

# 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>	338171
<b>Inspection dates</b>	11–12 May 2010
<b>Reporting inspector</b>	Ronald Hall

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 of pupils on the school roll</b>	371
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Valerie Balfour
<b>Headteacher</b>	Sian Lane
<b>Date of previous school inspection</b>	20 June 2007
<b>School address</b>	Harrington Lane Exeter EX4 8PE
<b>Telephone number</b>	01392 467984
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## Introduction

This inspection was carried out by three additional inspectors. They spent the majority of their time observing learning in the thirteen classes, visited nineteen lessons and observed seventeen teachers. Inspectors also held meetings with the headteacher, staff, pupils, and representatives of the governing body. They scrutinised the school's work, including documentation, pupils' progress tracking systems, the monitoring of teaching and learning, teachers' planning and the school development plan. Inspectors reviewed samples of pupils' recent books and documents regarding safeguarding. Questionnaires from 130 parents, 40 staff and 92 pupils were also scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the impact of the quality of teaching and learning on all groups of pupils
- the impact of the new leadership structure in driving improvement
- the performance of all pupils across the whole school.

## Information about the school

This is a larger-than-average sized school, with the majority of pupils of White British heritage and an average number of pupils from a range of other ethnic groups. An average number of these has English as an additional language. The proportion of pupils known to be eligible for free school meals is broadly average. The proportion of pupils with special educational needs and/or disabilities is well above average. These pupils have a range of additional needs, including learning and behavioural difficulties. The school holds the Healthy School Plus award and the Basic Skills award. The school has its own Early Years Foundation Stage, which was inspected by the team. There is pre-school provision on the same site as the school but this is not operated by the governors of the school, and so was not inspected by the team.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

Although a satisfactory school, Pinhoe Primary is improving rapidly, providing a happy, vibrant, interesting and caring environment for its pupils. The school ethos is based on the successful raising of pupils' self-esteem and attainment. Pupils and staff are proud to be associated with Pinhoe Primary. The school has a positive atmosphere and pupils find their learning interesting and enjoyable. Everyone is fully committed to the school and its vision of raising attainment through high expectations, and a supportive, caring approach. Key to recent improvements is the very successful headteacher, supported by the governors and her leadership team. Together they have embedded ambition and are driving improvements forward at an increasing rate. Leadership and management very clearly identified that teaching, monitoring processes, raising attainment and instigating new assessment and recording systems were amongst priorities for improvement. These have been improved and developed rigorously. Although the school has good assessment systems to monitor and evaluate its effectiveness, these must be streamlined to allow greater clarity of use. The new leadership team and the measures they have put, and are putting, into place ensure there is good capacity for further improvement.

The new leadership team has ensured progress is accelerating well. It is satisfactory, if inconsistent now, following a period when it was inadequate. Attainment is broadly in line with national averages and school data show an improving picture. The variation between boys and girls, especially in writing, although still present is narrowing. Whilst staff effectively collect and use assessment data, the methods used in school are not easily accessible due to their complexity. Teaching and learning are consistently good. However, occasionally in some lessons, teachers lack clarity in the learning intentions of the lessons and the outcomes to be achieved. Lessons and activities are being adapted more to make activities fun and interesting, whilst ensuring the needs and abilities of the pupils are met. Pupils with special educational needs and/or disabilities make progress in line with their peers because the school provides effective extra support to meet their needs.

The pupils' personal development is good. They are happy, confident, polite and enthusiastic learners who enjoy school and feel part of it as a whole. Attendance is good as the school is above the national average. Behaviour is good and pupils also feel this is the case, which is linked to their very positive attitudes to learning. Pupils have a good understanding of how to adopt a healthy lifestyle and keep themselves and others safe. The care, guidance and support of pupils are good and pupils feel they always have someone to talk to and who will care for them. Teaching assistants are utilised well throughout the school and provide good support for all pupils and especially those

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requiring extra help.

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

- Streamline the school's assessment and monitoring data on pupils to allow teachers a greater clarity and ease of understanding to assist their planning.
- Improve the attainment of boys, especially in writing, to bring them in line with the girls by September 2011.
- Ensure that all teachers' planning has consistently clear learning intentions and outcomes, accurately matched to the needs and abilities of the pupils.

## Outcomes for individuals and groups of pupils

**3**

In lessons observed, pupils often made good progress. In a particularly interesting literacy lesson, pupils were fully engaged using recording devices to enhance their learning. Throughout the school, good use of partner and group work was seen to enhance learning and progress. Pupils are enthusiastic learners, particularly so where teaching is at its best. In a mathematics lesson Year 1 pupils were eagerly exploring the characteristics of two-dimensional and three-dimensional shapes. 'This has a curved face and no corners,' explained one girl regarding a ball. The school is raising the progress and attainment of higher attaining pupils by ensuring work challenges them.

Pupils play an active role in the life of the school and community. Pupils enjoy their responsibilities as mentors, playground monitors and a range of other tasks. Pupils' enjoyment of school is reflected in their good attendance, which is above average.

Pupils are confident and demonstrate good social skills, mixing well with both adults and peers alike. Their development of basic skills and their abilities to effectively communicate and cooperate with others prepare them well for later life. Pupils' social and moral skills are good but their spirituality is outstanding. Pupils' understanding of other cultures and the diversity within this country are not as strong.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>3</b>
	<b>2</b>
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Teachers are increasingly using the range of resources and equipment available in a more innovative and practical manner to help make lessons interesting and enjoyable. Teachers plan well, although learning intentions and lesson outcomes are not always clear or well matched to the pupils' needs. In the majority of lessons, the level of challenge and pace ensures pupils are enthusiastic to learn. Good use is made of partner and group work to enhance learning and help pupils share ideas as well as provide opportunities for both self and peer assessments of their work. Pupils know their targets and teachers refer to these during lessons as well as using them effectively for assessment purposes. Verbal feedback to pupils is good and gives pupils clear indications on how to move forward in their learning.

