

# Pinfold Street Primary School

Pinfold Street Extension, Darlaston, Wednesbury, WS10 8PU

**Inspection dates** 6–7 May 2015

| <b>Overall effectiveness</b>   | Previous inspection: | Requires improvement        | 3        |
|--------------------------------|----------------------|-----------------------------|----------|
|                                | This inspection:     | <b>Requires improvement</b> | <b>3</b> |
| Leadership and management      |                      | Good                        | 2        |
| Behaviour and safety of pupils |                      | Good                        | 2        |
| Quality of teaching            |                      | Requires improvement        | 3        |
| Achievement of pupils          |                      | Requires improvement        | 3        |
| Early years provision          |                      | Good                        | 2        |

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils do not make consistently good progress.
- Standards of attainment, although improving at the end of Year 6, are still well below average.
- Teachers do not always make the best use of the teaching assistants in lessons to support pupils' learning.
- Some teachers do not have good enough subject knowledge in mathematics. As a result, pupils have gaps in some of the basic concepts in this area.
- Pupils are not always encouraged to extend and develop their responses so that they can improve their speaking and reasoning skills.
- Work is not always hard enough for the most-able pupils. Activities do not always challenge them effectively.
- The curriculum does not always interest boys as much as girls so they do less well.

### The school has the following strengths

- The headteacher, in partnership with other senior leaders and governors, has an aspirational vision for the school. Teaching and achievement are improving. They have also successfully ensured that provision in the early years and behaviour is now good.
- The school's values ensure that pupils respect each other. Pupils' spiritual, moral, social and cultural development is well promoted.
- The school's work to keep pupils safe is thorough. As a result, pupils say that they feel safe in the school.
- Behaviour and attitudes to learning are good.
- Children in the early years make good progress and catch up very quickly.
- Governors have a good understanding of their roles and responsibilities. They ensure that any weaknesses are dealt with quickly.

## Information about this inspection

- Inspectors observed teaching and learning in 20 lessons throughout the school. Some of these were observed jointly with the headteacher and deputy headteacher.
- Inspectors held meetings with staff who have leadership responsibilities, members of the governing body and a representative from the local authority.
- Inspectors held discussions with two groups of pupils formally as well as having informal discussions with them during lessons, break and lunchtimes.
- Inspectors looked at a range of pupils' work and listened to them read.
- Inspectors examined a range of documents including information relating to the school's own checks on its work, pupils' progress and the governing body minutes. They also reviewed documents relating to safeguarding, child protection, behaviour and attendance.
- Inspectors took account of the 22 responses to the online questionnaire Parent View and the views of parents spoken to during the inspection. They also considered the 27 responses to the staff questionnaire.

## Inspection team

Sharona Semlali, Lead inspector

Additional Inspector

David Shears

Additional Inspector

Glen Goddard

Additional Inspector

## Full report

### Information about this school

- This is a larger than average-sized primary school.
- Most pupils are from White British backgrounds.
- A significant number of pupils join and leave the school after the usual admission times.
- There has been a recent surge in the number of pupils joining the school who speak English as an additional language and are at the early stages of learning English.
- Provision in the early years is made up of two full-time Reception classes.
- The proportion of disabled pupils and those who have special educational needs is broadly average.
- The proportion of disadvantaged pupils eligible for support through the pupil premium is well above average. This is additional funding for pupils known to be eligible for free school meals or in the care of the local authority.
- The school does not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Since the previous inspection, there have been significant changes in staff and to the membership of the governing body.
- The school has received support from Lindens Primary School and Elmswood Special School.
- In the autumn term in 2014, the school had major building works.
- A before and after-school club called 'Scallywags' operates on the school site. This club is not managed by the school and was not part of this inspection.

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

- In order to raise attainment, make certain that the quality of teaching is consistently good or better by ensuring that teachers:
  - fully utilise the teaching assistants to support pupils' learning in classrooms
  - provide sufficient challenge for the most-able pupils
  - adapt the curriculum to make it more interesting for boys and close the gaps in achievement between boys and girls
  - develop better subject knowledge in mathematics
  - develop and extend pupils' speaking skills and responses.

