



The Pingle School

Inspection Report

Unique Reference Number 112995
LEA DERBYSHIRE LEA
Inspection number 279074
Inspection dates 9 February 2006 to 10 February 2006
Reporting inspector Ms. Sue Harrison LI

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

Type of school	Secondary	School address	Coronation Street
School category	Foundation		DE11 0QA
Age range of pupils	11 to 18		
Gender of pupils	Mixed	Telephone number	01283 216837
Number on roll	1292	Fax number	01283 552931
Appropriate authority	The governing body	Chair of governors	Mr.Gordon Rhind
Date of previous inspection	Not applicable	Headteacher	Mrs. Sue Tabberer

Age group 11 to 18	Inspection dates 9 February 2006 - 10 February 2006	Inspection number 279074
------------------------------	--	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by one of Her Majesty's Inspectors and four Additional Inspectors.

Description of the school

The school serves the ex-mining community of Swadlincote and surrounding villages. There are pockets of deprivation within its catchment area. The percentage of pupils from minority ethnic backgrounds and those whose first language is not English is low. The number of pupils with learning difficulties is above average and the school has a dedicated support base for pupils with special educational needs. The Pingle became a specialist school for mathematics and computing in September 2005. The school has curriculum links with further education colleges and is developing collaborative work with neighbouring schools. It is a major provider of adult and community education in the area.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The overall effectiveness of the school is satisfactory. The school's own judgement matches that of inspectors. Results of national tests at the end of key stage 3 have risen to match the national average and the majority of pupils make satisfactory progress by the time they leave school. However, some pupils are not making sufficient progress and some subjects are underperforming. Leadership and management are satisfactory overall. The governing body and headteacher have clearly identified the reasons for this and appropriate action is being taken. Information about pupils' progress is being analysed more carefully to set appropriate targets for each pupil and this is beginning to have a positive impact on results. Other issues that are being tackled include a small amount of unsatisfactory teaching and the need to restructure some leadership roles. Most pupils enjoy school and behave well but there is a significant minority who exhibit challenging behaviour. The majority of parents are positive about the school, though some feel more could be done to ensure that all the pupils reach their full potential. There are satisfactory systems in place to ensure safety and the majority of pupils, including the younger ones, feel safe and well supported. Development of pupils' moral, social and cultural skills is good. The curriculum is satisfactory and improving. The school has introduced a range of setting and grouping arrangements in order to respond better to the needs of individual pupils. The support base for pupils with special educational needs is effective in helping them to develop confidence and make progress. Since the last inspection the school has made progress in addressing weaknesses in performing arts and information and communication technology (ICT). There is now a strong drama department and pupils are benefiting from the opportunity to take part in performances. The recently acquired specialist status has improved the provision and use of computers in the school. Progress in improving standards at key stage 3 has been mixed though in 2005 the school saw a rise in standards. The school's self evaluation report takes into account the views of parents and pupils and demonstrates a good awareness of the main issues facing the school. There is evidence of improvement as a result of action taken, for example in attendance and punctuality. However, there is a need to increase the pace of change to address some of the weaknesses. The school has sensible plans in place to take this forward and has satisfactory capacity to improve. The school offers satisfactory value for money.

Effectiveness and efficiency of the sixth form

Grade: 3

Inspectors agree with the school's view that the effectiveness and efficiency of the sixth form are satisfactory. Standards have risen to slightly above average. Boys and girls make broadly similar progress although the able girls obtain grades in examinations higher than expected. About half of the pupils progress to the sixth form and are joined by pupils from two other local schools. Retention is satisfactory overall though there are small numbers in some year 13 groups. The curriculum is satisfactory. There is a wide range of GCE AS and A level courses. The school is not planning to offer

many vocational courses; it currently offers one in health and social care. The school sees working collaboratively with local colleges as a better way to meet the vocational needs of its students. However, it needs to do more to make such collaboration effective. The quality of teaching is at least satisfactory and sometimes good. Relationships are very good. Pupils in the sixth form act as good role models in the school. Leadership and management are satisfactory. The recently appointed head of the sixth form is planning to make further improvements, including a more extensive programme of enrichment activities. Pupils need more individual guidance about courses at universities and careers. The cost effectiveness of the sixth form is satisfactory.

