

Pinfold Street Primary School

Pinfold Street Extension, Darlaston, Wednesbury, West Midlands WS10 8PU

Inspection dates

7–8 June 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The school is well led and managed by the headteacher and deputy headteacher. Together with the wider leadership team, they have made significant improvements in teaching, and pupils are achieving well across the school.
- The latest school performance information and the work in pupils' books show that achievement in all year groups is good. Pupils' progress is accelerating rapidly in reading, writing and mathematics.
- Other adults are skilled in supporting the learning of individuals and groups of pupils. They make a good contribution to these pupils' progress.
- Pupils are enthusiastic and keen learners who try hard and behave well in lessons and around the school. They take on extra responsibilities and help those less fortunate than themselves through fundraising.
- Pupils feel safe and well cared for. They have a good understanding of how to keep safe, including when using a computer on the internet.
- Sometimes teachers do not move pupils on to more demanding work quickly enough.
- From starting points below those typical for their age, children make good progress in the early years. They enter Year 1 as confident learners.
- Pupils do not have enough chances to use their literacy skills and mathematical skills well across the curriculum.
- The school promotes pupils' spiritual, moral, social and cultural development very well so that they are ready for life in modern Britain.
- Leaders' checks on the quality of teaching do not focus closely enough on the progress of particular groups of pupils.
- Governors are committed and ambitious for the future of the school. They have taken effective action to ensure that the school is improving. They have a clear understanding of what the school does well and what needs to be further improved.

Full report

What does the school need to do to improve further?

- Maintain the rigorous focus on continuously improving the quality of teaching, learning and assessment so that pupils make the best possible progress by:
 - moving pupils on to more demanding tasks when they are ready
 - extending the current opportunities that pupils have to apply their literacy and numeracy skills in other subjects and activities
 - sharpening the monitoring of teaching with a clearer focus on how effectively groups of pupils learn and make progress in lessons.

Inspection judgements

Effectiveness of leadership and management

Good

- The strong ambition of the headteacher, ably assisted by the deputy headteacher and highly effective teams, has brought about rapid improvement in many areas of the school. The shared vision enables good teaching to flourish and pupils to behave and achieve well.
- The drive to improve the quality of teaching and pupils' achievement has been successful, and these aspects are improving rapidly. Inconsistencies in pupils' progress have been ironed out and pupils now make good progress throughout the school. Weak teaching has been eradicated and the quality of teaching is now good.
- There is a robust system for checking the progress and attainment of pupils in each year group. Leaders regularly check the quality of teaching, learning and assessment, giving appropriate challenge and support where the standard of teaching falls below expectations, thereby improving teaching practice effectively. However, the monitoring of teaching does not take enough account of the impact of teaching on the progress of groups of pupils in lessons.
- Leaders at all levels, including those responsible for subjects, are supported well in developing their roles and in how they use information to check that pupils are making good progress in each year group. Meetings with teachers to discuss the progress of individual pupils have enabled leaders to become more actively involved in school improvement. Any pupils at risk of falling behind are quickly identified and given extra support to help them keep up with other pupils.
- The curriculum has been well planned to enthuse and excite pupils in their learning. A broad range of topics, such as 'The Secret Garden' and 'Meet the Flintstones', fire pupils' imaginations. They bring together aspects of many different subject areas, including design and technology, music, cooking and geography. Pupils enjoy the many additional activities, like educational visits to the Grand Theatre Wolverhampton and Darlaston Library and school visitors like the poet Andy Tooze. These activities nurture pupils' interests and develop their skills well.
- The primary school physical education (PE) and sports funding is used appropriately to ensure that all pupils become more physically active. It funds a specialist coach who takes sports lessons in conjunction with the teachers, which helps to develop their skills. After-school clubs, such as rounders, benchball and athletics, increase pupils' participation. As a result, pupils develop healthier lifestyles and better physical well-being.
- The pupils' spiritual, moral, social and cultural development is promoted very well through the school's clear vision and values, based on 'respect'. Each half term there is a focus on one of the school's values, such as teamwork. Pupils are encouraged to take responsibility in the school and to support others in the community. There is a wide range of activities, like celebrating Diwali. Stories from Hinduism and Islam enable pupils to deepen their understanding of different cultures and faiths so that they are well prepared for life in modern Britain.
- The inclusion manager ensures that funding received to support the achievement of

pupils who have special educational needs and/or disabilities is used effectively. As a result, provision for these pupils has improved substantially.

