

Pinfold Primary School

Inspection report

Unique Reference Number	119209
Local Authority	Lancashire
Inspection number	339379
Inspection dates	24–25 March 2010
Reporting inspector	David Byrne

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	30
Appropriate authority	The governing body
Chair	Cllr A McGuire
Headteacher	Ms Gill Gillison
Date of previous school inspection	24 January 2007
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Introduction

This inspection was carried out by one additional inspector. Three teachers were observed, teaching five lessons. Meetings were held with governors, staff and groups of pupils. The inspector observed the school's work, and looked at school documents, including policies relating to the safeguarding of pupils, the school development plan, self-evaluation records, the school's own assessment data and Early Years Foundation Stage policies and records. The inspector analysed questionnaires from 22 parents and carers, 18 pupils and 11 staff.

The inspector reviewed many aspects of the school's work and looked in detail at the following:

- the progress made by all groups of pupils, including Traveller children
- the effectiveness of marking and feedback in helping pupils understand how to improve their work
- the effectiveness of the curriculum in meeting the needs of all pupils including those in the Early Years Foundation Stage
- the impact of the care and support for vulnerable pupils on their achievement
- the quality of pupils' cultural development in relation to pupils' understanding of our multicultural society.

Information about the school

This is a very small school. A high percentage of pupils are identified with special educational needs and/or disabilities with an exceptionally high proportion having statements of special educational need. Far more pupils than is normally the case join or leave the school in Key Stage 2. The majority of pupils are from White British backgrounds and a small minority are of Gypsy/Roma culture. No pupil speaks English as an additional language. The percentage of pupils who are eligible for free school meals is just above average. The school has received the Healthy School's award and gained the Artsmark Gold accreditation. Since the last inspection, there have been significant changes in the teaching staff and currently one senior member of staff is on a temporary contract. The school has an after-school club which is inspected by Ofsted separately.

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?

1

The school's capacity for sustained improvement

2

Main findings

This is an outstanding school in which pupils prosper both academically and personally. Inspirational leadership has created a culture in which staff enjoy their work, the individual needs of pupils are met and parents and carers are welcome. Events, such as the highly acclaimed annual school play performed at the village hall as well as the school's participation in music festivals, demonstrate its excellent links with the community.

Good teaching and an exciting and innovative curriculum make learning fun. As a result the large majority of pupils, including the high proportion with special educational needs and/or disabilities and the small minority from Traveller backgrounds, make excellent progress. As in most very small schools, attainment varies from year-to-year but overall is above average. Given their starting points, pupils achieve extremely well in terms of both their academic and personal development. However, attainment in writing in Key Stage 2 is not quite as high and pupils' work is not always well presented.

Outstanding care underpins the school's great success. Staff go beyond the call of duty to support pupils and families and promote good attendance. This is one reason why behaviour is outstanding and relationships are excellent. Effective links with outside agencies, including the Traveller Support Service, ensures outstanding levels of inclusion for all. Pupils develop an advanced understanding of the choices required to live safe and healthy lives. High quality sporting provision successfully promotes the ethos that exercise is an important part of being fit and well. The pupils' knowledge of personal safety and first aid is second to none. They thrive on taking responsibility, talk proudly of their role as school councillors and in helping others as playground leaders. There are strengths in pupils' moral and social development but whilst they have a good knowledge of their local culture, their understanding of the richness and diversity of multicultural Britain is less strong.

Leadership and management are visionary, energetic and determined. The school knows itself very well but is rather cautious in its self-evaluations. Current staffing is very effective and is a key factor in raising the school's profile from good to outstanding since the last inspection. There have been improvements in achievement and progress, the curriculum and the impact of the governors. The temporary nature of some key staffing, however, gives the school a good rather than outstanding capacity to improve.

What does the school need to do to improve further?

- Raise attainment and achievement in writing at Key Stage 2 by 2011 by:

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

- raising expectations for the presentation of written work
- personalising the targets for pupils in writing and encouraging much more peer-assessment of writing in all subjects.
- Extend the quality of community cohesion by 2011 by:
 - providing pupils with further opportunities to engage with pupils from different religious, ethnic and cultural backgrounds in Britain and the wider world
 - monitoring the impact of these strategies on pupils' attitudes.

