

Pinner Wood Primary School

Inspection report

Unique Reference Number	131577
Local Authority	Harrow
Inspection number	360296
Inspection dates	21–22 June 2011
Reporting inspector	Martin Beale

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	457
Appropriate authority	The governing body
Chair	Michelle Weerasekera
Headteacher	Deb Spruce
Date of previous school inspection	17–18 March 2008
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Age group	3–11
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Introduction

This inspection was carried out by four additional inspectors. They visited 30 lessons, observing 18 teachers. They held meetings with staff, groups of pupils, and members of the governing body, including the Chair. Informal discussions were held with parents and carers as they arrived with their children at the start of the day. Inspectors observed the school's work, and scrutinised assessment information, pupils' books, records of pupils' progress and school improvement plans. Inspectors analysed 122 questionnaires from parents and carers, 102 responses to the pupil survey and 41 responses to the staff questionnaire.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effective are middle leaders and members of the governing body in supporting the drive for improvement?
- What evidence is there of the impact of the school's action to improve pupils' achievement in writing and mathematics?
- How effectively do teachers use assessment information in lessons to meet the needs of all pupils and how well do they promote speaking and listening skills?

Information about the school

Pupils are from a wide range of minority ethnic backgrounds in this larger than average sized primary school, and almost half speak English as an additional language. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils identified with special educational needs and/or disabilities is well above average and rising. Their needs are mostly associated with specific learning difficulties. Considerably more pupils than in most schools join or leave other than at the usual times. Children in the Early Years Foundation Stage are taught in a Nursery and three Reception classes. The school has recently received the Information and Communication Technology Mark and achieved Healthy School status. The school shares its site with a recently opened children's centre.

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

1

Main findings

Pinner Wood Primary School has been on a journey of improvement since its last inspection under the headteacher's inspirational leadership. She has transformed the school into a reflective organisation which provides an outstanding quality of education. She is supported in the drive to achieve her ambitions by a highly effective leadership team and a challenging governing body. Through exceptionally well-targeted care, guidance and support, an outstanding curriculum and good and improving teaching, pupils make good progress across the school and achieve well from often low starting points and from whatever time they enter the school. Pupils' attainment by the end of Year 6 is average but rising.

- Within a profile of good teaching there are some outstanding lessons that move learning forward rapidly. The focus on developing speaking and listening skills is highly effective and pupils are often seen to be engaged and absorbed in their lessons. Although assessment information is used well to pitch lessons closely to the pupils' needs, this is not consistent across all classrooms in the challenge provided for the more-able.
- The curriculum is rich and diverse, providing many memorable experiences for pupils on a daily basis. Learning is brought to life by the themes pupils study. The emphasis on basic skills has led to improved achievement in English and mathematics. Pupils' writing has improved by developing their skills in contexts they find engaging, generally closely linked to their topics.
- There is a strong sense of community within the school based on understanding the needs of individuals and the early identification of difficulties newcomers might face. The school is very aware of the situations of pupils and their families, enabling staff to direct action to support their specific needs, particularly where their circumstances make them potentially more vulnerable.
- The extremely safe and secure environment, coupled with pupils' exemplary behaviour, results in a calm, harmonious and purposeful atmosphere throughout the school. Pupils are very proud of their school and make an extensive contribution to its life and improvement.
- Pupils have an excellent understanding of how to stay safe. They are confident that any problems they raise will be dealt with constructively, and understand the benefits of healthy eating and regular exercise.
- Pupils' outstanding spiritual, moral, social and cultural development is reflected in the great consideration they show to each other. They are keen to learn about different ways of life and show much respect for the customs and values of others.

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- The headteacher has positioned the school at the heart of its community by forging very strong partnerships with many outside organisations that have a direct impact on achievement and pupils' well-being.
- The school's work with parents and carers is highly effective in engaging them in their children's learning and providing them with information about their progress. One result is that attendance, although average, is improving rapidly.

Middle leaders play a pivotal role in driving school improvement and in helping their colleagues to develop their teaching skills. Self-evaluation is systematic, and used to identify sharply focused priorities for improvement. Members of the highly effective governing body are equally rigorous and fulfil their responsibilities in an exemplary manner, particularly in relation to safeguarding pupils and supporting greater community cohesion. The drive for excellence and its rapid rate of improvement give the school an outstanding capacity for sustained improvement.

What does the school need to do to improve further?

