

Pinfold Street Junior Mixed and Infant School

Inspection report

Unique Reference Number	104176
Local Authority	Walsall
Inspection number	336249
Inspection dates	27–28 January 2010
Reporting inspector	Chris Kessell

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	364
Appropriate authority	The governing body
Chair	Alan Davies
Headteacher	Ian Hankinson
Date of previous school inspection	4 November 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 17 lessons and spent seven hours and thirty-five minutes observing pupils' learning. Inspectors held meetings with senior staff, the Chair of the Governing Body and groups of pupils. They observed the school's work, analysed 98 questionnaire responses from parents and looked at pupils' work, assessment data about pupils' progress and other documentation provided by the school.

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

- whether recent trends of improvement in pupils' attainment and learning and progress could be sustained, especially at Key Stage 2
- the effectiveness of the school's strategies to improve pupils' learning and progress at Key Stage 1
- the use of assessment data to ensure that all groups and individuals are making at least satisfactory progress
- aspects of Early Years Foundation Stage provision that could be used by the rest of the school to improve pupils' progress.

Information about the school

The school is above average in size. The large majority of pupils come from White British backgrounds. A small minority of pupils are from minority ethnic groups. Very few are at the early stages of learning English. The proportion of pupils eligible for free school meals is well above average. Many more pupils join or leave the school throughout the year than is found nationally. The percentage of pupils with special educational needs and/or disabilities is below average. These special needs relate mainly to moderate learning difficulties as well as behavioural, emotional and social difficulties. The Early Years Foundation Stage provision is made up of two Reception classes.

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

3

Main findings

Pinfold provides a satisfactory quality of education for its pupils. It is a welcoming and friendly school that provides good care, guidance and support. It is especially successful at helping pupils who find education challenging and have behavioural, social and emotional difficulties. Pupils' behaviour is good and their levels of attendance are above average. They like their teachers because, 'they look after us'. The school is popular in the local community and most parents are happy with the education provided for their children. Good work has been undertaken in developing links with parents and providing valuable support to families.

The school has been successful at improving pupils' learning and progress to satisfactory levels at both key stages so that there is a more consistent picture across the school. Inadequate progress has been eradicated. Pupils' attainment is improving, although it is still below average overall. Writing is the weakest element. Pupils who have remained with the school, particularly from the Reception year, tend to make better progress and reach higher standards. Children get off to a flying start in the Early Years Foundation Stage and make good progress. This is the result of good teaching that makes effective use of assessment information. Pupils also make good progress in other parts of the school such as classes in Years 2 and 6. At present, there is not enough high quality teaching to ensure that learning and progress are good across all of the school.

Classroom relationships are good. Teachers are good at encouraging pupils' enjoyment and enthusiasm for learning. Their expectations of what pupils can learn in a lesson are not always high enough and opportunities are missed to challenge and stretch pupils, particularly the higher attainers. Assessment information in Years 1 to 6 is not always used as rigorously as it is in the Early Years Foundation Stage to ensure that the work pupils are given is matched accurately to everyone's needs. Pupils' books are marked very regularly, with plenty of supportive comments that offer encouragement. There are fewer examples of teachers' marking that helps pupils move to the next stages of their learning. Little reference is made to targets given to pupils in English and mathematics. Pupils are not always clear about what their targets are.

Recent improvements in learning and progress, pupils' attainment and the quality of teaching indicate that there is a capacity to improve even further. Senior staff are ambitious for the school and all staff work well together as a team. The school has an accurate view of its strengths and areas for improvement through its self-evaluation. Despite this, strategic development is less thorough. Priorities for improvement are not always clear to all staff and governors and are not consistently supported by challenging targets for improvement.

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What does the school need to do to improve further?

- Improve pupils' performance overall, but especially in writing by:
 - raising teachers' expectations and providing more challenge for their pupils, particularly higher attainers
 - ensuring that assessment data are used accurately so that all pupils get work that is specifically related to their ability and understanding
 - ensuring that pupils have a good understanding of their targets in English and mathematics and teachers make reference to them during lessons and in their marking.
- Improve school leaders' and governors' development planning by:
 - setting clear priorities and challenging targets for improvement
 - making more effective use of school-based information about pupils' performance.

