

St Giles Church of England (Aided) Primary School

Starkholmes Road, Matlock, DE4 3DD

Inspection dates

20–21 June 2013

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|--------------------------------|----------------------|-------------------|----------|
| Overall effectiveness | Previous inspection: | Outstanding | 1 |
| | This inspection: | Inadequate | 4 |
| Achievement of pupils | | Inadequate | 4 |
| Quality of teaching | | Inadequate | 4 |
| Behaviour and safety of pupils | | Good | 2 |
| 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. Too many pupils have not made the progress expected of them despite making a positive start in the Reception Year.
- Year 6 results fell sharply in 2012 in both English and mathematics. The progress of the current Key Stage 2 pupils has been too slow and this decline has not been reversed.
- The gap in performance between those pupils who are known to be eligible for free school meals and other pupils is too wide.
- Teaching has been inadequate over time. Teachers do not always demand enough of pupils, so too few pupils make good progress in lessons.
- Pupils receive too much direction from teachers, and often do not have enough time to work by themselves.
- Too often, pupils are uncertain about their targets. This does not help them improve their work in English or mathematics lessons.
- Leadership is inadequate. Senior leaders and governors have not kept a close check on how well teachers teach and improve their practice.
- The school's records and administrative systems relating to safeguarding do not fully meet current requirements.
- The capacity for improvement without additional support has not been demonstrated. There is insufficient cooperation between the staff, the governing body and the local authority.

The school has the following strengths

- Children's achievement in the Early Years Foundation Stage is good.
- Good attention is paid to the pupils' personal development, including their spiritual, moral, social and cultural development.
- Pupils behave well around the school, and show positive attitudes to learning. Working relationships between adults and the pupils themselves are consistently good.

Information about this inspection

- The inspector observed eight lessons, including two which were seen jointly with members of the school's leadership team. Five teachers and their teaching assistants were seen working with the pupils. One student teacher was also observed.
- Daily registration time was observed and the inspector attended an assembly.
- Meetings were held with a group of Year 6 pupils selected at random by the lead inspector. In addition, many informal opportunities were taken to talk with pupils.
- The inspector heard a sample of pupils from Years 2 and 6 read, and examined the pupils' reading records.
- The inspector looked at a wide range of school documents, including development plans, policies, evaluation reports, various monitoring files, safeguarding and curriculum materials, information provided for families, and documents regarding the governing body.
- Discussions were held with the headteacher, other members of the senior leadership team, class teachers, teaching assistants, administrative staff, members of the governing body and representatives of the local authority.
- The 32 responses to the online questionnaire (Parent View), as well as several telephone messages from parents, were taken into consideration. The inspector spoke personally with a number of parents and carers during the inspection. The 12 responses to the questionnaire for school staff were also taken into account.

Inspection team

Michael Miller, Lead inspector

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.

Newly qualified teachers may not be appointed.

Information about this school

- This school is much smaller than the average-sized primary school.
- Pupils are mainly taught in five mixed-age classes; one for the Reception Year children and Year 1 pupils, one for Years 1 and 2 (Infants) and one each for Years 3 and 4, and Years 5 and 6 (Juniors).
- Almost all of the pupils come from White British backgrounds. There are very few pupils from other heritage groups or who speak English as an additional language.
- The proportion of pupils entering or leaving the school other than at the normal times of entry and exit is above average, but the large majority of pupils continue their education at the school from the Early Years Foundation Stage until they leave at the end of Year 6.
- The proportion of pupils for whom the school receives the pupil premium is below average. The pupil premium is additional government funding for pupils known to be eligible for free school meals and children with a parent in the armed forces.
- The proportion of disabled pupils or those who have special educational needs supported at school action is above average. The proportion supported at school action plus or with a statement of special educational needs is well above average.
- The school meets the government's current floor standard, which sets the minimum expectations for the attainment and progress of pupils by the end of Year 6.
- The 'St Giles After-School Club' operates from the school's premises. It is managed privately and provides after-school care for children aged 4 to 11 during term time. It is inspected separately and was not part of this inspection.

What does the school need to do to improve further?

- Improve the quality and effectiveness of teaching across the school by ensuring that:
 - lessons are planned much more precisely to enable all groups of pupils, including those who find learning more difficult and those who are known to be eligible for free school meals, to learn at a more rapid rate
 - lessons proceed at a challenging pace so that pupils are required to respond quickly and their interest in what they are learning is maintained throughout the lesson
 - teachers ask questions that challenge all pupils to think deeply about their learning more frequently during lessons
 - the good practice that is beginning to emerge is shared systematically to improve the quality of teaching and learning in all classes.
- Improve pupils' achievement in reading, writing and mathematics by ensuring that:
 - teachers review and revise as necessary the way they teach phonics so that older pupils who are behind in their reading receive the support they need
 - most pupils make the progress that is expected and a substantial proportion make more than

expected progress so that they attain higher standards in all aspects of literacy and numeracy

- the individual or additional support given to pupils who find learning difficult is more focused on pupils' specific needs, particularly in the case of pupils who join Key Stage 2 with weak writing and numeracy skills
- teachers in all classes provide regular opportunities for pupils to refine their numeracy skills by using them to solve real-life problems, and encourage them to work more independently without waiting for help and direction.

