

# Epworth Primary Academy

Birchfield Road, Doncaster, South Yorkshire, DN9 1DL

## Inspection dates

27–28 February 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	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.

- Pupils' achievement is inadequate. Although standards in writing and mathematics are broadly average, pupils make slow progress in reading. Reading standards are too low.
- In relation to their starting points, lower-attaining pupils, pupils with special educational needs and pupils supported through pupil premium funding make inadequate progress, particularly in Key Stage 2.
- The gap between the achievement of these groups of pupils and similar groups nationally has widened because the range of subjects taught and the quality of teaching are inadequate.
- Teachers do not have accurate information about how pupils are doing so do not set work that is matched to their differing abilities.
- Teachers' expectations, particularly of the lower-attaining pupils and those with special educational needs, are not high enough to raise their achievement.
- The checks made by senior leaders and subject leaders on the progress being made by pupils are not sufficiently rigorous. Too little is being done to make sure that teaching and pupils' behaviour improve.
- Leaders have not identified the extent of the school's weaknesses and have not acted swiftly enough to tackle inadequate teaching. The governing body is not holding leaders to account for the underachievement of some groups of pupils.
- The school's evaluation of its performance is inaccurate. Actions to improve the school have not raised achievement or secured good progress for all pupils. As a result, the school's capacity to improve is weak.

### The school has the following strengths

- Most pupils enjoy learning and try their best. They take on responsibilities as young leaders in the school with enthusiasm.
- Safeguarding procedures are robust and pupils feel safe at school. They form good relationships with other pupils and staff.
- Parents are generally very positive about the school, and particularly value the many enrichment activities and residential trips the school organises for pupils.

## Information about this inspection

- The inspectors observed 19 lessons, two of which were observed jointly with the headteacher. In addition, the inspectors made other visits to classes, looked at pupils' workbooks and listened to a few pupils read. Inspectors looked at a wide range of work completed by pupils. Some of this was carried out with the headteacher and the deputy headteacher.
- Meetings were held with pupils, three members of the governing body, senior managers and subject leaders. Discussions also took place with a representative from the local authority.
- Inspectors took account of the 41 responses to the on-line questionnaire (Parent View); the views of some parents who spoke to inspectors during the inspection or sent in letters; and 12 responses from staff who completed inspection questionnaires.
- The inspectors observed the school's work and looked at a number of documents, including the school's evaluation of its own performance, the school's own data on pupils' progress, planning and monitoring documentation, the records of how the school uses its funding, especially how the pupil premium funding is spent. (Pupil premium money is the additional funding provided by the government for children in local authority care, pupils known to be eligible for free school meals and the children of military personnel).
- Records relating to behaviour and attendance and documents relating to safeguarding were also considered.

## Inspection team

Rajinder Harrison, Lead inspector

Additional Inspector

Lynne Davies

Additional Inspector

Karen Foster

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.

### Information about this school

- The school is larger than the average-sized primary school.
- Almost all pupils are of White British heritage. The proportion of pupils from minority ethnic groups is very low.
- The proportion of pupils known to be eligible for support through the pupil premium is below that of most schools.
- The proportion of pupils with a statement of special educational needs is below average. The proportions of pupils supported through school action or school action plus are average.
- Epworth converted to academy school status on 1 September 2012. Its predecessor school, Epworth Primary School, was judged to be satisfactory when last inspected by Ofsted.

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

- Improve teaching so all is at least good so that all pupils, including lower-attaining pupils, pupils with special educational needs and those supported through the pupil premium, make at least good progress, by:
  - making sure teachers have high expectations of what pupils can achieve
  - making sure that teachers' provide practical and interesting activities that appeal to all pupils, but especially the lower-attaining boys in order that they remain interested and involved
  - providing pupils who need additional help with their learning with the right and timely support they need to make good progress in every class
  - supporting teachers to assess pupils' achievements accurately and use information about what pupils know already to plan work for them that is at the right level
  - making sure that teachers' marking identifies clearly what pupils have done well and what they need to do to improve their work, and that pupils are given the time to respond to this marking so that improvements can be made.
- Raise the attainment of all pupils in reading so that a greater proportion reach and exceed the nationally expected levels, by:
  - ensuring that pupils who have weak basic skills have the support they need to catch up quickly
  - making sure that pupils improve their spelling, particularly in Key Stage 2
  - ensuring that all pupils, but particularly the lower-attaining, read more regularly.
- Ensure that senior leaders and governors make urgent and rapid improvements by:
  - improving the provision which the school makes for pupils with special educational needs and those supported through the pupil premium by making sure their needs are identified quickly