- Pupil premium funding is used effectively to support small-group sessions and one-to-one support. This includes providing opportunities for pupils to work with the learning mentor or receive additional support for their emotional well-being. As a result, disadvantaged pupils progress well, and the differences between their performance and that of other pupils nationally is reducing rapidly.

Governance of the school

- The governors play an effective role and have a clear view of how they will continue to support and develop the school. They have undertaken training in understanding data and are able to analyse information on pupils' progress compared to that of other pupils nationally.
- Governors are well informed about the school's strengths and weaknesses. They are supportive, while challenging the school, and are committed to ensuring that achievement continues to rise.
- The governors bring to their roles a wide set of qualities, such as professional skills and a good knowledge of the local community. They ensure that leaders take action in the event that any teaching is weak. Regular visits to the school and the linking of individual governors to subjects make them aware of the quality of teaching, so that weaknesses are tackled.
- The governors monitor the spending of the school's finances, including how the pupil premium, special educational needs and PE and sports funding are spent.

Safeguarding

- The arrangements for safeguarding are effective. The headteacher has ensured that all staff and governors have read and acted on the latest guidance on keeping children safe, including that on the dangers of extremism and radicalisation.
- The school works very well in partnership with parents and other agencies to ensure that pupils are safe and cared for well. Staff have a very good awareness of safeguarding issues and procedures to follow should they be concerned about a pupil's welfare. The school helps parents to understand the importance of adopting safe practices, such as using the internet safely.

Quality of teaching, learning and assessment

Good

- School leaders are uncompromising in their drive to improve the quality of teaching. Consequently, the quality of teaching is now consistently good, and pupils' progress is rapidly improving.
- Teachers have very positive relationships with the pupils and expect pupils to work hard in lessons. All adults know what part they play in lessons and offer a good level of support to those who find it difficult to keep up with work. Teachers provide opportunities for pupils to work together with others to develop their social skills and to share ideas.

- The teaching of reading has been strengthened. Teachers promote an enjoyment for reading and use a range of literature to develop pupils' reading skills. Pupils enthusiastically talk about the books of their favourite authors, like Jacqueline Wilson and Roald Dahl. Younger pupils use their knowledge of phonics well to help them read new words.
- Well-planned use of practical resources, especially in mathematics, ensures that pupils grasp concepts quickly and are able to solve real-life problems. In a key stage 1 numeracy lesson, pupils were engrossed, dividing numbers by making good use of objects such as cubes to count out the shared amounts correctly.
- Teachers ensure that pupils develop their skills in writing in different styles and for different purposes well. Pupils develop the basic skills of spelling, punctuation and grammar. For instance, in a key stage 2 lesson, pupils used words and phrases skilfully to write a review of their recent trip to see 'Running Wild' at the Grand Theatre Wolverhampton.
- Teaching of specialist subjects, including music and French, is a strength of the school, because teachers are very well informed, highly motivated and enthusiastic. Consequently, pupils develop a love of these subjects. Pupils not only learn to speak French well, but also study the culture of France. They learn to play a range of instruments and sing in the choir.
- Pupils do not yet have enough opportunity to demonstrate their proficiency in literacy and mathematics by employing these skills to support learning in other subjects. Sometimes, teachers do not take enough account of what pupils are capable of achieving in deciding when to move particular pupils on to more demanding work.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are confident and self-assured. They are able to describe their learning, rise well to challenge and persevere even when they find work difficult. Pupils enjoy helping each other when working together on tasks and activities. One pupil commented, 'Our teachers are very friendly and help us if we get stuck.'
- Playtimes and lunchtimes are happy and sociable occasions. Pupils sit and chat together and welcome the opportunity to socialise with their friends. Pupils act responsibly when playing ball games in the playground, where they are well supervised.
- Pupils are confident that they are looked after well. They have a good understanding of how to keep safe, including when using the internet, and take responsibility for their own actions. They understand the different types of bullying, such as cyber bullying and name-calling. They said that bullying is rare, and that when it does happen it is dealt with swiftly.
- Pupils enjoy taking on extra responsibilities. For example, the 'Eco Rangers' enjoy feeding the different animals and cleaning up the 'Eco Zone' where the animals live.

