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9 July 2015

Mrs Vivien Sharples  
Headteacher  
The Pingle School  
Coronation Street  
Swadlincote  
DE11 0QA

Dear Mrs Sharples

### **Requires improvement: monitoring inspection visit to The Pingle School**

Following my visit to your school on 8 July 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in March 2015. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection.

### **Evidence**

During the inspection, I held meetings with you and your two deputy headteachers. I held telephone discussions with the Chair and Vice-Chair of the Shadow Governing Body. I visited some lessons and spoke with staff and students. The school's improvement plan was evaluated. I scrutinised a range of documentation including information about students' current achievement.

### **Context**

Since the last inspection, the Interim Executive Board (IEB) has been replaced by a shadow governing body which is on track to be formally in place for September 2015. Almost all members of the IEB are continuing as governors, with some additional parent and teacher governors.

## **Main findings**

You and your senior leaders have a relentless and an uncompromising focus on the highest standards, so that every student achieves as well as they can at the Pingle School. Using the challenge and support that is being provided by members of the shadow governing body, you have lost no time in pressing on with improving the areas that were identified in the last inspection. Staff continue to share your ambition for the school to be a good school.

In regard to raising students' achievement, you have refined teaching expectations (called The 'Pingle Top 10') which characterise what successful learning should look like across the school, including in the sixth form. You and your senior leaders are effective role models for developing teaching and leadership. This is helping subject leaders to carry out their responsibilities for evaluating how well teaching is leading to improvements in learning. Where necessary, you are making sure that subject leaders and the head of the sixth form are skilled up further, for example, by using expert external consultancy, so that these leaders have a sharper understanding of how to deal with remaining weaknesses. Rigorous line management meetings are making sure that students' performance data is being used meaningfully to plan lessons and to make suitable interventions. An example of success is evident in the acceleration of Year 10 students' progress in English.

Your actions to improve teaching and to secure consistency in subject leadership are underpinned by effective actions to further improve students' attendance, behaviour and punctuality. On all of these fronts your tracking data show an improvement, and significantly higher figures to evidence students' better behaviour in lessons. You and your leaders have helped draw up an agreed set of 'quality standards' for students and staff including for teaching assistants. These standards are helping to embed your high expectations and to include teaching assistants into the process of accountability of staff for students' progress.

Your school improvement plan is suitable and addresses well all of the issues from the last inspection. There are clear actions to improve the quality of leadership and management, teaching and students' behaviour and attendance. The plan identifies helpful milestones and measurable criteria. This is helping leaders and governors to gauge how well actions are leading to improvement and what further work needs to be done to make the school good.

Ofsted may carry out further monitoring inspections and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

## **External support**

The school is making good use of external support including that provided by the local authority and that commissioned by it. Examples of the impact of support are

evident in: improving students' attendance and behaviour; teachers' more consistent use of students' progress data to help plan and deliver better lessons; increased confidence and capability of subject leaders to check how well teaching is leading to students' better achievement; and, in the sixth form, a sharper understanding about how well different groups of students are achieving. There are good links with some other successful schools to help secure further improvements at the Pingle School.

I am copying this letter to the Chair of the Shadow Governing Body, the Director of Children's Services for Derbyshire and the Education Funding Agency.

Yours sincerely

Dilip Kadodwala

**Her Majesty's Inspector**

The letter should be copied to the following:

- Appropriate authority - Chair of the Governing Body/Interim Executive Board
- Local authority – including where the school is an academy
- Contractor providing support services on behalf of the local authority - where appropriate
- The Education Funding Agency (EFA) if the school has a sixth form  
[hns.efa@education.gsi.gov.uk](mailto:hns.efa@education.gsi.gov.uk)
- The person or body responsible for appointing foundation governors if the school has a foundation