The imaginative and creative changes being made to the curriculum have not, as yet, had time to impact fully on the pupils' learning. The curriculum is providing greater opportunities for practical and pupil-led activities. It is supported by a range of extra-curricular activities, adventure and learning weeks, as well as other visits and visitors. The school provides good opportunities to support those with additional needs as well as those who are underachieving. The school works well in partnership with parents and other agencies to promote pupils' well-being.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>3</b>
	<b>3</b>
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

### How effective are leadership and management?

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The relatively new and effective headteacher and senior leadership team have created, and are driving, a clear vision for improvement. School development planning is robust and clearly focused on raising attainment throughout the school. Leaders are well supported by the governors, who robustly challenge and monitor the school's work. Governors hold the headteacher and staff accountable for the progress and attainment in the school.

The school successfully promotes equal opportunities and takes all opportunities to challenge discrimination. Especially through its work with those with physical and emotional needs, the school ensures all pupils can benefit from the curriculum and is fully inclusive. Staff provide good role models for the pupils who appreciate the school's caring ethos. During one lunch time, when asked why she was helping a younger pupil, one little girl replied, 'She is one of the younger children so I'm looking after her, that's what we do here. We look after each other.' The school itself is highly cohesive and there are good links with the local community. Whilst the promotion of community cohesion is satisfactory, the school is working successfully to increase pupils' understanding of the diversity of communities around them.

Pupils state that they feel safe and secure in school and procedures in place are robust, making safeguarding good. There are good safety and security systems in place for online learning and pupils fully understand the need for these measures.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

**Early Years Foundation Stage**

Children enter the provision with skills below age-expected levels but make good

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progress to leave the Early Years Foundation Stage with average skills. Children achieve well due to the consistently good teaching. In an outdoor physical education class the children thoroughly enjoyed learning to 'lunge'. The staff provided good examples and the children eagerly copied and extended what they were shown. The related language the children were using was excellent. 'It's almost like doing a squat,' stated one child. 'It stretches our muscles,' exclaimed another.

Children acquire the skills they need for the future well through the consistent routines. Children have responsibility for small tasks and initiate their activities. This builds confidence and self-esteem.

All staff use assessment effectively. Group and individual observations are utilised effectively to plan activities that extend children's learning. The new manager has not had enough time to accelerate improvement. However, the vision and drive to underpin the already good provision is evident.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	3

**Views of parents and carers**

A large number of parents and carers responded to the inspection questionnaire and most were very supportive of the school. They fully appreciate the quality of education and care provided in the school and the changes made to improve it. One parent wrote, 'I cannot say enough good things about Pinhoe School, all the staff make exceptional efforts to make the social and learning experiences of the children as rewarding and challenging as possible.' A small number raised concerns around several areas, such as the communication with parents. The school has acknowledged that in some cases this could be better and has plans to improve this. Other concerns were around providing extra support for pupils who needed it, but inspection findings indicated that the school is providing a service to meet the needs of the pupils. Another concern raised was around behaviour, but the inspection evidence does not support this view.



### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Pinhoe Church of England Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 130 completed questionnaires by the end of the on-site inspection. In total, there are 371 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	68	52	55	42	3	2	0	0
The school keeps my child safe	67	52	55	42	4	3	0	0
The school informs me about my child's progress	29	22	91	70	5	4	0	0
My child is making enough progress at this school	37	28	78	60	13	10	0	0
The teaching is good at this school	43	33	73	56	4	3	0	0
The school helps me to support my child's learning	53	41	62	48	13	10	0	0
The school helps my child to have a healthy lifestyle	66	51	57	44	6	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	31	24	76	58	4	3	1	1
The school meets my child's particular needs	40	31	77	59	9	7	1	1
The school deals effectively with unacceptable behaviour	28	22	81	62	12	9	3	2
The school takes account of my suggestions and concerns	45	35	70	54	10	8	2	2
The school is led and managed effectively	69	53	53	41	4	3	0	0
Overall, I am happy with my child's experience at this school	77	59	40	31	6	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



13 May 2010

Dear Pupils

Inspection of Pinhoe Church of England Primary School, Exeter EX4 8PE

Thank you so much for making the inspection team feel so welcome. Your polite, pleasant and positive approach towards us helped to make our visit very enjoyable. We were impressed by the friendly and happy atmosphere of your school and the pride you take in your achievements. You have a good understanding of how to stay safe and healthy and are keen to run around and take physical exercise. You contribute well to your school and local community. Many of you told us how happy you felt in school because the teachers and staff take great care of you all. We think your school is satisfactory and improving.

You have excellent relationships with each other and with the teachers and other staff. Your teachers encourage you to try hard and always do your best in lessons. The headteacher, governors and staff have all worked hard to make your school more successful. Your attainment and progress are satisfactory but improving.

In order to make your school even better, we have asked school leaders to work on the following things.

- Help the boys to improve their writing skills so they can do better in their lessons.
- Explain clearly the reason for your lessons and make sure that you know what you have learnt at the end.
- Make all the information teachers have about your progress easier to use to help teachers plan what you need to learn next.

We wish you all the best in the future and we are sure you will all continue to help make your school an even better place for you to learn.

Yours sincerely

Ronald Hall

Lead inspector

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