

Inspection of The Pinchbeck East Church of England Primary Academy

Fennell Road, Pinchbeck, Spalding, Lincolnshire PE11 3RP

Inspection dates: 27 to 28 February 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The executive headteacher of this school is Andrew Raistrick. This school is part of Infinity Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Gavin Booth, and overseen by a board of trustees, chaired by Sean Westaway. There is also a head of school, Teeny Vayro, who is responsible for this school.

What is it like to attend this school?

Pupils enjoy attending this school. They describe the school to be a fun place that is inclusive. Pupils say they can speak to someone if they have a concern or a worry. They know they can visit the nurture room to speak to trusted adults. Pupils feel safe and happy here.

Staff have high expectations of pupils. Pupils rise to these expectations. They know that the school is trying to help them develop as rounded individuals. This work is rooted in the school's mantra, 'being the best version of you'.

Children in the early years get off to the best possible start. Staff in the early years know each child extremely well. They use their knowledge of each child and the early years curriculum to ensure that every moment is spent learning. This means there are no limits or barriers to each child achieving well.

The overwhelming majority of parents and carers value what the school does for their children. They value the informal conversations they can have with staff. One parent summed up the views of many when they said, 'My child is excited to learn. He enjoys going to school and he is encouraged to be the best version of himself every day.'

What does the school do well and what does it need to do better?

The school has an ambitious curriculum. Subject leaders have identified the important concepts that they want pupils to grasp. Pupils revisit these concepts. This enables pupils to build on what they have learned before.

In a few subjects, there have been recent changes to ensure that the curriculum is logically ordered and that the key concepts are sharply defined. These subjects are not yet as well embedded as others. Pupils are yet to get the depth of understanding in these subjects as they do in subjects where the curriculum is more established.

Important vocabulary and key knowledge is precisely identified through curriculum planning. This allows teachers to focus on what is essential for pupils to learn. In core subjects, pupils remember and use this knowledge and vocabulary with accuracy. For example in science, Year 5 pupils talk confidently about what they learned about circuits. They use the terms insulator and conductor when they talk about electricity. They go on to articulate their understanding of how electricity is generated.

Teachers present information well to pupils. They make suitable adaptations so that pupils with special educational needs and/or disabilities (SEND) can access the same learning as their peers. The school has prioritised teaching approaches called the 'teaching principals' and trained most teachers to use these effectively. Teachers check that pupils have gained important knowledge through regular retrieval and

recall activities. This is not consistently effective in all subjects. Some pupils are left with gaps in their knowledge in some subjects.

The early reading curriculum is a particular strength of the school. Children start to learn to read as soon as they start in Reception. All adults are expertly trained to teach reading. Assessment is used purposefully to check that pupils are progressing. Swift and effective intervention is used to help all pupils keep up. The books that pupils read are well matched to the sounds they know. There are plenty of opportunities to read for pleasure. Pupils become fluent readers quickly and develop a love for reading at this school.

Children in the early years are exceptionally well supported and are very well prepared for the next phase of education. Children benefit from discrete teaching in reading and early mathematics. There are ample opportunities to revisit this learning through play. Staff draw children's attention to different areas of learning skilfully. Not a moment of time is wasted. Children become independent and curious learners. They demonstrate the highest levels of self-regulation.

The school is calm and orderly. Pupils know that teachers will not tolerate any form of poor behaviour or low-level disruption. There is a consistent approach in all classrooms to let pupils know they are meeting expectations. Pupils behave well.

Pupils have a strong understanding of fundamental British values and equalities. There are several ways older pupils can contribute to the wider life of school. This includes the eco-council and being play leaders. Pupils have benefited from trips to a mosque and the Bomber Command Centre. Older pupils are looking forward to a residential visit. Pupils enjoy the sports they can do after school. Pupils' personal development is well considered.

Trustees, trust executives and the academy monitoring committee undertake their well-defined roles diligently. The mechanisms they use to monitor and evaluate the standards at the school are robust. Staff appreciate how well leaders consider their workload and well-being as they implement change to make the school even better.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A few foundation subjects have recently been adapted across all year groups. These subjects are not as well embedded as other subjects. Pupils do not yet show the depth of understanding in these subjects as they do in other subjects. The school must ensure that as these subjects become further embedded, they

monitor and evaluate the impact of teaching to ensure that pupils gain the depth of understanding set out in the curriculum plans.

- In some subjects, teachers do not always check precisely enough if pupils have remembered the important knowledge. Some pupils are left with gaps in their knowledge and are unable to recall some of the essential knowledge they will need for future learning. The school must ensure that teachers check that pupils learn the essential knowledge and address any gaps in knowledge.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	148372
Local authority	Lincolnshire
Inspection number	10298551
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	395
Appropriate authority	Board of trustees
Chair of the trust	Sean Westaway
CEO of trust	Gavin Booth
Headteacher	Andrew Raistrick (executive headteacher) Teeny Vayro (head of school)
Website	www.pinchbeckeast.lincs.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of Infinity Academies Trust.
- The school does not make use of alternative provision.
- The religious character of the school was inspected under section 48 of the Education Act 2005 in June 2017.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- During the inspection, the inspector met with the executive headteacher, head of school and a range of staff.
- The lead inspector met with the chief executive officer of the multi-academy trust, members of the board of trustees, the trust education director and governors, including the chair of the academy monitoring committee.
- The inspectors carried out deep dives in early reading, mathematics, science, history and physical education. For each deep dive, the inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at pupils' work and planning for other subjects, including religious education, computing, geography and art.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors observed pupils' behaviour in lessons and around school. They considered responses to Ofsted Parent View, including free-text comments. The inspectors met with groups of staff and pupils and considered responses to Ofsted's staff and pupil survey.

Inspection team

Rakesh Patel, lead inspector	His Majesty's Inspector
Ruth Hurcombe	Ofsted Inspector
Shaun Carter	His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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