of school life. However, many of the opportunities are relatively new and pupils' contribution to the school and wider community is satisfactory as is their development of the skills that will help them in future life.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching in Reception is good as staff use their very good knowledge of how children learn to ensure lessons support good progress. In other year groups, although some teaching is good or better, it is too variable in quality and is satisfactory overall. However, learning has improved this year as a result of the provision of much more challenging work that helps pupils make the progress of which they are capable. Progress increases when pupils are given clear guidance on how well they are doing and how to improve. This encourages them to work hard and builds on their positive attitudes. However, this is not consistent in all classes. The teaching of writing has much improved as pupils are more actively involved in learning and this, together with regular assessment of their work, has helped raise standards. However, this approach is less well established in mathematics and science.

### Curriculum and other activities

#### Grade: 3

The improved curriculum is more closely meeting the needs of all learners, particularly in English where interesting and relevant activities enthuse and motivate pupils including the boys. This, together with effective programmes to help pupils catch up on past weaknesses, has helped improve standards in writing. However, these approaches are less well established in mathematics. Satisfactory, but improving links between subjects are providing pupils with more opportunities to use their literacy, numeracy and information and communication technology skills. Reception children are provided with a good range of activities which support their learning well. An effective programme for pupils' personal, social and health education supports their good personal development and encourages them to adopt healthy lifestyles and stay safe. Enrichment activities, including an effective range of visits and visitors, enhance pupils' learning and enjoyment of school.

### Care, guidance and support

#### Grade: 3

Academic support and guidance are satisfactory. Pupils' progress has been monitored much more effectively this year and senior staff use the information well to adjust provision to meet pupils' needs. However, not all class teachers make the best use of the information to help pupils improve. There are good arrangements for safeguarding pupils and procedures for child protection and the vetting of staff fully comply with government guidelines. As one parent put it, 'I am confident that my children are in a safe and happy environment'. Good liaison with other agencies ensures vulnerable children are especially well looked after. Effective pastoral guidance and support results in pupils' good personal development. Pupils with learning and behavioural needs are well supported when working with specialist staff although this is not always so effective in class lessons.

## Leadership and management

### Grade: 2

The way that the headteacher and deputy headteacher have addressed the considerable weaknesses in the school's work over the past year is impressive and has led to rapid improvement, although they fully recognise that still more needs to be done. A particular strength is the very good improvement in pupils' personal development which has resulted in their much more positive attitudes to learning. This, together with rigorous and effective monitoring of teaching which has improved the quality of learning, has increased the rate of progress. New systems for monitoring the school's work and pupils' progress have enabled both subject leaders and governors to gain a much better understanding of how well the school is doing. The headteacher and deputy headteacher are skilled in developing staff expertise so that subject leadership is now good and the whole school community is involved in improvement work. Of particular note are the new leading learning teams which are already helping to raise standards, especially in English. Governance is satisfactory. Under the strong leadership of the Chair, governors are playing a more effective role in monitoring and supporting the school's work. Over the past year staff have worked hard to develop more productive relationships with parents, schools and other agencies which are increasingly supporting pupils' education and welfare.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	3

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

22 June 2007

Dear Pupils

Inspection of Pinhoe CofE VA Primary School, Exeter, EX4 8PE

Thank you for welcoming us to your school and being so friendly and helpful. I particularly want to thank the pupils who gave up their lunchtime to speak with us. You and your parents think your school has improved a great deal over the past year. We agree with you and think it provides a satisfactory standard of education.

This is what we thought was good about your school

- The headteacher and deputy headteacher are leading the school very well. They know that some things still need to improve and, together with staff and governors, are working hard to make sure they do.
- You have made very good progress in your personal development this year. You are friendly and helpful and behave well in lessons and around the school.
- You enjoy school, work hard and are making better progress, particularly in writing.
- Staff take good care of you so you feel safe and secure in school and they give you good support and advice in your personal development.

What we have asked your school to do now

- Improve standards and progress, particularly in mathematics. You can help by working very hard to catch up on things you have missed in the past.
- Ensure that all lessons are as interesting and as helpful to you as the best ones we saw during the inspection.
- Make sure that staff regularly tell you how well you are doing and give you good advice on how you can improve. You can help by checking how you can do better and trying hard to do so.

Thank you again for all your help and good luck for the future.

Yours faithfully

D Wilkinson Lead inspector