

The Pingle School

Coronation Street, Swadlincote, DE11 0QA

Inspection dates 3–4 March 2015

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Sixth form provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The quality of subject leadership is variable. Not all leaders use assessment information to monitor the quality of teaching and behaviour sufficiently well.
- There are too many incidents of low-level disruption in lessons.
- Too many students are late for school.
- The proportion of students who are more regularly absent has increased since last year.
- Teachers do not always take sufficient account of the specific learning needs or prior attainment of their students. The most-able students, in particular, are not sufficiently challenged in all subjects.
- The quality of support given by teaching assistants, in the main school, requires improvement.
- Students still have some gaps in their mathematical knowledge as a result of previously inadequate teaching.
- The progress made by students in Year 11 in 2014 was lower than national expectations.
- The rates of progress that students make in Years 8 and 9, in English and mathematics, are variable.
- The sixth form requires improvement. The head of sixth form tracks the achievement of individual students but does not track the progress of disadvantaged students overall.

The school has the following strengths

- The headteacher has been pivotal in making rapid improvements to the school. Staff and governors are supportive of her and her team, and share her ambition for school improvement.
- The school has a deserved reputation as a caring and inclusive school, catering particularly well for those in its specially resourced provisions.
- The curriculum offers appropriate breadth and personalisation, including a range of work-related courses to suit students' individual needs and their future career aspirations.
- The school's work to keep students safe and secure is good. Students say that they feel safe and parents agree. Students have been prepared well to understand and confront any forms of bullying which may occur.
- The number of fixed-term exclusions has declined.
- The attainment of disadvantaged students and those with special educational needs is improving.
- Rates of progress for students in Year 11 are on track to improve this year and are expected to be close to national levels.

Information about this inspection

- Inspectors visited 17 lessons; four were jointly observed with members of the leadership team.
- An inspector also visited all the school-based learning resources for special educational needs and the South Derbyshire Support Centre. He made telephone calls to all the other organisations that students attend on a part-time or full-time basis to check on safeguarding procedures and monitoring of attendance.
- An inspector visited several classes to check on students' attitudes to learning. Another inspector visited classes to check on students' literacy and numeracy skills. Inspectors also visited form lesson rooms and an assembly.
- Inspectors scrutinised students' work in mathematics, English, history and science.
- Meetings were held with the headteacher, senior leaders, the head of sixth form, the coordinator for special educational needs, and four subject leaders. The lead inspector also spoke with the senior improvement officer from the local authority.
- The lead inspector spoke with the Vice Principal of Burton and South Derbyshire College about arrangements for alternative provision.
- An inspector spoke with a group of students formally and informally with a number of students in lessons and around the school. An inspector also interviewed seven members of staff.
- Inspectors took into account the 13 responses to the Ofsted online questionnaire, Parent View.
- Inspectors reviewed a variety of documents, including, the school's self-evaluation summary, the school improvement plan, interim executive board minutes, anonymised performance management documents, records of referrals made to external agencies and records on attendance and behaviour. An inspector examined information about the school's predictions for students' achievement in 2015.

Inspection team

Julia Wright, Lead inspector

Her Majesty's Inspector

Jayne Ashman

Her Majesty's Inspector

Phil Harrison

Seconded Inspector

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Information about this school

- The school is larger than the average-sized secondary school.
- Most students are White British. Very few 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 additional government funding for those students who are known to be eligible for free school meals and for looked after children.
- The proportion of disabled students and those who have special educational needs is over twice the national average.
- Within the school, there are specially resourced provisions for disabled students or those who have special educational needs. These include the Learning Support Base (LSB) which caters for 27 students with severe and moderate learning difficulties. There is also a designated specialist provision catering for students with autism, known as the Autism Resource Centre (ARC). The Pupil Support Centre caters for vulnerable students on a part-time basis. In addition, 'The Gateway' offers intensive behaviour support to Key Stage 3 students who are at risk of exclusion. Students attend these facilities for a varying amount of time alongside their usual lessons, according to their individual needs.
- The school manages 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 school also accesses provision at the Newhall Support Centre, operated by the local authority, for students who are at risk of exclusion.
- Very small numbers of students attend other specialist off-site provision including the Sir John Moore Foundation, the Burton Alternative Resource Centre and Derby Pride Academy. In Key Stage 4, 42 students attend Burton and South Derbyshire College for a day a week to study a variety of work-related courses.
- The school meets the government's current floor standards, 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 all students, especially the most able, sixth formers and those in Years 8 and 9, make the progress of which they are capable by ensuring that all teachers:
 - have high expectations for all groups of students so that none underachieve
 - make effective use of assessment information to set work that enables all students to make good progress
 - ensure that students have mastered their mathematical understanding, and clarified any misunderstandings, before progressing to the next stage in their learning
 - use the support of teaching assistants more effectively, in lessons in the main school, to further improve outcomes for disabled students and those who have special educational needs.
- Improve the quality of behaviour and attendance by:
 - eradicating low-level disruption in lessons
 - ensuring better attendance for those who are more frequently absent from school
 - taking further action to improve students' punctuality to school.