What the school should do to improve further

- improve achievement in some subjects with more consistent use of target setting and stronger leadership in those areas - eliminate unsatisfactory teaching and instances of poor pupil behaviour - ensure all pupils know what they need to do to improve further.

Achievement and standards

Grade: 3

The majority of pupils make satisfactory progress from their below average prior attainment, but there are variations between different groups and subjects within the school. Standards are improving at key stage 3 and are broadly in line with national averages. In the national tests taken at the end of year 9 in 2005, pupils made better progress in science and mathematics than in English. Boys did not achieve as well as girls in English and some pupils with below average ability did not make sufficient progress. GCSE results were in line with national averages in 2005 for students gaining 5 A* - G grades but were below average for those achieving 5 or more A* - C grades. GCSE English and mathematics results improved in 2005 but girls made less progress than boys in mathematics and science. Pupils consistently make good progress in history, social sciences and religious education. Progress in GCSE PE was unsatisfactory in 2005. The school has identified where there is underperformance and is strengthening its adequate target setting and monitoring of subjects. There is evidence to show this is beginning to have a positive impact. Pupils with learning difficulties who are taught within the main school make satisfactory progress. Pupils with statements of special educational needs who are taught in a separate support base are making good progress in developing their social and learning skills.

Personal development and well-being

Grade: 3

The school has sound systems for pupils' personal development and well being. The majority of pupils enjoy school and behaviour is satisfactory overall. However, there is a significant minority of pupils who are challenging in their behaviour. In the recent past there have been high levels of exclusion, but following a concerted approach by

the senior management this has been reduced. Incidents of intimidating behaviour are not tolerated and are dealt with appropriately. Pupils say that they know who to go to if they have a problem. Older pupils take their responsibility to look after younger pupils seriously and many of the youngest pupils talk confidently about how well they feel they are settling in. Attendance has improved in recent times and is now average. A focus on pupils' punctuality has led to a significant improvement in recent months. Provision for pupils' social, moral and cultural development is good and for spiritual development it is satisfactory. School and year group councils play an important part in pupils' social development and awareness of issues of citizenship. Recent suggestions from pupils have led to improvements in the lunchtime menu and in developing a diary organiser for them to use. Suitable emphasis is placed on teaching pupils about healthy lifestyles through the curriculum, for example in science and physical education. Good use is made of drama to teach pupils about such things as the dangers of drug misuse. Preparation for pupils' economic well being is satisfactory and there are opportunities available for the older pupils to learn about business studies. Pupils have suitable opportunities to make a positive contribution to the community and their successes are celebrated in assemblies and the school newspaper.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is generally satisfactory and sometimes good, especially in the sixth form. Teachers have sound knowledge of their subjects and good relationships with pupils. Lessons are well planned. In the best lessons, pupils are engrossed in their work and make good progress. In unsatisfactory lessons, teachers fail to gain the interest of the pupils and are poor at dealing with low levels of disruption. In some lessons learning is too passive. Inspectors agree with parents that more could be done to help and encourage some pupils to meet their full potential. The implementation of the National Key Stage 3 Strategy is beginning to improve learning. Pupils with learning difficulties and disabilities in mainstream classes make satisfactory progress with additional help from learning assistants. Pupils with statements of special educational needs, who are taught in a separate support base, have effective help to develop their self-esteem. Satisfactory actions are being taken to improve levels of literacy in the earlier years. Greater use of computing and digital learning aids is beginning to improve learning and enabling more pupils to work independently. Pupils' work is assessed regularly but pupils' knowledge of their individual learning targets and what they need to do to improve further is sometimes not clear. It is good in the sixth form but needs improvement in some subjects in the rest of the school. Monitoring and tracking of pupils' performances are increasingly being used to inform the school about where improvements may be made. The school's teaching and learning group is beginning to bring about improvements in this and other aspects of teaching and learning.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. The school has given it much thought, has consulted pupils about it, and has introduced helpful improvements, for example in its setting arrangements for younger pupils. Links with the local college provide useful additional courses for older pupils in vocational subjects. The school makes satisfactory provision for those who have learning difficulties and disabilities. The curriculum meets national requirements. It is well designed to meet local needs, for example through the school's Specialist College initiatives with local schools and businesses. Employers work closely with the school in giving older pupils work experience and interview practice. The school provides a satisfactory range of additional activities. Sports programmes help pupils stay healthy; drama is becoming a popular and successful activity. A programme of personal and social education (PSE) gives pupils guidance on careers, personal safety and health. There is an extensive range of A level subjects, but there are few vocational subjects in the sixth form. There is no PSE provision at this level yet. The school uses its extensive community education programme to increase the activities available to sixth formers.