- Bring the rest of teaching up to the quality of the best by:
 - using assessment information to pitch lessons to meet the needs of all pupils, particularly the more-able
 - maximising opportunities for pupils to participate in lessons by reducing the amount of time spent listening passively to their teachers
 - bring greater pace to adult-led sessions in the Nursery and Reception.

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

When learning is most effective, pupils are attentive, show interest in what they are doing and work at a good pace. They respond well to the drive to improve their speaking skills and are keen to answer questions in detail in front of the class. They take great pride in their work and greatly enjoy discussing their ideas with a partner or working in pairs and groups. The pupils' application of their information and communication technology skills in a variety of subjects has been recognised by a national award. Learning occasionally slows and pupils' concentration falters when teachers talk for too long or do not encourage them to take an active role in their learning.

There are no significant variations in the achievement of different groups of pupils, including those of different ethnic heritages. Year 2 assessments and Year 6 test results both rose in 2010. Current school assessment data indicate that this improvement has continued this year. The language development of pupils, particularly newcomers to the school, is given careful attention. Once their English language skills become more secure, their progress accelerates. Pupils with special educational needs and/or disabilities, including those with specific learning difficulties, also make good progress. The team of support staff is carefully deployed to maximise its impact on their learning both in lessons and in small group sessions outside the classroom.

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By the incorporation of safety issues into lessons, pupils say they feel very safe in school and are very aware of how to identify and deal with any risks they might face in and outside school. Their successful drive to stay fit is reflected in their participation in large numbers in various sporting activities. They are enjoying greatly the opportunity to use the temporary swimming pool provided as part of preparations for the Olympic Games. Pupils have a voice in many decisions that influence school life and are increasingly shaping what they would like to learn in each topic. They are proud to take on responsibilities such as when Year 5 pupils act as sports leaders supporting younger pupils or helping newcomers to settle into school. Their contribution to improving the local environment is greatly valued. Pupils from different backgrounds work and play happily together, helping to generate a harmonious environment. They are able to explore how others are feeling and understand the consequences of their actions. They appreciate the lives of others through links to promote greater community cohesion with a rural school and another in Sri Lanka.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
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	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The most effective teaching seen engaged pupils when they shared ideas in discussion with others or when explanations held their interest. Much teaching makes skilled use of interactive whiteboards and other resources. In the few less effective lessons, teachers do not fully engage pupils' interest with the result that their concentration waivers and they become restless. Marking has improved since the last

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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inspection but occasionally does not provide pupils with enough guidance on how to improve their work or give them time to respond to their teacher’s comments.

The much improved curriculum, with its very sharp emphasis on developing reading and writing, is a major factor in the pupils’ accelerating progress. Programmes are adjusted carefully to meet the learning and language needs of the pupils and extended for those with particular talents. A huge variety of activities enrich the pupils’ experiences. This includes an extensive programme of well-attended clubs, educational visits linked to topics being studied and residential trips. Themed events such as ‘Where in the World Week’ in activities in which notions of fair trade were developed, have stimulated and motivated pupils. The many sporting and performing arts activities are often made possible by the expertise of outside coaches or through secondary school links.

The school provides a very welcoming environment for the pupils, who trust staff to advise, guide and support them. Highly effective arrangements help pupils to settle into school at whatever stage they join and then move on confidently to secondary school. The school’s exemplary work with families and a wide range of local health and support agencies aids the pupils’ learning, well-being and development, particularly when facing potentially challenging circumstances. This includes the well-run before- and after-school clubs that are greatly appreciated by the families accessing them.

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’s vision of driving up achievement by tackling barriers to learning is shared by the staff team, among whom morale is high. The profile of teaching is being raised through sharing good practice and providing extensive opportunities for staff to work alongside or observe others with particular expertise. Leaders have adopted a rigorous approach to school improvement and, by continually challenging underperformance, have secured significant improvements in many areas.

Promoting equality of opportunity and tackling discrimination is at the core of the school’s values. As a result, the school is a harmonious environment and there are no significant variations in the performance of different groups. Targets for pupils are challenging and progress towards them carefully charted so that any emerging underachievement can be spotted early and action taken. However, less rigour has

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been placed on evaluating the performance of different ethnic groups.

The challenging and supportive governing body holds the headteacher closely to account for the school’s performance while sharing her vision and high expectations. It has a sharp insight into the school’s qualities and where it can improve further. The governing body also ensures that procedures for safeguarding the pupils are exceptionally robust, and their impact is frequently monitored, reviewed and updated to reflect changing conditions and requirements. Assessments of risk regularly take account of the views of pupils and their parents and carers.