Outcomes for individuals and groups of pupils

3

Learning and progress have improved over the last few years so that pupils' attainment is steadily improving. Recently pupils' attainment rose to average levels in English, mathematics and science in national tests, although the trend is below average. Current standards in Year 6 are below average, although pupils make satisfactory progress overall. In classes where teaching is stronger, good progress is being made. This was observed in an effective Year 6 English lesson where pupils were writing reports. The lesson was challenging and conducted at a rapid pace. Pupils enjoyed the lesson and worked hard. The teacher had high expectations of pupils' academic performance and their behaviour. Pupils across the school enjoy their lessons but lessons do not always capture this enthusiasm for learning effectively enough. Consequently, pupils' learning and progress are satisfactory rather than good.

The school has addressed the previous inadequate learning and progress that existed in Key Stage 1. There is an improving picture in this part of the school. Year 2 pupils for example, were observed making rapid progress in English as they wrote about Little Red Riding Hood, focusing on the use of adjectives. Pupils responded well to the teacher's lively and interesting teaching and very clear guidance.

Pupils with special educational needs and/or disabilities make steady progress. Those who are at the early stages of learning English do well in developing their speaking and listening skills. School data indicate that pupils from minority ethnic groups tend to perform slightly better than their White British classmates, although this was not apparent during the inspection.

Many of the pupils describe the school as a kind, safe and healthy place to be. They demonstrate how to stay safe and use 'worry boxes' if they have any concerns. Pupils are especially good at supporting one another. They know how important it is to follow a healthy lifestyle and appreciate the school snack trolley that encourages healthy eating.

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School council members are clear about their purpose ' to help the school become a better place. They have already helped improved the quality of assemblies. Pupils are caring and appreciate the need to help others, fund raising for victims of the Haitian earthquake, for example. The school is a harmonious community but, at present, pupils have limited opportunities to meet and engage with others from different backgrounds from themselves.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Despite an improving picture, there is still insufficient good teaching across the school to enable pupils to make more rapid progress in their learning. There are a number of strengths that can be seen across the school. Teachers' oral feedback to pupils is often of a high quality and pupils self-assess their performance in lessons sensibly and maturely. Pupils who find learning difficult are supported well by teaching assistants who are sensitive to individual needs and strike up good working relationships with the pupils they support. Nevertheless, in too many lessons, good progress is hindered because teachers do not challenge pupils sufficiently or ensure that work accurately matches

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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pupils' previous learning and understanding. In a number of lessons, the pace of learning slowed because teachers spent too much time talking and not encouraging pupils to be active in their learning.

The school has worked hard to ensure that the curriculum has become more relevant to the pupils' experiences and interests. A particular success is the 'Learning for Life' sessions that are available for Year 6 pupils with particular needs, although numbers are restricted. Activities to enrich the curriculum are wide ranging and popular. Pupils commented specifically on the number of interesting trips that were available to them. The school acknowledges that the curriculum could contribute more to developing pupils' skills in writing and knowledge of others from different backgrounds.

Pinfold effectively supports pupils who find school challenging. These pupils benefit from the good care, support and guidance offered by the school. The sensitive and supportive approach is reflected in the good behaviour of the vast majority of pupils and the above-average levels of attendance. The school also works closely with a wide range of external agencies to support pupils, especially with their welfare. Pupils are well cared for in clubs such as those before and after school. The school has been very successful at working with parents, especially those who are hesitant about contacting school.

These are the grades for the quality of provision

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

How effective are leadership and management?

