

# Pinfold Primary School

## Inspection report

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<b>Unique Reference Number</b>	106181
<b>Local Authority</b>	Tameside
<b>Inspection number</b>	309046
<b>Inspection date</b>	8 November 2007
<b>Reporting inspector</b>	John Ashton

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>	Community
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	382
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr I McKenzie
<b>Headteacher</b>	Mr S Clark
<b>Date of previous school inspection</b>	17 March 2003
<b>School address</b>	Hattersley Road East Hattersley Hyde Cheshire SK14 3NL
<b>Telephone number</b>	0161 3683732
<b>Fax number</b>	0161 3689606

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## Introduction

The inspection was carried out by one Additional Inspector.

The inspector investigated a restricted number of issues:

- standards and evidence of progress across the school, particularly in reading
- the quality of teaching and learning across the school
- how the school evaluates its own progress
- the school's improvement since the last inspection.

Evidence was gathered from the school's self-evaluation, national assessment data and the school's own records, documentation and pupils' work. There were interviews with senior members of staff, pupils, governors and an officer from the local authority. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This larger than average primary school has two half-time Nursery classes and two classes in each of its other year groups. Most pupils come from the immediate catchment area, a large and mainly social housing estate on the outskirts of Hyde. An above average proportion of pupils is eligible for free school meals. A broadly average proportion has learning difficulties and/or disabilities. Almost all pupils are of White British heritage.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Pinfold Primary School provides its pupils with an outstanding quality of education.

The high expectations of what pupils can do, the extremely positive relationships in the school and the refusal to give up on any child, are just some of the reasons why the quality is so good. There are many other reasons for the school's success. For example, the excellent new building, splendid leadership and very effective staff teamwork. It is such a warm and welcoming oasis of calm and productive activity.

From well below expected standards on entry into the Nursery, children make better than expected progress through both Reception and Years 1 and 2 to reach just below average standards in reading, writing and mathematics. They go on to make exceptionally good progress in Years 3 to 6, eventually reaching average standards and sometimes above average in the Year 6 national tests. This represents outstanding progress overall.

Parents are understandably very pleased with the school. Typical comments are, 'The school gives the children the best possible start in life'. Pupils really enjoy coming to the school. Their spiritual, moral, social and cultural development is outstanding. Their attitudes to learning are excellent. For example, Year 6 pupils are so keen to do well in the national tests that they very willingly attend extra classes in the spring and summer terms. Behaviour is good in the school and, with rare exceptions that are well dealt with, is equally good in the playground. As a result of the school's successful initiatives, attendance and punctuality are better than at the time of the last inspection and are now broadly average. The pupils feel safe. They have a very good understanding of the importance of eating healthily, play a full part in the school and neighbouring community and are particularly well prepared for the next stage of their education.

Pupils told the inspector that they are clear about how well they are doing, and that the work they do is extremely interesting. They referred to instances such as their exciting work in drama studying Macbeth, the splendid art work that is reflected around the whole school and their easy access to up-to-date computer equipment. Basic skills are thoroughly taught. Current writing standards are high and those pupils targeted for specific reading support are making dramatic improvements compared with a few months ago.

The quality of the care, support and guidance every pupil receives is outstanding.

Pupils have excellent guidance in how to improve their work. Their progress is carefully and continuously monitored. Safeguarding procedures are up to date and conform to the latest guidelines.

Pupils achieve so well because the quality of teaching and learning is outstanding, especially in Years 3 to 6. Teachers work well together in year teams, effectively supported by well briefed and experienced teaching assistants. Lessons are thoroughly planned and very well managed. A consistent significant strength throughout the school is the well-matched challenge given to groups of pupils of different ability. Teachers make extremely good use of information and communication technology (ICT). They use interactive whiteboards very effectively to introduce new learning, to capture pupils' interest and to involve them as much as possible in lessons. Teachers mark pupils' work regularly and positively, giving lots of reasons why the work is of a high quality, along with suggestions for improvement. This is another very good improvement since the last inspection.

The curriculum has a breadth and richness which is out of the ordinary. In addition to the notable strengths in the core subjects of literacy, numeracy and science, there is increasingly strong provision for and excellent use of ICT. This is the result of good planning, excellent equipment and first-rate technical support. French is taught successfully to Year 6 and is being extended to Year 3. The regular support of an artist in residence is a key factor contributing to pupils' first-rate work observed in art.

Leadership and management are outstanding. There is just the right mix of strong leadership and skilful encouragement, which enthuses and develops individuals and teams to take more responsibility. Governors are exceptionally well led and they challenge, as well as support, the school. This is helped by the school keeping them thoroughly up to date and involving them as much as possible. Finances are well managed and healthy, supplemented by the leadership's hard work in successfully bidding for extra funds to enable the school to develop in ways that help pupils.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children enter the Nursery with well below expected attainment, especially in their personal, social and communication skills. They have limited physical skills and little opportunity to develop their creative skills before they enter the Nursery. They also have an extremely limited knowledge and understanding of the world beyond their immediate neighbourhood. In the Nursery, they experience a rich range of opportunities to learn together. There is a good mix of staff-directed and the children's own choice of activities. Every child is carefully monitored and settles quickly. The emphasis in the beginning is rightly focused on improving their social and oral skills and their self-confidence.

Provision in the Nursery is very thoroughly built on in the two Reception classes. Children continue to be taught in practical ways using both outdoor and indoor spaces creatively to develop their skills. They achieve some of their early learning goals by the time they move to Year 1. For example, they generally meet the expected standards for physical development, knowledge and understanding of the world, creative and mathematical development. On the other hand, they still achieve below national expectations in their communication, language and literacy and personal and social education.

The Nursery class is taught well by a small and effective team of very experienced teaching assistants. They plan together well as a team but the school recognises that the present layout of the accommodation limits the day-to-day oversight of their work by the fully qualified Foundation Stage leader who teaches one of the Reception classes.

### **What the school should do to improve further**

- Improve the Foundation Stage provision further by implementing the plans for a fully integrated Early Years unit.
- Continue to raise attendance.

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## Annex A

## Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	1

### Achievement and standards

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

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

<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>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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**

Inspection of Pinfold Primary School, Hyde, SK14 3NL

Thank you for making me so welcome during my recent visit to your school. I was pleased that so very many of you took the trouble to talk to me in class, around the school and in the playground. A very special thank you should go to the lively group of children who gave up part of their lunchtime to tell me so many good things about the school and to ask me such interesting questions.

I can see why you are so proud of your school. I think it is a splendid place and it gives you an outstanding education. The building is stunning and the quality of the equipment and resources within it is impressive. In addition, you are very well looked after. The staff work exceedingly well together in teams and teach you in very interesting and challenging ways. Above all, you all work so hard and are making such exceptionally good progress.

There are no important areas for improvement that your school is not already working on, but I was pleased to see that the Nursery and Reception areas are going to be opened up to each other more so that the children in these classes can work more closely together. This is good news for the school.

You can play your part in maintaining such good progress by continuing to work very hard, make sure that you attend school every single day and by encouraging your parents to always bring you on time each morning (I love the alarm clocks the school issued you with and hope that you use them well).

I wish you all continued success in the future.