The school uses a detailed understanding of its context to provide a very wide range of carefully planned and evaluated activities that are part of the excellent promotion of greater community cohesion. It reaches out to communities locally through the innovation of ‘parent ambassadors’ from different minority ethnic groups. Among other activities, they have provided a course to promote healthy eating options, leading to pupils eating healthier packed lunches. The school is strongly committed to partnership working by bringing in skills, not otherwise available, to extend the opportunities provided for the pupils and to support their welfare.

These are the grades for leadership and management

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	1
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	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Home visits and the close and productive partnership with parents and carers help to smooth the children’s entry into Nursery and Reception. Furthermore, children are showing an increased readiness for school as a result of closer links with the children’s centre. Children feel safe and develop positive attitudes to school based on constructive relationships with the adults. They develop caring attitudes, accept that everyone has different needs and readily work together and help each other.

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Adults know the children well and use this to plan activities to meet their individual needs and interests, and to provide a welcoming, engaging and well-resourced environment both indoors and outside. They carefully foster the children’s language development and give them plenty of opportunity for speaking through skilled questioning and interesting role-play activities. This, and the focus on their personal development and other aspects of literacy, is leading to the children making good and accelerating progress. Children become engaged in their learning when able to initiate activities, such as when mini-beast hunting outside led to painting and writing about their discoveries. These activities are hugely enjoyed, whereas at times adult-led sessions lack pace, and opportunities for independent problem-solving are missed.

Robust practices are in place to protect children and eliminate risks to their safety. A relatively new staff team is developing a shared vision for moving forward through a careful evaluation of the setting’s strengths and weaknesses. The early assessment of potential learning or language difficulties enables leadership to deploy resources to meet their specific needs. Parents and carers greatly value the regular information provided about their child’s progress and the advice given to help their learning.

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

A slightly smaller proportion of parents and carers responded to the questionnaire than in most primary schools. The level of satisfaction is high in response to all of the questions. Inspection evidence endorses their very positive views about the school; particularly that their children are helped to adopt a safe and healthy lifestyle and are prepared well for the future.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Pinner Wood Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 122 completed questionnaires by the end of the on-site inspection. In total, there are 457 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	86	70	34	28	2	2	0	0
The school keeps my child safe	85	70	33	27	1	1	0	0
The school informs me about my child’s progress	72	59	47	39	3	2	0	0
My child is making enough progress at this school	71	58	47	39	3	2	0	0
The teaching is good at this school	77	63	45	37	0	0	0	0
The school helps me to support my child’s learning	79	65	42	34	0	0	0	0
The school helps my child to have a healthy lifestyle	69	57	52	43	0	0	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)	69	57	44	36	0	0	0	0
The school meets my child’s particular needs	68	56	47	39	2	2	0	0
The school deals effectively with unacceptable behaviour	66	54	50	41	5	4	0	0
The school takes account of my suggestions and concerns	59	48	54	44	5	4	0	0
The school is led and managed effectively	81	66	37	30	1	1	0	0
Overall, I am happy with my child’s experience at this school	82	67	37	30	3	2	0	0

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

Glossary

What inspection judgements mean

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

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



23 June 2011

Dear Pupils

Inspection of Pinner Wood Primary School, Pinner HA5 3RA

Thank you for the warm welcome you gave the inspection team when we visited your school recently. We saw that you work very hard and are proud of the part you play in school life. Inspectors were particularly impressed by your confident answers to their questions. These are our main findings.

- Pinner Wood Primary School is outstanding because the headteacher, staff and members of the governing body do their utmost to help you all to succeed.
- Members of staff do the most they can to take very good care of you and make sure you are kept safe.
- Your exceptionally positive attitudes to learning and exemplary behaviour contribute significantly to your progress.
- The curriculum provides many enjoyable experiences for you, including many clubs and events such as 'Where in the World Week', and enables you to progress at a pace which is right for your needs.
- The school works exceptionally well in partnership with others to support your learning and has formed strong links with your parents and carers.
- Teaching is good and in most, but not all, cases, effective use is made of assessment data to support your learning and progress.
- You develop an excellent understanding of how to adopt a safe and healthy lifestyle and make a huge contribution to school life.

We have asked the school to ensure that all lessons meet your individual needs and that they give you more time to work on activities yourself. All of you can play your part in helping the school to get even better by continuing to work hard and improving your attendance further.

Yours sincerely

Martin Beale
Lead inspector

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