Staff enthusiastically share the headteacher's ambition to improve the school. Senior leaders have strong support from staff at all levels. Staff development has been successful in sharpening teachers' skills, although there is still too much satisfactory teaching. Self-evaluation is fairly accurate so that the school has a clear view of what it needs to do to improve, but not all priorities are chosen to best effect. The governing body works hard on behalf of the school, but has a number of inexperienced governors who are currently developing their knowledge and understanding through training. Governors are beginning to challenge the school more about its outcomes. At the time of the inspection, senior leaders fulfilled safeguarding requirements such as child protection procedures and processes for the checking and recruitment of staff and helpers. Risk assessments are not rigorous enough.

The school acknowledges the challenges facing many of its pupils and does its best to cater equally for all. Good pastoral care promotes equality and aims to eliminate any discrimination. The school has a firm understanding of its place in the local community,

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where it is held in high regard. There has been an audit by the school to analyse the impact of its work to promote community cohesion. There is a recognition that pupils' awareness of their relationships with other national and global communities is still in a process of development.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children join school with attainment that is much lower than that expected for their age. This is in most areas of learning but especially in their language, communication and numeracy skills. Good emphasis is placed on developing the children's independence and they become accomplished at taking responsibility and helping each other. The children behave well. There are very good relationships between the adults who work in Reception, the children and their parents. Good levels of supervision ensure children's safety at all times.

Children make good progress in their learning because teaching helps develop children's levels of speaking, reading and letter sounds. Despite this, many join Year 1 with attainment below that which is expected. The indoor learning environment is bright and lively, although resources are becoming somewhat 'tired looking' because of use over time. The equipment outside is limited and unattractive. This is recognised by the school as an area for development. Strong partnerships have been developed with parents and other outside organisations such as the local nursery. Leadership and management are good and clearly focused on ensuring that all children make good progress. Adults work well together. They know the children well and activities are planned comprehensively.

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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	2

Views of parents and carers

The majority of parents who returned the questionnaires are supportive of the school. The main area of concern was about the school's effectiveness in dealing with unacceptable behaviour. Inspectors judged the behaviour of almost all pupils to be good. There are a few pupils in Year 6 who offer challenging behaviour but this is managed well by the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Pinfold Junior Mixed and Infant 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 98 completed questionnaires by the end of the on-site inspection. In total, there are 364 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	51	44	45	4	4	0	0
The school keeps my child safe	52	53	39	40	4	4	1	1
The school informs me about my child's progress	55	56	39	40	4	4	0	0
My child is making enough progress at this school	51	52	43	44	4	4	0	0
The teaching is good at this school	45	52	41	42	4	4	0	0
The school helps me to support my child's learning	48	49	41	42	5	5	1	1
The school helps my child to have a healthy lifestyle	51	52	43	44	2	2	1	1
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)	41	42	46	47	3	3	0	0
The school meets my child's particular needs	50	51	42	43	5	5	0	0
The school deals effectively with unacceptable behaviour	30	31	43	44	14	14	6	6
The school takes account of my suggestions and concerns	37	38	44	45	9	9	4	4
The school is led and managed effectively	40	41	47	48	6	6	2	2
Overall, I am happy with my child's experience at this school	49	50	42	43	6	6	1	1

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.



29 January 2010

Dear Pupils

Inspection of Pinfold Junior Mixed and Infant School, Darlaston, WS10 8PU

This letter is to thank you for the kind welcome you gave us when we visited your school and to tell you what we have said in our report.

You go to a happy, welcoming and friendly school that provides you with a satisfactory education. You enjoy your lessons and behave well. Standards are getting better, especially by the time you leave in Year 6. You are also making better progress as you move through the school after a good start in the Reception Year. We have asked the headteacher, staff and governors to continue improving your standards of work, especially in writing. We have suggested that they do this by making sure that all teaching is good, using assessment information more effectively and ensuring that you all know your targets in English and mathematics really well.

The school is a safe place to be and you are looked after well by all of the staff. Attendance levels are higher than in most other primary schools. Well done.

The staff and governors are working hard to make the school even better. Planning for the future is important and we have asked the school to identify clear priorities and set challenging targets to help with this.

You can help the school to improve by continuing to attend regularly, behaving well and working hard. We wish you and the school all the best for the future.

Yours sincerely

Chris Kessell

Lead inspector

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