## Inspection judgements

### The leadership and management are good

- The headteacher is well supported by an able deputy headteacher. Together, they have been effective in improving the quality of teaching and accelerating the progress pupils make in all subjects. This is particularly notable during this academic year.
- Leaders foster good relations. They have improved the focus on learning so pupils work well in lessons and behaviour has improved overall.
- The school has an accurate evaluation of how well it is doing. Leaders have a clear grasp of the school's strengths and areas for development, and quickly respond to any weaknesses. They use sophisticated systems to carefully track pupils' progress ensuring that no pupil slips through the net. This is because the school is firmly committed to promoting equality of opportunity for all its pupils.
- Checks on the quality of teaching and learning are very robust. A wide range of evidence is used including 'drop ins', scrutiny of pupils' work and formal lesson observations. Teachers receive regular feedback. All of this information is pulled together to make a profile for each teacher. This helps leaders to quickly know what type of training and targets are needed for each teacher. Senior leaders have taken effective actions to address all inadequacies in teaching which were evident in some year groups in the past. All of this has helped to improve teaching and pupils' progress.
- All middle leaders are effective in their roles. They have high expectations and are fully involved in holding staff to account about pupils' progress. As a result, progress is starting to accelerate in reading, writing and mathematics.
- School leaders have established strong links with parents. Parents enjoy taking part in different events such as 'Pinfold's got talent' and attend different workshops provided. All parents spoken to during the inspection and those who responded to the online questionnaire were happy with the school's work.
- Leaders ensure that all child protection and safeguarding training for all staff is up to date and thorough. As a result, safeguarding meets statutory requirements and is effective.
- The primary physical education and sports funding is spent well. It has helped to upskill teachers so that pupils enjoy high-quality lessons in sport. Part of it was used to purchase extra kit needed so that all pupils can now take part in the different types of physical educational activities provided. This is an example of how the school is tackling and not tolerating any form of discrimination. More pupils take part in the different clubs now, particularly those that were not very active previously.
- The new curriculum prepares pupils for life in modern Britain effectively. For example, the election of school council members is based on pupils' votes. This helps pupils to understand the process of democracy. School leaders have actively developed the curriculum to meet the needs and interests of pupils in the school. Parents are strongly involved during the different celebration days.
- The curriculum helps to broaden pupils' experience of the environment beyond the school, such as going on visits to the theatre and experiencing live musical events. However, it does not always provide enough challenge for the most-able pupils or ensure that it is interesting and engaging so boys do as well as girls.
- The school's work promotes pupils' spiritual, moral, social and cultural development well. This is reflected in the way pupils conduct themselves well around the school knowing the difference between right and wrong. There is a strong focus on the school's values based on 'respect'. Each half term there is a focus on each one of the school's values. At the time of the inspection, the focus was on 'pride'. Pupils also enjoy developing their own musical talents by working closely with professional musicians.
- The pupil premium funding is used well to close the gaps between those entitled to it and others in the school. The funding ensures that these pupils are able to participate in all aspects of the school's life, helping to develop their self-confidence and self-esteem.
- The local authority provides good support, particularly for the leadership team. For example, it has carried out reviews and provided the extra challenge to the school.
- School leaders have good working relationships with other schools in the Darlaston cluster. The school has received effective support which has helped to improve behaviour and enabled teachers to observe good and better practice in other schools.
- **The governance of the school:**
  - The effectiveness of the governing body has improved significantly since the previous inspection. There have been many changes in its membership. It has had a review and has been reconstituted. Also, a skills audit has been completed. All of this has helped towards improving their effectiveness as strategic leaders. All governors now have an in-depth and intimate understanding of the school's data. Everything is colour-coded, and this helps them to know how well the school is performing and what challenging questions to ask. Governors know what the quality of teaching is like in every class and how