- and their progress is checked regularly so that they do not fall behind
- taking swift action to deal with inadequate teaching
- making rigorous checks on teachers’ planning and the progress being made by pupils in every class
- involving subject leaders regularly in checking that actions are leading to consistently good teaching
- ensuring that assessment information is accurate
- ensuring that all staff with leadership responsibilities have the skills they need to accurately check the impact of the actions being taken
- making sure that the governing body has a full picture and clear understanding of the school’s performance and that they use this to hold senior leaders fully to account for their work.

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

- Although the overall standards pupils attain are broadly average in writing and mathematics, their attainment in reading is below average. Too few pupils reach the higher levels of attainment of which they are capable, particularly in reading. Lower-attaining pupils, many of whom are boys, underachieve because teachers' expectations of them are not high enough and the work provided does not hold their interest or attention.
- Disabled pupils and those with special educational needs underachieve because provision for them is inadequate. Too many of these pupils fall behind in their learning, particularly in Key Stage 2. This is because their needs are not identified early enough to help them catch up quickly. Their progress only accelerates in Year 6, where they receive extra support aimed at boosting their test results.
- Pupils supported through pupil premium (all of whom in this school are known to be eligible for free school meals), often make inadequate progress because they do not receive sufficient support to make up lost ground.
- Standards reached by pupils with special educational needs and those supported through pupil premium funding is significantly lower than other pupils in the school. The gap between the achievements of these groups of pupils and the expectations for pupils nationally is not closing quickly enough.
- Children enter the Early Years Foundation Stage with skills and abilities typical for their age. They settle quickly and enjoy school because activities are generally interesting. Most pupils enter Year 1 with expected levels of learning.
- Currently, pupils in Year 2 are working at broadly average levels in reading, writing and mathematics, although the numbers working at the higher National Curriculum levels are low. In reading, the performance of boys is below that of the girls. Few boys are working at above expected levels.
- The teaching of letters and the sounds they represent (phonics) is not good enough beyond Years 1 and 2 to help pupils make expected progress in literacy overall. Younger pupils make steady progress in improving their phonics skills, but teachers do not build on this early learning as pupils progress through the year groups in Key Stage 2. Pupils with weak basic skills struggle with spelling, punctuation and grammar and continue to make the same mistakes right through to Year 6.
- Pupils do not have enough opportunities to use their literacy and numeracy skills in other subjects and often, when working by themselves, they produce too little work.

### The quality of teaching

### is inadequate

- Teaching currently and over time is inadequate and as a result, pupils' achievement is inadequate. Although some teaching is good, too much requires improvement or is inadequate.
- Teachers' expectations of pupils' capabilities are not high enough. The information teachers have of pupils' prior achievements is not sufficiently accurate; consequently, teachers make limited use of this information when planning lessons. Often, pupils of all abilities do the same task, and, for some it is too easy and for others too hard. Too often, teachers fail to explain clearly what pupils have to do and so a number make little progress.
- In too many lessons, teachers' introductions are over-long and leave little time for pupils to complete their tasks. Teachers ask too few questions to ascertain whether pupils understand what they are learning. Mundane tasks, often at too low a level for many, result in some pupils becoming inattentive and passive. While most pupils generally complete the tasks they are given, a few lose interest and produce poor quality work as a result.
- Despite many lessons being dull and uninspiring, most pupils continue to behave well. However, a few, often boys, become bored and restless. While most teachers manage such lapses well, a

few do not and this sometimes impedes pupils' progress.

- There is some good teaching in the school, for example, in Year 6 and in Year 2 where pupils' achievement accelerates because work is matched well to their individual needs. In the best lessons, teachers use question-and-answer sessions effectively to challenge pupils and give them opportunities to share their ideas. Pupils enjoy the challenges teachers set, particularly through practical activities that make learning more interesting and effective.
- Teaching assistants are generally deployed well to support individuals and groups of pupils when pupils work by themselves. They are less effective in supporting lower-attaining pupils and those with special educational needs when teachers are introducing the lesson. Consequently, these pupils often contribute little.
- Some marking helps pupils know how to improve their work but practice is very variable. Teachers rarely make any reference to pupils' basic skills in handwriting, grammar, punctuation, spelling and presentation and consequently, pupils continue to make the same mistakes. Many books show that pupils' work has deteriorated since the start of this school year.