Outcomes for individuals and groups of pupils**1**

Pupils love school. They state that one reason for this is, 'The way teachers care for us and the good friends we make.' The majority are fired up to learn and do so with enthusiasm and energy. They respond to the high levels of care and support which gives everyone the confidence to offer opinions and ideas within class and group discussions. They persevere well in their learning.

In 2009, every pupil gained the expected level in the national tests for Year 6 for their age, with some exceeding it. When the pupils' starting points are considered the achievement of the large majority, including Traveller children and those with special educational needs and/or disabilities, is outstanding. In lessons, pupils are articulate and confident speakers, read well and develop a good understanding, for their age, of mathematics. They are also very successful in sport and aspects of the arts such as drama and music. Standards in writing lag behind those in other subjects although actions taken by the school are starting to narrow the gap. The quality of pupils' presentation in their work is inconsistent and handwriting is at times untidy.

Pupils have an excellent understanding of how to live safe and healthy lives. Pupils also develop an advanced understanding of safety, the importance of a balanced diet and the fact that exercise is vital for good health. Many put this knowledge into practice by participating in sport and enjoying learning about healthy eating at the cookery club. This is recognised by the Healthy School's award. Older pupils provide excellent role models for younger ones, for example, being play leaders during playtime. Pupils welcome all to their school. Everyone is accepted regardless of need, aptitude or ability. Pupils are interested in, and empathise with, the views of others. Their overall awareness of the multicultural dimensions of British society, however, is relatively limited.

These are the grades for pupils' outcomes

¹ 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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Please turn to the glossary for a description of the grades and inspection terms

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is of a very good standard. Each pupil is known very well and the teacher's knowledge of pupils with special educational needs and/or disabilities is quite exceptional. Teaching assistants play a very important role in enabling these pupils to participate fully in school life. This is not at the expense of other pupils. The more able are successfully challenged and given the chance to develop their talents, for example, in music and sport. The skills of full-time staff are very effectively complemented by part-time specialists, for example, in music and sport, to ensure that pupils receive a broad range of subject specialism. Marking is prompt and pupils are given a reasonable understanding of what they need to do next to improve. However, some targets for doing so are not as individualised as they could be, particularly in writing. In some classes, there are too few opportunities for pupils to learn through assessing their peers' work.

Pupils receive a rich and varied diet of learning experiences which engage pupils and respond to their interests. The school's acquisition of the coveted Artsmark Gold demonstrates the high quality provision for the arts. Music features highly and pupils regularly participate in local music, arts and dance festivals. The array of sporting activities is excellent and gives everyone a chance to shine. Excellent links with the local community has led to good innovations and also some national recognition. For instance, the school has been short listed for the Rolls Royce Science Prize for developing a sensory garden. Also, the school is developing a food growing project, entitled "Growing Gourmet Grub" in which pupils cook the produce as part of cookery club.

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The ethos of care within the school is outstanding. Staff constantly go beyond the call of duty in helping pupils and supporting their families. This enables pupils with complex needs to access school and to promote good attendance. Close links with the Traveller Service and the dedication of staff ensure that pupils from these backgrounds are totally included in school life. Great care is taken in inducting children and parents to school in Reception, and very strong links with the local secondary schools eases the transition to it.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher is a highly effective leader who has created a very strong team of staff with a shared commitment to provide a high quality, innovative and inclusive education. All are involved in decision making and contribute to the school's management. Effective self-evaluation prompts swift and effective action to rectify weaknesses. As a result initiatives to improve reading and to involve parents and carers in the process have been very successful. There is a total commitment to equal opportunities, which it successfully achieves by working with families of different backgrounds. The engagement with parents and carers is very effective. Staff are readily available to meet with them and strategies effectively encourage the close involvement in their children's education.

The sense of community within the school is very strong and there are excellent links with the neighbourhood. Strategies to promote global awareness are good but not enough is done to develop pupils' understanding of the cultural richness and diversity of Britain. The many strengths of the school are backed by a good governing body which strongly supports the headteacher and staff. It is well informed through regular visits to school and they influence the strategic direction of the school. Governors listen to the views of parents and carers but do not yet formally consult with them. The capacity for improvement is in many ways very good but the fact that there is one temporary member of staff who is positively influential on the school's performance reduces this to good. All statutory requirements relating to safeguarding are met and pupils and adults are kept safe and secure at all times. Finances are meticulously planned to get best value for money.