it has improved. They insist that only good performance of teachers is rewarded which is linked to pupils' achievement. They ensure that weaknesses in teaching are tackled promptly.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils is good. They are eager to learn and arrive at lessons promptly. Pupils are polite and respectful to each other and all adults. This helps to contribute to an overall pleasant learning atmosphere in lessons. However, there are times when the activity is not challenging and it does not capture the pupils' interest, particularly of the most able.
- Pupils fully understand and respond to the school's rewards such as class points and celebration assemblies. They respect the sanctions which include losing play time or spending time in another class. Effective behaviour strategies such as all staff having a consistent approach in dealing with behaviour have helped to improve it. This has also helped to reduce the number of fixed-term exclusions for new arrivals with specific difficulties.
- Pupils enjoy taking on responsibilities. For example, the 'Eco Rangers' relish looking after the different animals in the 'Eco Zone'. This helps them to understand how to become responsible and committed young people.

### Safety

- The school's work to keep pupils safe and secure is good. Safeguarding and child protection training is thorough and up to date. Risk assessments are all in place to ensure the environment is safe. Leaders place high priority on pupils' safety.
- Pupils say they feel safe. They have confidence that staff will try to address any concerns. They are taught through the curriculum on how to keep themselves safe, particularly when using the internet.
- Pupils have a good understanding of the different forms of bullying. They say that it rarely happens and any incident is dealt with effectively.
- Leaders have used a range of strategies that have been effective in improving attendance. This includes giving those that attend every day a chance to win some highly sought-after prizes.

## The quality of teaching requires improvement

- Teaching requires improvement because there are still inconsistencies and it has not yet been strong enough to lead to good achievement.
- Teaching assistants are not always well deployed and utilised by teachers. They are not always clear about their roles and how they support pupils' learning.
- Teaching in mathematics is not always good because the subject knowledge of a few teachers is not strong enough. They do not always ensure that pupils have a good understanding of the basic skills in mathematics before moving their learning on.
- Teachers do not always make sure that work interests boys as much as girls so they do less well. There are also occasions when the work planned is too easy for the most-able pupils. This limits what they are capable of achieving.
- The quality of teachers' questioning is improving. Where it is good, it really makes pupils think and develops their understanding. However, there are times when teachers' questioning does not enable pupils to extend and stretch their speaking and reasoning skills. They do not always get pupils to explain why they have given a particular answer so that they can improve their oracy and clarify their thinking.
- Work in pupils' books shows that pupils are given lots of opportunities to write in all subjects and for different purposes. This is helping to improve their stamina in writing and produce better work.
- Marking is very detailed and regular. Pupils often get instant and regular verbal feedback. They are given quality time to produce written evaluations of how well they did at the end of each lesson. This is helping

to increase their understanding and reflect on their learning.

- Reading is taught and promoted well in all subjects. Good teaching of phonics (the sounds that letters make) has been effective in helping pupils who are at the early stages of reading and writing. They are able to use these skills confidently when they read or spell unfamiliar words.