This helps them to understand how to become responsible and committed young people.

- Pupils learn to consider their roles in society and ways in which they can help those less fortunate than themselves. They are very proud of the funds they raise for different charities, including Cancer Research and Remembrance Day.

Behaviour

- The behaviour of pupils is good. Pupils are polite and courteous towards adults and each other. They ensure that visitors to the school are made to feel welcome.
- Behaviour in the classroom is good. Pupils concentrate well in lessons and apply themselves enthusiastically to activities. Only when the pace of learning slows do a few pupils lose concentration.
- The school is effective in dealing with pupils who have behavioural difficulties. The poor behaviour of some pupils has led to some fixed-term exclusions in the past. Through the school's support and guidance, the behaviour of these pupils has improved markedly.
- Pupils treat one another with kindness and know the school's behaviour management systems very well. They are keen to do the right thing and earn rewards.
- Attendance is currently slightly above the national average. Leaders' actions to improve attendance have been effective. This includes giving those who attend every day a chance to win some highly sought-after prizes. As a result, the number of pupils who are persistently absent is below average.

Outcomes for pupils

Good

- The headteacher and other leaders have taken highly effective action to improve outcomes since the last inspection. In 2016, pupils' progress was strongest at the end of Year 2, where their achievement was good. Pupils' progress at the end of Year 6 was similar to that of all pupils nationally in writing but not as strong in reading and mathematics. However, work in pupils' books and school records show that the large majority of pupils in year groups are making rapid progress in reading, writing and mathematics and across the curriculum. The proportions of current Year 6 pupils attaining the nationally expected standards for their age are similar to the national average and rising rapidly.
- A successful focus on the teaching of mathematics has accelerated pupils' progress in this subject. Pupils have a good understanding of mathematical operations and apply them well in solving practical problems. Pupils write for different purposes and in different styles effectively. They are confident speakers and are good at listening, because they regularly discuss their ideas in lessons. The school has been successful in raising the standard of pupils' grammar, punctuation and spelling.
- Raising attainment in reading has also been effective. The school invested in more exciting books to motivate pupils, particularly boys. Teachers also raised the profile of reading. Group reading is now an integral part of daily work, and pupils are encouraged to read more widely at home. The teaching of phonics is good and pupils

of all ages enjoy reading. Most Year 1 pupils achieved the expected standard in their phonics screening check in 2016. Older pupils read confidently, talk knowledgeably about reading and enjoy a wide range of authors, such as Michael Morpurgo.

- Pupils from minority ethnic backgrounds and those who speak English as an additional language make rapid progress. This is because their learning needs are identified and addressed well, so that they settle quickly.
- Pupils who have special educational needs and/or disabilities are now making better progress than in the past. This is because the person responsible for them liaises closely with teachers to ensure that their learning is well planned, and they receive effective support from adults. As a result, they make good progress from their starting points.
- The most able pupils are frequently expected to support other pupils in topic work by offering helpful advice. They are presented with work that requires them to think carefully about their learning and master specific topics. The books show that, from their starting points, the progress of most-able pupils is similar to that of other pupils with the same high starting points nationally.
- Leaders effectively address the needs of disadvantaged pupils in school through individual plans that tackle each pupil's specific barriers to learning. Consequently, these pupils now make good progress, and differences in their attainment and that of other pupils nationally are diminishing.
- Pupils make good progress in a wide range of subjects, in addition to English and mathematics. In science, pupils learn to conduct different investigations with increasing independence. They understand the need for a fair test, make sensible predictions, measure accurately and draw appropriate conclusions. In history, pupils learn about the cultures and important historical events in a wide range of countries.
- Standards are rising across the school because of the leaders' strong focus on improving teaching and raising aspirations. Pupils are well prepared for their next steps as they move through the school, ready to start their secondary education.