- Strengthen leadership and management by ensuring that:
 - all subject leaders and the head of sixth form, take responsibility for ensuring that students make good progress, by monitoring the quality of teaching and behaviour in their areas
 - the head of sixth form has an accurate view of the progress made by disadvantaged students.

Inspection judgements

The leadership and management requires improvement

- The quality of subject leadership is variable. Senior leaders hold subject leaders to account with increasing rigour. However, some subject leaders do not use assessment information effectively to help them monitor the quality of teaching and behaviour in their subjects. This means that not all students have the same opportunities as others to achieve their full potential.
- The leadership of safeguarding requires improvement. The school's safeguarding procedures meet statutory requirements and school leaders carry out appropriate pre-employment checks. However, in one instance, these checks had not been transferred to the single central record. This was remedied before the end of the inspection and inspectors had no concerns about children's safety.
- The headteacher has been pivotal in making rapid improvements to the school. Staff describe her as 'incredible' and are highly supportive of her and her team. They share her ambition for school improvement. One staff member reported, 'I feel re-engaged and able to take risks.'
- The school is highly regarded locally as caring and inclusive. Leaders ensure that disabled students and those who have special educational needs have equal opportunities to succeed. The support given to them in the specialist provisions is particularly effective. Staff and governors are fiercely proud of those students who succeed, despite their adversity, and celebrate their successes at the school's awards evening.
- The leadership of teaching is increasingly effective. Teaching is monitored over time through a number of activities, including focused 'learning walks', lesson observations and work scrutiny. The overall quality of teaching is improving, although there is still variability.
- The school's system for performance management is fit for purpose. Teachers' appraisal targets are specific, measurable and personalised. A variety of voluntary and directed staff training is in place, all designed to meet teachers' performance needs and the priorities of the school. Teaching is improving and so is the progress that students make over time.
- The school's systems for analysing information about students' achievement are highly transparent, concise and accessible. The deputy headteacher has made information about students in Key Stages 3 and 4 readily available and user-friendly. He and other senior leaders are able to use this information to accurately pinpoint where students are underachieving.
- The curriculum offers appropriate breadth and personalisation, including a range of work-related courses to suit students' particular needs and their future careers aspirations. There are a variety of opportunities for students to take part in after-school and lunchtime clubs. There is a high degree of equal student opportunity and participation; records indicate that students of all backgrounds and abilities attend these clubs.
- The promotion of spiritual, moral, social and cultural development is strengthening. There is a wide range of opportunities within subjects and assemblies to explore values, the electoral process and different religions. Members of the school community do not tolerate discrimination of any kind. Students are well prepared for life in modern Britain. Students say that they have confidence to express their views without fear of reprisal.
- Students receive appropriate careers education and guidance. They have access to one-to-one interviews from a specialist adviser. They are well prepared for their next stage in education. The number who proceed to further education or training is in line with national figures.
- The pupil premium funding is spent wisely. The senior leader responsible for this area has established an effective system to identify each individual's precise learning needs. He evaluates the impact of any interventions to ensure that money is not wasted. As a result, the achievement of eligible students is improving.

- 'Catch-up' funding is used effectively to support students in Year 7 who start at the school with below-average attainment in English and mathematics. For example, the school uses an online tuition system and reading recovery programmes for students who require them. Students' reading skills and levels of progress in English and mathematics have improved as a result.
- School leaders rigorously track the progress, attendance and behaviour of students attending external provisions.
- The local authority's senior school improvement officer is proactive; the support that he provides is highly valued. Governors value the support given to plan repayment of the financial deficit. Consultants have provided recent training in both English and science. The mathematics consultant has appropriately reduced support in mathematics. The local authority also provides opportunities for leaders and staff to work with other schools in the locality, to share effective practice. The necessity for school leaders to access external support has reduced over time.
- **The governance of the school:**
 - The interim executive board (IEB) was established in September 2013. Its members rigorously monitor the priorities set out in the school improvement plan and provide strong challenge to school leaders about progress in securing improvements. They have an agenda item at the end of each of their meetings, which is entitled 'what have we achieved tonight to improve outcomes for our children?' This ensures that board members maintain focus on their core purpose.
 - A shadow governing body has started to take on greater responsibility for ensuring sole governance over the school in the near future.
 - Governors use performance management effectively to support or withhold pay progression.
 - The Chair of the Interim Executive Board has a clear understanding of how the pupil premium is spent and how it is making a difference for eligible students. Governors have an accurate view of the strengths and weaknesses of the school, including the quality of teaching.
 - Governors have a suitable plan to reduce the budget deficit. They have taken difficult decisions to rationalise the curriculum offered by the school and restructure the staffing.
 - A nominated governor has responsibility for the school's safeguarding procedures. The school's systems for safeguarding meet current national requirements.