These are the grades for leadership and management

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

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The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children get off to a good start in the Early Years Foundation Stage. They benefit from a settled, secure and welcoming environment. Excellent leadership by the current leader makes the very best of the limitations presented by the accommodation. Children are given a full range of opportunities to learn in the manner recommended for their age and also benefit from learning alongside older pupils. A team of staff are very well managed to enable children with complex special educational needs and/or disabilities to participate in all elements of learning. From whatever their starting points, children move forward well and most attain the standards expected for their age by the time they move into Year 1.

Children's personal development and behaviour are good. They have warm, friendly relationships with adults and they play together happily. Children are motivated to enjoy learning. For instance, children thrived on being in the Fire Station and after putting out the 'fire' they recorded their actions using simple writing skills and then all went to bed because it was the night shift!

A varied curriculum is delivered, and has imaginative play and children's interests at its heart. Improvements have been made since the last inspection and the use of outdoor learning is good. Despite the very best efforts of the staff, the limitations within the accommodation reduce opportunities for children to fully develop their ability to use their initiative and take responsibility for selecting activities. Children's welfare and progress are carefully monitored and all aspects of safeguarding are in place. The involvement of parents and carers is highly valued and the leader goes to great lengths to work with families prior to, and during, the children's time in the Early Years Foundation Stage.

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

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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	1

Views of parents and carers

The vast majority of parents and carers are very supportive of the school and say they feel fortunate for their children to attend it. Many parents praise the quality of care and support provided for pupils and the way that staff go the extra mile to help pupils and families. The quality of leadership, teaching and the curriculum are all rated very highly. There were virtually no negative comments. The inspection findings confirm the overall very positive views of the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Pinfold 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 inspector received 22 completed questionnaires by the end of the on-site inspection. In total, there are 30 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	16	73	6	27	0	0	0	0
The school keeps my child safe	14	64	8	36	0	0	0	0
The school informs me about my child's progress	14	64	8	36	0	0	0	0
My child is making enough progress at this school	14	64	6	27	1	5	1	5
The teaching is good at this school	15	68	6	27	1	5	0	0
The school helps me to support my child's learning	13	59	7	32	2	9	0	0
The school helps my child to have a healthy lifestyle	15	68	6	27	1	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)	13	59	7	32	2	9	0	0
The school meets my child's particular needs	14	64	7	32	1	5	0	0
The school deals effectively with unacceptable behaviour	13	59	7	32	2	9	0	0
The school takes account of my suggestions and concerns	14	64	8	36	0	0	0	0
The school is led and managed effectively	15	68	6	27	1	5	0	0
Overall, I am happy with my child's experience at this school	15	68	6	27	0	0	1	5

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



26 March 2010

Inspection of Pinfold Primary School, Ormskirk, L40 8HR

Dear Pupils

Thank you so much for sharing your lessons and school days with me recently. I am writing to advise you that your school is outstanding. This means that it is doing a really good job in lots of ways and is better than the large majority of primary schools.

The high quality of care, especially for those of you with challenges with learning and behaviour, coupled with exciting lessons and very dedicated and skilled staff mean that you all do extremely well. Even those of you who struggle with learning do really well to attain at levels that match the national average. Your behaviour is excellent, your understanding of how to stay safe and live healthy lives is outstanding and you are extremely well prepared for secondary school life. You told me how much you enjoy lessons and it is obvious to see why. You all make lots of good friends and develop positive relationships with others.

Please thank your parents or carers for returning their questionnaires. I appreciated their views. I agree with them about how caring your school is and the fact that your headteacher is an inspiration who works tirelessly to make the school so good.

Outstanding does not, however, mean perfect. There are two areas that could be better and the school has been asked to work with you to improve the following:

- your attainment in writing at Key Stage 2 and the overall quality of presentation of your work
- your knowledge and understanding of the richness and diversity of multicultural Britain.

I wish you all the very best for your future.

Yours sincerely

Mr David Byrne

Lead inspector

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