### The achievement of pupils

### requires improvement

- Achievement requires improvement because progress is not yet consistently good in all year groups. There are also some year groups where girls do better than boys as work does not always engage them.
- In 2014, overall attainment at the end of Key Stage 1 was well below average and had dipped. In the same year, the overall attainment at the end of Key Stage 2 had improved but was still well below average. The school's data and work in pupils' books show that pupils' attainment and progress are on track to be better this year for pupils currently in Year 6.
- Progress in reading, writing and mathematics has accelerated, particularly over this academic year. This is a significant improvement when compared to that made at the end of 2014, when too few pupils made expected progress in all subjects.
- Reading is taught and promoted well in most lessons. Pupils read widely and often. This is reflected in the results of the phonics screening check for pupils in Year 1 in 2014 which improved and were broadly average.
- The proportion of pupils achieving the higher Level 3 at the end of Year 2 and Level 5 at the end of Year 6 was well below average. This has been a focus this year and additional booster classes have been provided, which is starting to improve progress. However, there are occasions when the work given does not provide enough challenge and the activities are not always followed up by the teacher so the most-able pupils do not make the best progress.
- The gaps between disadvantaged pupils and others currently in the school are narrow and closing quickly. In 2014, the gaps were wide for all pupils when compared to others nationally. Even though disadvantaged pupils were almost four terms behind other pupils nationally in reading, writing and mathematics, these gaps are closing. The gaps were narrower when disadvantaged pupils were compared to others in the school. They were around one term behind in mathematics and reading, and just over two terms in writing. These gaps are also closing.
- The rate of progress of disadvantaged pupils is being closely monitored by governors and senior leaders. It is similar to others in the school currently. However, the rate of progress for disadvantaged pupils at the end of Year 6 in 2014 was similar to others in the school in reading. It was better in reading but lower in writing. The rate of progress for disadvantaged pupils when compared to others nationally was lower in all subjects, which was similar to the other pupils in the school.
- Those pupils who join the school after the usual admission times and those who speak English as an additional language make good progress. The school has developed effective procedures for them during their first couple of weeks of starting the school. This enables them to have a settled and smooth start into the school.
- Disabled pupils and those with special educational needs make good progress. Their progress is checked closely. The impact of any additional support for these pupils is also monitored carefully. Good links with external agencies are utilised well when needed. The school's work in this area is used as an example of good practice with other local schools.

### The early years provision

### is good

- Most children enter the early years with skills and knowledge that are lower than that usually seen at this age, particularly with their communication and language development. Good leadership and teaching over time ensure that children catch up quickly by making good progress. By the time they leave Reception, the proportion achieving a good level of development is similar to the national average. They are well prepared to enter Year 1.
- Disabled children and those who have special educational needs are given good support. Teaching assistants are trained well to give personalised support for those with complex language difficulties. This is helping them to gain much more confidence with their speaking skills. Children are encouraged to speak in full sentences.

- Work in children’s books shows that children enjoy a wide range of experiences, including making and decorating Diwali lamps and acting to music in the hall. The most-able children are starting to record and evaluate their learning experiences. However, their books show that some of the activities are not providing enough challenge to extend their thinking skills.
- Teachers plan stimulating and engaging activities for children. For example, children were highly engaged in exploring how to make different buildings with bricks, sand and cement. The displays and activities also promote children’s number and language skills.
- Adults work well in ensuring that all children feel safe and play well together in a warm and welcoming environment. Children share and play with different resources sensibly and behaviour is good.
- Leadership and management of the early years provision are good. Strong and positive working relationships are made with parents. They make valuable contributions to children’s initial assessments and throughout the year. On the hundredth day that children have attended the Reception classes, they have a big celebration and invite their parents. This includes children decorating 100 cupcakes, walking 100 steps, collecting 100 items from home and releasing 100 balloons. This is successful in helping parents to feel more involved with their child’s learning.

## What inspection judgements mean

| School | Grade   | Judgement            | Description  |
|--------|---------|----------------------|--|
|        | Grade 1 | Outstanding          | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.   |
|        | Grade 2 | Good                 | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.   |
|        | Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.   |
|        | Grade 4 | Inadequate           | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

## School details

|                                |         |
|--------------------------------|---------|
| <b>Unique reference number</b> | 104176  |
| <b>Local authority</b>         | Walsall |
| <b>Inspection number</b>       | 462542  |

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

|  |                                   |
|--|-----------------------------------|
| <b>Type of school</b>                      | Primary                           |
| <b>School category</b>                     | Community                         |
| <b>Age range of pupils</b>                 | 5–11                              |
| <b>Gender of pupils</b>                    | Mixed                             |
| <b>Number of pupils on the school roll</b> | 396                               |
| <b>Appropriate authority</b>               | The governing body                |
| <b>Chair</b>                               | Steve Pearce                      |
| <b>Headteacher</b>                         | Sally-Ann Sinclair                |
| <b>Date of previous school inspection</b>  | 12–13 June 2013                   |
| <b>Telephone number</b>                    | 0121 568 6366                     |
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