The behaviour and safety of pupils

requires improvement

Behaviour

- The behaviour of pupils requires improvement. There are too many incidents of low-level disruption in lessons. Behaviour in lessons has improved significantly since the previous inspection, but staff and students agree that it is still not good enough. Students sometimes call out inappropriately and do not get on with their work quickly enough. This affects their progress and the learning of others.
- Overall, student attendance is in line with national averages. However, the proportion of students who are more regularly absent has increased since last year. Disadvantaged students are more likely than others to be regularly absent. School leaders have introduced attendance leagues and these have been well received by students. It is too early to evaluate the effectiveness of this strategy in reducing absence rates.
- Too many students are late for school. School leaders have systems in place to record and reprimand students who are late. However, some students do not respond to sanctions and appear oblivious to the importance of punctuality.
- Serious incidents of misbehaviour and bullying have reduced. School leaders recognise that there has been a slight increase in the number of racist incidents. This is partly due to students' increased awareness of bullying, zero tolerance of discrimination, and leaders' improved systems for tracking incidents of poor behaviour.

- Students have a good awareness of all types of bullying, including homophobic and cyber-bullying. Students say, and the majority of parents agree, that school leaders address bullying effectively. Older students say that there is less bullying as a result of higher expectations by teachers for all students.
- The number of fixed-term exclusions has declined. School leaders use a graduated approach to behaviour management, and make effective use of additional internal resources and external provision to support students with challenging behaviour. These are largely successful in improving the poor behaviour demonstrated by some students.
- The attendance and behaviour of students attending external provision is tracked rigorously. School leaders have developed strong relationships with these providers. Non-attendance and poor behaviour are followed up immediately.

Safety

- The school's work to keep pupils safe and secure is good. Policies for child protection are fully up to date. School leaders make appropriate referrals to the local authority in a timely manner. The designated safeguarding leader has a new system for tracking the well-being of vulnerable students. This ensures that there is continued tenacity in following up any concerns.
- Systems for entry to the school site are robust. The site is secure and arrangements for checking visitors are appropriate. There are regular checks on fire-fighting equipment and alarms.
- Students say that they feel safe, and parents agree. An effective e-safety policy is in place and is applied. Following a recent incident concerning e-safety, school leaders took immediate action to ensure that all students were well informed about this specific issue. Students learn how to keep safe when using the internet, mobile phones and social media websites.
- Students have been prepared well to understand and confront any forms of bullying which may occur. Students report, that when bullying occurs, it is dealt with quickly and effectively.

The quality of teaching

requires improvement

- Teachers have access to a wealth of information about their students but do not always use it effectively to plan their learning. The most-able students, in particular, are not sufficiently challenged in all subjects. As a result, some students make slower progress than they should.
- The quality of support given by teaching assistants is variable. In some lessons, their main role is to moderate students' behaviour rather than support, for example, the learning of disabled students and those who have special educational needs. By contrast, in the specialist provisions, teaching assistants are highly effective. They work with small groups of students, have an accurate understanding of their individual needs, and are careful not to do the students' work for them. As a result, students in the specialist provisions make rapid gains in their learning.
- Students' attitudes to learning are variable and very much dependent on whether the teacher has established effective classroom routines, particularly for working in groups. Where attitudes are good, students follow the teacher's instructions immediately and willingly engage in activities. In some classes, students do not bring their exercise books to lessons and do not always do what they are asked. This is more evident in lower ability sets and younger year groups.
- Students still have some gaps in their mathematical knowledge as a result of previously inadequate teaching. The leader for mathematics has taken effective action to help tackle students' misconceptions, particularly in Year 9. However, mathematics teachers do not always ensure that students have mastered their mathematical understanding before moving on to a harder task. Consequently, some students continue to have gaps in their knowledge and understanding.