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

- Pupils are friendly, polite and considerate. They enjoy school and even where they are not excited by their learning, most try their best. Most pupils behave well, but where teaching is weak, some pupils become inattentive, restless and noisy and these interruptions spoil the learning for others.
- Pupils form good relations with staff and this encourages them to seek help if they need it. Consequently, they feel safe and well cared for at school.
- Pupils have a good understanding of different types of bullying. They say that incidents do not occur but express confidence that teachers sort things out promptly.
- Most pupils work and play together sensibly. A few say that some pupils are silly sometimes, especially in the playground and in some lessons and this spoils things for others.
- Opportunities to take responsibility around school, with older pupils for example helping in the school office and looking after younger ones at lunchtimes, provide effective ways to extend pupils' moral and social development. Through activities such as residential visits and in history and geography, pupils gain a secure understanding of other cultures and the need to respect the views and values of other people. They participate enthusiastically in many activities that extend their experiences of the wider world.
- Attendance is broadly average. It has improved this school year through the school's efforts to promote good attendance. Most pupils arrive on time because they like being at school.
- Staff hold positive views about pupils' behaviour. Parents are mostly very positive about the school and particularly value all the enrichment activities the school organises for pupils.

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

- Leaders and managers lack the ability to improve the school quickly enough to ensure that all pupils achieve as well as they should. Standards are not rising quickly because the leaders' actions to improve the school are not working. Too many pupils are underachieving as a result.
- Leaders have failed to identify the extent of the school's weaknesses and do not have an accurate view of its performance. They lack the skills necessary to implement the actions needed to bring about improvement.
- Leaders are not doing enough to raise standards and secure good progress for all groups of pupils, particularly lower-attaining pupils and those who need additional help to achieve more.
- Systems to check that teachers follow school policy, such as marking pupils' work and planning work that meets the needs of all pupils, are inadequate. Subject leaders are not sufficiently involved in checking on the quality of teaching or making it better.

- The school collects a lot of information about pupils' attainment and progress but this is not wholly accurate. Assessments do not consistently match what is seen in pupils' books. The accuracy of the information teachers gather is not checked carefully enough by senior managers. Inaccurate assessments result in pupils who fall behind not being identified quickly enough. Consequently, pupils do not always receive the support they need to catch up.
- Although senior leaders observe lessons, these observations, do not look closely at how well pupils are learning. Not enough is being done to hold staff to account for pupils' progress, or to ensure that the quality of teaching improves.
- The range of subject taught is inadequate because this does not meet the needs of all groups of pupils effectively. Although there is an appropriate focus on writing and mathematics, the development of pupils' reading skills is ineffective in Key Stage 2. Pupils' basic skills are not developed well enough in other subjects. Too often, pupils of different abilities carry out the same tasks. Not all pupils are challenged sufficiently and the inadequate progress of some groups means that the promotion of equality of opportunity is inadequate.
- Although the school is an academy, the local authority continues to support the school in reviewing data and teachers' performance, and by providing training for staff.
- The school should not seek to appoint newly qualified teachers.
- **The governance of the school:**
  - The governing body does not have an accurate view of how the school is doing. This is because governors have not questioned the accuracy of the information they have received from senior leaders regarding pupils' achievement and teachers' performance. Governors have not ensured that leaders have addressed the weaknesses in teaching with enough urgency or that checks on teachers have been conducted with sufficient rigour. There is considerable underperformance among staff at all levels. Governors know that significant groups of pupils are underachieving but are not clear about what the school is doing to address this. Governors ensure that the pupil premium funding is allocated to support the learning of those pupils for whom it is intended, but they have not checked closely why this support has not been effective in raising the attainment of these pupils. However, the governing body is very committed to the school and the community. Relevant and up-to-date governor training ensures that governors meet their statutory duties so that the school meets all safeguarding requirements.

## 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>	138712
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	409487

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

<b>Type of school</b>	Primary
<b>School category</b>	Non-maintained
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	260
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sam Croxall
<b>Headteacher</b>	John Hodgkins
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	01427 872345
<b>Fax number</b>	01427 875143
<b>Email address</b>	headteacher@epworthcp.lincs.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

