

# The Pingle School

Coronation Street, Swadlincote, Derbyshire, DE11 0QA

**Inspection dates** 15–16 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Inadequate	4
	This inspection:	<b>Inadequate</b>	<b>4</b>
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Inadequate	4

## Summary of key findings for parents and pupils

### This is a school that requires special measures.

- Students start in the school with overall attainment that is slightly below the national average but, by the end of Year 11, their attainment is well below average.
- Teaching is inadequate. Too many lessons fail to inspire and capture students' interest. As a result the progress that students make is inadequate.
- Leaders and managers have not sufficiently improved the quality of teaching or the achievement of students, both of which were inadequate at the last inspection.
- Initial improvements at the school, following the headteacher's appointment, were not sustained because plans were not clear enough and actions were not followed through.
- The process used to check on the quality of teaching is not helping teachers to improve their practice.
- Professional development for teachers has not been planned to suit the individual needs of each teacher.
- The school has not used pupil premium funding effectively enough to support disadvantaged students. These students have not made enough progress.
- There is still some low-level disruption in lessons, particularly where the teaching is not good. Too many students have persistently poor attendance and this affects their progress.
- The sixth form requires improvement because there is too much variation between subjects and some students do not finish the courses they start.

### The school has the following strengths

- There are many positive, polite and enthusiastic students who, when taught well, make good progress.
- Behaviour and some areas of leadership have improved since the last inspection. Most behaviour observed around the school and in lessons was good.
- The school works hard to care for students with additional learning needs.

## Information about this inspection

- Inspectors observed parts of 41 lessons. Some of these observations were conducted jointly with members of the senior leadership team.
- Inspectors observed the conduct of students around the school and at break and lunchtimes.
- Interviews were held with senior and middle leaders such as the special educational needs coordinator, the head of sixth form and subject leaders. Teachers, members of the governing body and a representative of the local authority were also interviewed.
- The school’s improvement plan and self-evaluation were scrutinised, as were records of visits and support from the local authority.
- Formal and informal meetings were held with several groups of students from all year groups. Some students completed questionnaires about aspects of their school experience.
- Inspectors scrutinised students’ work and school documents, including minutes of governing body meetings, policies, assessment information and students’ records.
- The inspection took into account the views of the 49 parents who completed the online survey, Parent View.
- The views of the 26 staff who completed questionnaires or wrote comments about the school were also considered.
- Concerns of a child protection nature were raised by a member of staff during the inspection and are being examined by the appropriate authorities.

## Inspection team

John Peckham, Lead inspector	Her Majesty’s Inspector
Philippa Darley	Her Majesty’s Inspector
John Taylor	Additional Inspector
Rosemary Barnfield	Additional Inspector
Richard Masterton	Additional Inspector

## Full report

*In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.*

The school should not appoint newly qualified teachers.

## Information about this school

- The school is larger than most secondary schools, and the proportion of girls is slightly lower than average.
- Most students are White British. A very small proportion of students come from minority ethnic backgrounds or speak English as an additional language.
- The proportion of students known to be eligible for support through the pupil premium is average. The pupil premium is extra government funding to support students known to be eligible for free school meals, those who are looked after by the local authority and those who have a parent serving in the armed forces.
- The overall proportion of students in the school who are disabled or who have special educational needs supported at school action is above average. The proportion who are supported at school action plus or who have a statement of special educational needs is also above average.
- The school has specially resourced provision for students with special educational needs. This is a facility that provides for 11 autistic students and a separate centre for 27 students which caters for students with a wide range of complex learning needs. Students from both facilities spend a varying amount of time in the main school and the specialist centres.
- The school has recently opened a separate centre, 'The Junction', which is about a mile and a half away from the school. This centre offers alternative provision for students at risk of permanent exclusion or who find the large school environment difficult to cope with. Currently a small number of students from the Pingle School and students from other local schools attend this additional provision.
- The proportion of students who join the school at times other than at the beginning of Year 7 is above the national average.
- When the school was inspected in May 2012, it was given a notice to improve.
- The school meets the government's current floor standard, which sets the minimum expectations for students' progress and attainment.