- Teachers' use of questioning is improving as a result of recent staff training. An example of effective questioning was seen in a lesson on ethics and philosophy, where the teacher's careful questioning helped students to have confidence in expressing their viewpoints about euthanasia. This served to heighten their spiritual and moral awareness and led to their understanding of complex issues.
- The quality of marking has improved significantly since the previous inspection. Teachers regularly correct work and offer students advice for improvement. The school's expectations for presentation are noted at the front of students' books and these are regularly reinforced. However, some inconsistencies remain, and sometimes the language used in teachers' feedback is too difficult for students with low literacy skills.
- The school is increasingly becoming a language-rich environment and teachers make frequent reference to key terms. The school has also employed effective actions to improve the reading ability of younger students. As a result, students' reading, writing and oracy skills are improving.
- Students' numeracy skills are also improving as a result of concerted efforts by the leader of numeracy to share 'maths moments', which are celebrations of where mathematics can be applied in other subjects and in real life. As a result, students are enthused and excited by mathematics.

The achievement of pupils

requires improvement

- The progress made by students in Year 11 in 2014 was below that expected nationally. However, overall rates of progress for students currently in Year 11 are predicted to improve to be much closer to national levels in 2015. The scrutiny of students' work by inspectors confirmed this improvement.
- In 2014, the proportion of students achieving five A* to C GCSE grades, including English and mathematics, improved by five percentage points to 48% compared to the previous year. School leaders predict that this will improve further in 2015. Students' achievements in science are also improving. These predictions are supported by a strong system of internal and external moderation to ensure that they are accurate.
- Rates of progress that students make in Years 8 and 9, in English and mathematics, are variable. This was confirmed in the sample of work scrutinised by inspectors. School leaders are aware of this and are employing suitable strategies to address this variability.
- The achievement of the most-able students in 2014 was close to national benchmarks. In 2015, the most-able students are expected to make progress in line with national expectations in mathematics and just below in English.
- In 2014, at the end of Year 11, those students known to be eligible for the pupil premium were approximately a grade behind their peers in both English and mathematics; this was an improvement compared to 2013. Leaders predict that this difference will narrow to approximately half a grade in each subject for current Year 11 students in 2015. The achievement of students eligible for pupil premium funding compared to other students nationally, is also improving, but they are still a grade behind in both English and mathematics.
- Overall, there are continued improvements to the achievement of disabled students and those who have special educational needs. This is a result of effective provision for them and improvements to the leadership of this area.
- Students access a variety of appropriate work-related learning courses at the college for one day a week. They receive appropriate advice, guidance and taster sessions before embarking on these courses. The majority achieve well, and most make good progress.
- The school does not enter students early for GCSEs.

The sixth form provision requires improvement

- The head of sixth form does not have sufficient influence on assuring the quality of teaching across post-16 subjects. She has little involvement with whole-school quality assurance processes for teaching. She has a limited overview about the quality of teaching in the sixth form.
- In 2014, there were some improvements in students' achievement at AS level, and outcomes remained similar to 2013 for A2 level. Sixth form students reach national minimum standards. The improvements at AS level were largely a result of the improved information and guidance systems, and more rigorous entry requirements to courses.
- Increasing numbers of disadvantaged students are joining post-16 courses. The head of sixth form tracks the achievement of individual students, but does not track the progress of disadvantaged students overall. As a result, she does not have a clear overview of how well these students are doing.
- The head of sixth form predicts further improvements in sixth form students' attainment and progress in 2015. However, boys are predicted to achieve less well than girls. The head of sixth form monitors boys' progress closely and provides additional support where required. Leaders have sensibly reduced the number of additional courses that may detract from students' achievement in their main A-level subjects. Students' achievement is improving as a result.
- The requirements of the sixth form study programme are fully in place. The school offers a variety of academic and vocational courses at Level 3 and opportunities for wider learning. The small number of students who re-take GCSEs in English and mathematics are not always successful at the first attempt, but are given continued opportunities to achieve success.
- Teachers' subject knowledge is secure. Students say that they value the improvements to marking and the individual feedback given by teachers.
- Students understand potential risks to health and well-being and have a number of opportunities to explore these. This includes days where the ordinary lesson timetable is suspended in order for students to learn, for example, about road safety, and the use of external speakers to alert students to issues to do with alcohol abuse and sexually transmitted diseases.
- There are good opportunities for students to develop their employability skills. They receive impartial careers advice. All sixth form students progress to appropriate further education and training.
- Students view their sixth form experience positively, and their behaviour is good.

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

Unique reference number	112995
Local authority	Derbyshire
Inspection number	454398

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Secondary
School category	Maintained
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1049
Of which, number on roll in sixth form	173
Appropriate authority	Interim executive board
Chair	Pat Bullen
Headteacher	Vivien Sharples
Date of previous school inspection	15 May 2013
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