Care, guidance and support

Grade: 3

The school gives due regard to its responsibilities and takes suitable care of its pupils. Health and safety issues are dealt with appropriately and pupils are generally happy to come to school. Staff know pupils well and a pleasant atmosphere is maintained in most classes and as pupils move around the school. There are good induction procedures for pupils starting in Year 7. Child protection procedures are thorough. Pupils with special educational needs are identified and supported appropriately in their learning, particularly those pupils in the special support base, who develop confidence as a result. The monitoring of pupils' work is satisfactory overall but the school has identified this as an area for improvement. Marking of work is regular, but does not always give pupils enough guidance about what they can do to improve further. Careers information and guidance are satisfactory but some of the older pupils need more individual help with making choices.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher and governors have clearly perceived that developing the quality of teaching and learning to improve pupils' progress is the school's greatest priority. Systems have been introduced to achieve this, but have yet to take full effect. Pupils' attainment is assessed on entry, and the school is assembling good data to measure their progress and set targets for improving their performance. The use of this information is still uneven, but senior staff are clearly aware, by thorough monitoring, of the quality of teaching, and are working steadily to improve individual performances and the work of a few departments.

The school improvement plan identifies the right priorities and has the capacity to move the school forward. Both senior staff and governors know what needs to be done and are starting to see some results for their careful monitoring of the school's performance. Further re-organisation of senior responsibilities is planned to focus more expertise on weaker areas. The school provides satisfactory equality of opportunity for pupils. It is suitably staffed, and there are satisfactory resources for learning. Accommodation ranges from good to poor. Improvements have been made in some areas and further developments are planned. Finances are well managed by school staff and governors, and the school provides satisfactory value for money. The school enjoys good links with other schools and colleges. Its recently acquired Specialist College status in mathematics and computing is beginning to have a positive impact, for example in providing improved computer facilities. The school's specialism is also helping the wider community, for example pupils in primary schools and people needing help in setting up their own businesses.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	3
How well does the school work in partnership with others to promote learners' well-being?	3	3
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	3
The capacity to make any necessary improvements	Yes	Yes
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

Achievement and standards

How well do learners achieve?	3	3
The standards ¹ reached by learners	4	3
How well learners make progress, taking account of any significant variations between groups of learners	3	3
How well learners with learning difficulties and disabilities make progress	3	

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	3
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	3	
The attendance of learners	3	
How well learners enjoy their education	3	
The extent to which learners adopt safe practices	3	
The extent to which learners adopt healthy lifestyles	3	
The extent to which learners make a positive contribution to the community	3	
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	3
How well are learners cared for, guided and supported?	3	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	
How effectively and efficiently resources are deployed to achieve value for money	3	
The extent to which governors and other supervisory boards discharge their responsibilities	3	
The adequacy and suitability of staff to ensure that learners are protected	Yes	Yes

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy	Yes

Text from letter to pupils explaining the findings of the inspection

As you know a group of inspectors recently visited your school. Thank you for the welcome you gave us and your help in finding our way around and giving us your views about the school. I am writing now to tell you about our findings. We think that the school provides a satisfactory quality of education. Most of you enjoy school and are making satisfactory progress; we think some of you could do even better. The headteacher is aware of this and is working with staff to make further improvements. This involves setting challenging targets for each individual and trying to ensure you are all fully involved in lessons. It also means making sure you know what to do to improve your work further. The school is achieving good examination results in some, but not all subjects and the school has plans in place to address this. Most of you behave well in lessons and around the school but a minority do not act appropriately. The school has satisfactory systems in place to support pupils and offer guidance, though some of the older pupils need more individual help with careers advice. Many of you are developing good social skills; I was particularly impressed by the hard work and commitment that went into the show you recently produced. We think that the school knows what it does well and where it has issues to address and that it has the capacity to improve further.