Early years provision

Good

- The early years is led and managed well. The early years leader has established effective links with parents and pre-schools. As a result, children settle quickly into the Reception classes and grow in confidence and independence.
- When they join the school in the Reception classes, many of the children have weaker skills than those of typical four-year-olds. Their speaking, listening and mathematical skills are particularly underdeveloped. By the end of Reception, children make good progress from their starting points across all areas of learning, and the majority reach a good level of development. Children are ready to start Year 1.
- Leaders make effective use of the extra funding for disadvantaged children and children who have special educational needs and/or disabilities. This ensures that they remove barriers to children's learning, for example to enhance children's speech and language development if they fall behind in their learning.
- Staff encourage children to develop their reading, writing and mathematical skills well,

including through exploring and experimenting. Children learn to follow instructions and to concentrate on activities, happily sharing equipment and discussing what they are learning with their friends. Information contained in children's 'learning journals' shows that they make good progress and enjoy learning.

- Staff skilfully encourage children's curiosity and independent exploration. The learning environment has a vast array of stimulating experiences and resources for children to choose from. For example, during the inspection, children were busy making a trap to catch 'Hefty Hugh' and 'Lanky Len', using materials such as cardboard, scissors, string and tape. They were making decisions about how materials can be combined and changed. As a result of these opportunities, children make good progress and enjoy their learning.
- The development of children's reading skills, especially phonics, is given good attention. For example, children were highly engaged in an activity in which they had to identify what sounds different animals make. They recorded the sounds on a 'talking tin' and wrote the sounds in speech bubbles.
- Staff plan the children's work well, mindful of their different ages and stages of learning. Prompts for learning are adjusted to suit the children's level of understanding, and there is a good degree of clarity about what learning is expected in each activity, indoors and out. On occasions, however, tasks given to children are not sufficiently demanding to challenge them to make even more progress.
- Outdoors, staff have crafted an excellent range of learning activities that develop children's physical skills well. Children have very good opportunities to ride tricycles and scooters, and this helps them to develop balance and coordination. The space is also used very well to widen their understanding of counting and number and sometimes to promote their writing skills.
- Welfare requirements are met and children are safe. Children exhibit good behaviour and cooperate with one another very well. They are also inquisitive. During the inspection, children were keen to engage with inspectors and share their learning.

School details

Unique reference number	104176
Local authority	Walsall
Inspection number	10032589

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	415
Appropriate authority	The governing body
Chair	Steve Pearce
Headteacher	Sally-Ann Sinclair
Telephone number	01215 686366
Website	www.pinfoldschool.co.uk/
Email address	postbox@pinfold-st.walsall.sch.uk
Date of previous inspection	6–7 May 2015

Information about this school

- The school is larger than the average-sized primary school.
- Early years provision is full time in Reception.
- The large majority of pupils are of White British heritage.
- An average proportion of pupils are from minority ethnic heritages. An average proportion speak English as an additional language.
- The proportion of pupils who have special educational needs and/or disabilities is above average. An average proportion of pupils are in receipt of an education, health and care plan.
- The proportion of pupils supported by the pupil premium is above average.
- The school meets requirements on the publication of specified information on its website.

- The school did not meet the government's current floor standards, which are the minimum standards expected nationally for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6 in 2016.

Information about this inspection

- Inspectors gathered a range of evidence to judge the quality of teaching, learning and assessment over time. They observed learning in lessons. These included joint observations with the headteacher and deputy headteacher. In addition, inspectors listened to pupils read.
- Inspectors looked at examples of pupils' work and talked to them about their learning.
- Inspectors talked to parents as they brought their children to school and examined their responses to the online free-text survey for parents.
- Inspectors considered the views of staff who completed the online questionnaires.
- Inspectors took account of the 26 responses to Parent View, Ofsted's online questionnaire. They also considered the school's own surveys of parents' views.
- Meetings were held with a group of pupils, the chair of governors and members of the governing body, a representative from the local authority and school leaders.
- Inspectors looked at a wide range of school documents, including: the school's own information on pupils' current and recent progress; planning of work in different subjects; leaders' monitoring of the quality of teaching and learning; and records relating to behaviour, attendance and the safeguarding of pupils.

Inspection team

Steve Nelson, lead inspector	Ofsted Inspector
Chris Bandfield	Ofsted Inspector
Johanne Clifton	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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