■ Improve the leadership and governance of the school by ensuring that:

- leaders' checks on the quality of teaching and pupils' progress are regular, rigorous and systematic and take full account of the points for improvement raised in this inspection
- judgements about teaching and teachers' progress up the pay scales are expressly linked to how well teachers are contributing to school improvement
- teachers, governors and the local authority cooperate and work effectively together to identify successful ways of improving teaching and to ensure that any groups of pupils making insufficient progress are identified quickly
- by the end of the Summer Term 2013, the governing body ensures that the school's administration systems comply fully with current requirements for safeguarding
- the governing body develops fully effective systems for holding the school to account for the quality of teaching and the progress that all groups of pupils make
- governors make regular checks on the use and impact of the pupil premium on pupils' progress
- an external review of governance is undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

is inadequate

- Not enough pupils make the progress they should between Years 1 and 6. The local authority's analysis of the school's assessment data for 2012 confirmed a three-year downward trend in the proportion of pupils making the progress they should by the end of Year 6 in both English and mathematics. In 2012, Year 6 pupils who had attained average standards in Year 2 achieved below-average standards in the national tests.
- The school's current assessments do not show a significantly different picture for pupils in the current Year 6. Following the decline in performance in the national tests and assessments in 2012, the school reassessed the attainment of all its pupils and introduced a better system for monitoring their progress. This shows there has been some improvement in the progress of pupils in Year 2.
- At the time of this inspection, around a third of Year 6 pupils had not made the progress they should in writing and two fifths had not done so in mathematics. Too few have made the progress they should since Year 3. Pupils are only just meeting the expectations for their age in English and are below them in mathematics. When these pupils were in Year 2, they attained above-average standards. The school has not been able to reverse the decline in pupils' achievement.
- As there are so few pupils supported by pupil premium funding, comparison with national figures is not statistically reliable. However, the gap in performance for these pupils and others at the school was wider in 2012 than it was in 2011. The school's assessments suggest the gap is reducing for current pupils but their progress remains too slow and the gap too wide. The pupil premium is being used to provide additional staff to work either with small groups or individual pupils to support those who have social, emotional or behavioural needs and to boost their learning. However, the impact of this spending is not monitored closely enough.
- Children join the school at the start of the Reception Year with skills and levels of development which are typically below those expected for their age. They make good progress in the Reception Year and, by the time they transfer to Year 1, their level of skills and development is in line with what is expected overall. Thereafter, their progress slows markedly. The school has not enabled its pupils to build on the good start they make in the Early Years Foundation Stage.
- Disabled pupils and those who have special educational needs made the progress expected of them overall by Year 2 in 2012. In contrast, the attainment and progress of this group of pupils in Year 6 were below those seen for similar groups nationally. These pupils, and those with lower prior attainment at the end of Key Stage 1, do not make as much progress as their peers nationally by the end of Year 6.
- Children in the Reception Year are taught systematically about letters and sounds (phonics). This is being extended into Key Stage 1 and reading standards are improving. However, the proportion of pupils who reached the expected standard in the Year 1 phonics screening check in 2012 was smaller than the national proportion.
- The attainment of pupils in Year 6 currently is beginning to rise and match the standards expected for their age, but inadequate progress in previous years has left them with much to do.
- Good progress and achievement, as a result of good teaching, were seen in individual English and mathematics lessons in the Year 5 and 6 class. Here, good planning and effective

deployment of the teaching assistant ensured that pupils were challenged appropriately. Pupils succeeded in their writing because they prepared well for the task and they found the links with their topic work on 'The Romans' of great interest. In mathematics, pupils grasped successfully the concept of mean, mode and median and had fun in analysing the comparative sales of Beatles and Rolling Stones records. However, this kind of rapid progress is not uniformly evident across the school.

The quality of teaching

is inadequate

- Teaching is inadequate because it is not helping pupils to make sufficiently rapid progress or to make up for previous underachievement. There is too much teaching which requires improvement.
- Teachers do not always use questioning well enough to check pupils' understanding of what it is they are learning. It is not that teachers do not have these skills; they will often ask a pertinent question, but they fail to follow this up by probing the pupils' understanding more deeply.
- Too many pupils are over-dependent on their teachers, who often simply talk too much and tell them what to do. The lesson's pace slows, pupils become passive listeners and this restricts the time available for them to get on with their work, even though many are keen to do so.
- Teachers' lesson plans are not precise enough to ensure that the needs of individual pupils are met, or to provide the extra support they need when they find learning difficult or require extra challenge. Planning for mixed-age classes is often pitched at a broad ability group. Teachers do not regularly use the information from the school's new progress tracking system to plan lessons. Expectations of the progress pupils can and should make are not always high enough.
- Older pupils who are behind in their reading make limited or inconsistent use of their understanding of letters and the sounds they make to help them work out unfamiliar words. Discussions with such pupils show they do not always have sufficiently regular opportunities to read with an adult either at school or at home.
- The marking of literacy and numeracy work is generally regular and informative. Pupils appreciate this but say that marking in other subjects is less frequent. Teachers' oral feedback is mainly helpful and pupils are given general, though not sufficiently individualised or challenging targets for improvement.