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

- Improve the quality of teaching so that the majority is good and none is inadequate, by ensuring that:
  - lessons are properly planned to allow for the differing needs of students
  - techniques that help to deepen students' understanding, such as good questioning and the provision of opportunities for students to discuss and explore complex ideas, become much more widely used
  - much greater focus is placed on checking the progress that students are making
  - all teachers have consistently high expectations of standards of behaviour and the presentation of students' work

- teachers consistently apply the agreed strategies to improve the literacy and numeracy skills of students
  - teachers mark students' work regularly and provide helpful guidance for improvement, ensuring that students are given the time and support to respond to this advice and learn from it.
- Ensure that leaders, managers and governors provide very clear direction, support and accountability, particularly by:
- including clear markers by which progress can be judged in the school development plan, and building in processes for effective monitoring, so that leaders and governors can properly evaluate success
  - including in the performance management of staff a clear statement of the performance objectives that each person must meet; providing guidance, training and support; and making regular checks to ensure that improvement is taking place
  - using advice from successful schools to enable leaders and managers to put in place effective systems for monitoring the work of the school more quickly
  - making sure that the governing body quickly establishes procedures to ensure that pupil premium funding benefits the students for whom it is intended and that teachers' pay is more closely linked to the quality of their teaching.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils

### is inadequate

- The achievement of students at the end of Year 11 has been low for several years. Students join the school with attainment that is slightly below the national average, but the qualifications they gain at the end of Year 11 are well below national averages. The proportion who gained five A\* to C grades including in English and mathematics fell in 2012, and many students did not make the progress they should have done in English and mathematics. Although most students are confident speakers, the school's lack of attention to ensuring that all students have acquired good numeracy and literacy skills holds back their achievement in other subjects.
- Inspectors looked carefully at the progress of current students to see if there had been enough improvement since 2012. On the basis of examinations already taken, the school's internal assessment and lesson observations, it is likely that results will improve a little in 2013 but students' progress is still expected to be well below that of most students in the country.
- The overall achievement of disabled students and those who have special educational needs is inadequate. Although they are well cared for and generally feel secure, teachers are not always ambitious enough for their progress. Like most students in the school, those with special educational needs do not make enough progress and, where they are taught in mainstream classes without support, they find it hard to keep up and lose interest.
- The school does not have good enough systems to monitor properly the current progress of different groups such as boys and girls or students eligible for support through the pupil premium. In 2012, eligible students achieved results that were, on average, about half a grade lower in each subject compared with other students. Although this gap is slightly smaller than the national gap, the school has not used the extra funding effectively enough for these students in order to close the gap further. Boys do much worse than girls in GCSE subjects.
- The sixth form requires improvement because there is some inconsistency between the performance of students in different subjects and because some students who start courses do not complete them. Attainment on entry to the sixth form has declined in line with the school's results at Key Stage 4 and students start A-level and AS-level courses with qualifications that are lower than some sixth forms and colleges would expect. The range of courses on offer does not provide the best routes for some of these students to be successful.
- Because of generally good teaching in the sixth form, most students who complete their courses make the progress they should. Advice and guidance is good for all students; those going to university are suitably supported as are those who plan to go directly into work after the sixth form.

### The quality of teaching

### is inadequate

- The majority of teaching either requires improvement or is inadequate, although some good and outstanding teaching was observed during the inspection.
- Teachers do not set high enough standards for students or expect enough from them. Often work that students produce shows a lack of pride, is untidy and has too little detail. Work in lessons does not encourage students to think hard enough.
- Teachers do not mark students' work frequently or give students a clear idea about how to

improve it.

- Planning is generally poor. Activities often do not take account of the different abilities of students in the class, and all are expected to progress at the same pace. As a result, some students find the work too easy finish early and are bored; others struggle to keep up.
- In some lessons teachers provide more active ways for students to learn, which students enjoy. Nevertheless, poor planning means that these activities do not always lead to good learning and progress. Teachers often talk for too long or dominate the learning, so students do not have enough chance to work independently.
- Teachers do not all follow the school's policies for behaviour, literacy and numeracy, meaning that there are mixed messages for students on the standards expected of their work, progress and behaviour.
- Where teaching is more effective, high expectations promote rapid progress. Students' skills are carefully built up so that they gain in confidence. For example, inspectors observed an outstanding Year 10 English lesson, where the teacher provided a range of resources to support less confident writers, such as a 'clue bag'. Feedback from the teacher focused precisely on how students could improve their work to achieve a higher grade. Because of this, students felt exceptionally well supported and were able to work independently to edit and improve their work.
- In another example, an outstanding religious studies lesson, the teacher's excellent use of challenging questions helped students to understand issues related to community cohesion. Very high expectations, a well-planned and challenging set of learning activities, as well as interesting materials, ensured that students were fully engrossed in their learning. Behaviour was excellent and progress outstanding.
- Teaching in the sixth form is generally of a higher quality. Students are given far more scope to explore and discuss their learning, and the general expectations are far higher than in the main school. There is still, however, little evidence of teachers adapting the work well to suit the individual needs of students.

### **The behaviour and safety of pupils**

### **require improvement**

- Most students say that some of their lessons are disrupted by inappropriate behaviour. Where teaching is less interesting, not properly adapted to the needs of the students, or where teachers are not using the school's policies consistently, students' behaviour deteriorates. Sometimes, teachers talk for too long so students' concentration wanes, their attention wanders and behaviour gets worse.
- Students and staff were all clear on the other hand, that behaviour had improved and that the school was a much more pleasant environment because of it. One student said, 'I feel we are treated with more respect now, by the teachers and by people outside school.'
- The new behaviour policies, introduced in September 2012, have helped to reduce the number of incidents of low-level disruption in lessons. Other changes, such as the introduction of behaviour managers who are not class teachers, mean that the school deals much more effectively with any challenging behaviour.
- Behaviour around the school is invariably good-natured. Students are polite, welcoming and

mostly well motivated for their own success.

- Attendance has not improved in the same way as behaviour. Although there has been some reduction in overall absence, the proportion of students whose attendance is below 85% has not reduced nearly as fast as in most schools. This is because the school does not have good enough systems to monitor and track attendance trends and because a number of techniques used successfully in other schools have either not been tried or have only just been introduced.
- Most students are happy and feel safe. They have a good knowledge of all forms of bullying, including cyber-bullying and homophobic bullying, and know how to prevent and deal with it. They are also confident that should an incident occur the staff would manage it well. The support to help students make informed decisions, for example, in relation to substance misuse or sexual health, is good.
- There is a strong community spirit around the school; relationships between students and staff are good. One student said to inspectors, 'There is a place for everyone in this school.'

### **The leadership and management are inadequate**

- Following the appointment of the present headteacher, there were a number of initial improvements, most noticeably in students' behaviour. Many middle and senior leaders were given more scope and independence to carry out their roles. This better climate, however, was not backed up by the specific guidance and close monitoring required to make sure that leaders and staff quickly adopted the best ways of working.
- Leaders have not set out clear measures of success or goals in the school development plan or specified when and how these might be achieved. Because of this, the well-meaning efforts of many senior and middle leaders have not been well coordinated. There has been no systematic evaluation of progress towards the school's goals and so it has been impossible for leaders to change their approaches in the light of how successful they have been.
- One of the key issues for improvement identified at the last inspection was to improve the quality of teaching by May 2013 and ensure that none was inadequate. Much of the training offered to all teachers has been of a 'one-size-fits-all' variety and has not allowed for the different strengths and weaknesses of individuals.
- Performance management has not been used well enough to ensure that improvements in teaching are effective or lasting. Checks on lessons have not been frequent enough or helpful at identifying specific weaknesses. In some cases, where teachers have been observed teaching and their work has been judged as requiring improvement, this has not been made a target as part of their performance management.
- The majority of teaching either requires improvement or is inadequate, yet the majority of teachers are either on the upper pay spine (intended for the best and most experienced teachers) or have been awarded pay rises.
- The curriculum provides suitable courses for most students and there is a review planned to improve it further. Although a wide range of organised extra-curricular activities is offered, the proportion of students who regularly take part in them is lower than could be expected considering the school's good facilities. The school is unable to provide figures on the extent to which students supported by the pupil premium or who have special educational needs are included in these activities.

- The sixth form curriculum has not been effectively changed to suit the needs of many of the current students. The school is, however, intending to introduce BTEC courses in the sixth form to build on the successes of BTEC programmes in Years 10 and 11. Sixth-form students are insufficiently involved in the wider life of the school.
- The school does not promote equality of opportunity well enough as too many students underachieve and the progress and participation of all groups is not effectively monitored. Where some groups perform less well than they might be expected to, such as boys at GCSE, the school has not properly analysed why this is the case or what might be done to improve the situation. Leaders did not make available to inspectors, for example, the school's evaluation of whether or not those students who are currently placed at 'The Junction' are making better progress as a result.
- The local authority has provided much needed consultancy support for a number of teachers, middle and senior leaders. The strategic guidance and monitoring of the school by the local authority, however, has failed to detect the serious issues in leadership and management which are preventing the improvement of the school. Training for governors has not helped them to be able to properly monitor or challenge the school's leadership.

■ **The governance of the school:**

- The governing body is good at balancing the finances and looking after the school to ensure that the buildings are in good condition for their age. It has not, however, adapted its approach to focus sufficiently on the serious weaknesses identified at the last inspection. Minutes of meetings of the governing body show that insufficient time is spent discussing students' attainment and teaching quality to give governors the information they need to challenge the school's leaders. Governors do not ensure that pupil premium funding is used effectively for those students for whom it is provided, nor do they seek information about its impact on students' achievement. Governors are too dependent upon information provided to them by the headteacher. Although they make some good attempts to make contact with parents through attendance at parents' evenings, governors do not have good enough mechanisms for identifying concerns of school staff or students.

## 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>	112995
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	408856

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

<b>Type of school</b>	Secondary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	1168
<b>Of which, number on roll in sixth form</b>	170
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gordon Rhind
<b>Headteacher</b>	Bryan Carr
<b>Date of previous school inspection</b>	29 May 2012
<b>Telephone number</b>	01283 216837
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