The behaviour and safety of pupils

are good

- Pupils' personal development is a strength of the school. Discussions with pupils show they know how to keep each other safe, and put into practice their care and consideration for others. They show good levels of respect for each other, their teachers and visitors. Pupils describe the school as a good place to make friends and where other pupils are welcoming and kind.
- Pupils' attitudes to learning are consistently good throughout the school. The minute they are able to get down to active work they do so without fuss. The pupils develop self-confidence, socialise well, and most are able to maintain good concentration levels throughout the day.
- Behaviour outside of the classroom is usually good. Pupils understand well the concepts of fair play. They enjoy their sports, and value the importance of being able to take part together in such activities.

- Pupils show a good awareness of the implications, dangers and consequences of the different types of bullying. They understand the importance of the school's 'zero tolerance' of anti-social behaviour. They do admit to occasional silliness or disobedience, but such incidents are soon resolved.
- School records show that any behaviour which may disrupt learning is minimal and limited to those few pupils who find it difficult to manage their own behaviour consistently well throughout a school day.
- Most pupils attend regularly, but attendance is below average overall, mainly due to the particular family circumstances of a small number of pupils.

The leadership and management are inadequate

- The leadership of the headteacher and governing body has not halted the decline in pupils' standards and achievement since the last inspection. Leaders and managers have not improved the overall quality of teaching sufficiently to enable individuals and groups of pupils to make the progress they should.
- Self-evaluation is not accurate, either in relation to the school's general performance or the quality of teaching and learning. The management of teachers' performance has not been rigorous enough. The headteacher's reports to the governing body indicate that 80% of the teaching observed over the past two years has been outstanding; this is not compatible with the evidence of pupils' declining achievement over time.
- During the inspection, a number of contradictory and contrasting views concerning the school's effectiveness were expressed by school staff, the governing body, the local authority and parents and carers. Working relationships between these groups are not always constructive. Consequently, a review of the work of the governing body, as the responsible authority for the school, is required. This is not only to ensure pupils' improved achievement and accelerated progress but also to build more productive partnerships.
- Discussions with representatives of the local authority show it provided the school with light-touch support and reviews based on the outcomes of the previous inspection and the data provided by the school. It is only during the course of the current academic year that the local authority has started to alert the school to the fact that achievement over time, teaching and leadership are not as strong as the school believed.
- The responses to the online Parent View survey show that a number of parents and carers have concerns about the school. These relate to the progress their children make and the information they receive about this, the quality of teaching, the school's leadership and management and the school's responses to their concerns. Such matters were also raised through individual discussions with the inspector and telephone messages.
- The school promotes pupils' spiritual, moral, social and cultural development well. This is an important part of the school's character and reflects its focus on encouraging pupils' personal development. When given the opportunity, pupils very much enjoy discussions and the chance to share their ideas and explore their opinions. Elements of creativity and an understanding of pupils' similarities and differences are promoted well. Music and the arts are important to the school; in an assembly, the part-singing and harmonies achieved were of high quality.
- In spite of its other weaknesses, relationships between adults and the pupils are consistently

good throughout the school; staff aim to provide good care and pastoral support. All staff returning their questionnaire stated that they were proud of the school and felt part of what it was trying to achieve in its longer-term drive for improvement. This bodes well for the future.

■ **The governance of the school:**

- The governing body's monitoring of the school's effectiveness has not been sufficiently rigorous or well organised.
- In practice, pupils are kept safe while at school, but the governing body has not ensured that the school's administrative systems and records relating to safeguarding are maintained accurately to ensure full compliance with current government requirements, particularly in relation to the recording of background checks made on adults working at the school.
- Until very recently when an experienced governor took over the analysis of the school's data and performance, the governing body did not know enough about the school's performance in relation to others nationally.
- Sufficiently systematic and rigorous checks have not been made of the effectiveness of teaching, and the targets set for teachers' professional development, pay and promotion.
- The governing body knows how the pupil premium is allocated and produces a statement showing how it is spent. However, the impact of this spending has not been sufficiently evaluated. Governors are now involved in additional training to ensure they are increasingly able to meet their responsibilities. They are also now making increased use of their personal and professional expertise in support of the school.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 112928 |
| Local authority | Derbyshire |
| Inspection number | 411884 |

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

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| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 119 |
| Appropriate authority | The governing body |
| Chair | Judi Hayward |
| Headteacher | Julie Stanton |
| Date of previous school inspection | 26 November 2008 |
| Telephone number | 01629 56813 |
| Fax number | 01629 56813 |
| Email address | enquiries@st-giles-matlock.derbyshire.sch.uk |

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