

# Kirk Sandall Junior School

Magnolia Close, Kirk Sandall, Doncaster, South Yorkshire, DN3 1JG

## Inspection dates

3–4 December 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	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.

- The school's overall effectiveness has declined since the last inspection and is now inadequate. There is too little sign of improvement and the capacity to improve quickly is weak.
- Achievement is inadequate. Most pupils start school with standards in reading, writing and mathematics that are above average. By the end of Year 6 their attainment is only broadly average. This represents inadequate progress from pupils' starting points.
- The quality of teaching over time is inadequate. It does not promote good progress and is ineffective in making sure that pupils' achievement improves quickly.
- In too many lessons, pupils' work fails to challenge them appropriately and so they make inadequate progress, particularly those who are more able and those of middle ability. Consequently, too often, the pace of learning is slow.
- Teachers do not always ensure pupils are actively engaged in their learning. As a result, a small minority of pupils lose interest and show weaker attitudes to their learning and sometimes disrupt that of others; hence behaviour requires improvement.
- Actions by leaders to improve teaching and pupils' achievement have been ineffective. They have been too slow in tackling weaknesses in teaching because arrangements for checking and evaluating it are too weak.
- Leaders have not identified clearly enough the most important and immediate priorities. They have failed to ensure that all staff have high enough expectations of either their own teaching or pupils' achievement.
- The roles of middle leaders are underdeveloped and so they do not make an effective contribution to driving improvement.
- Governors do not hold the school to account well enough. They have failed to challenge leaders robustly about the school's performance.

### The school has the following strengths

- Pupils feel safe, enjoy school and attend well.
- The good provision for sports, music and art often enable pupils to excel, develop talents and demonstrate their substantial capabilities.

## Information about this inspection

- The inspectors visited 14 lessons and observed nine of the school's 10 teachers. The headteacher joined an inspector in observing three lessons.
- Meetings were held with senior and middle leaders, representatives of the governing body and a representative of the local authority.
- The inspectors spoke to pupils and heard a selection of Year 3 pupils reading.
- A sample of pupils' work in writing and mathematics was checked.
- The school documentation scrutinised included data on pupils' attainment and progress, the school development plan, policies and procedures for safeguarding pupils and the school's own evaluation of its work.
- The inspectors took account of the views of 24 parents who completed Ofsted's on-line questionnaire (Parent View), written comments submitted by parents and 16 questionnaires completed by staff.

## Inspection team

Alan Lemon, Lead inspector

Additional Inspector

Derek Pattinson

Additional Inspector

James Reid

Additional Inspector

## Full report

*In accordance with section 44 of the Education Act 2005 (as amended), 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.
- The very large majority of pupils is of White British heritage.
- The proportion of disabled pupils and those with special educational needs supported through school action is slightly below average. The proportion of pupils supported at school action plus or who have a statement of special educational needs is also slightly below average.
- The proportion of pupils supported through pupil premium funding is below average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after.
- Nearly all pupils join from one infant school.
- The school meets the government's current floor standards which sets the expected minimum standards for pupils' attainment and progress.

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

- Rapidly improve the quality of teaching so that it is consistently good or better and so that all pupils make good or better progress in reading, writing and mathematics by:
  - eradicating inadequate teaching
  - teachers making good use of assessments to ensure they provide work that challenges pupils of varying abilities, particularly the most-able and those of middle ability
  - teachers planning lesson activities which engage and maintain pupils' interest so that their behaviour and attitudes to learning are always at least good
  - insisting on high standards of pupils' written work and handwriting
  - improving pupils' use of grammar, spelling and punctuation
  - ensuring lessons move forward at a good pace and giving pupils good opportunities to use their reading, writing and mathematical skills in as many ways as possible
  - making sure all teachers adhere to the marking policy and are consistent in giving pupils clear advice on improving their work
  - making sure that at the end of lessons teachers comprehensively check with pupils what they have learnt and they make clear their next steps in learning.
- Urgently improve leadership and management, including governance, so that improvement is driven forward rapidly by:
  - ensuring all staff have high expectations about the quality of their own teaching and what each pupil is capable of achieving
  - improving the rigour with which leaders at all levels check on the quality of teaching so that weaknesses are identified quickly and plans put in place to remedy these
  - providing a high level of professional development for teachers so they know and understand

what constitutes good teaching and learning

- sharpening the focus in managing teachers' performance so that they are held to greater account for pupils' progress and improving their teaching
- developing the roles of middle leaders so that they make an effective contribution to driving improvement in their subjects
- undertaking a review of governance, to include a specific focus on the school's use of the pupil premium, in order to assess how this aspect of leadership and governance may be improved.

Ofsted will make recommendations on governance to the authority responsible for the school.

## Inspection judgements

### The achievement of pupils

### is inadequate

- When pupils start school in Year 3, the standards of their reading, writing and mathematics are above average. By the end of Year 6, when pupils leave the school standards are broadly average. This represents inadequate progress resulting from the inadequate quality of teaching.
- Pupils do not make a quick enough start to catching up to where they left off in their previous school. Evidence from lessons seen and work in pupils' books in Year 3 show that the low expectations of teachers, along with too much work that lacks challenge means that pupils' progress is too slow from the outset.
- In 2013, unvalidated results from national tests in Year 6 showed that the large majority of pupils made much less progress than expected in mathematics, reading and writing. The proportions of pupils making more than expected progress in these subjects are much lower than the national average. A significant number of middle-ability pupils failed to make the expected progress. This has also been the case in previous years. School data are showing significant variations in the progress made by pupils across the different year groups and subjects. Too few pupils, especially the lower and middle attaining pupils, make more than expected progress given their starting points, particularly in writing and spelling, punctuation and grammar. While most able pupils make expected progress too few of them make more than the expected progress.
- Achievement in English is inadequate. Teachers' low expectations lead to bad habits creeping into pupils' work and, in some instances, it deteriorates over time. Pupils are not careful enough in how they present their writing and their handwriting is often untidy. They are not always attentive to ensuring they spell words correctly or use accurate grammar and punctuation. Some of the work in pupils' books is unfinished. The best examples of writing come from pupils' accounts of visits such as to a church and a stately home. However, the amount and variety of writing pupils do is too limited.
- The very large majority of pupils read accurately and fluently. Although pupils are given regular opportunities to practise reading, these often lack the challenge many need to extend their skills and widen the range of reading at a good enough rate.
- Pupils are not moving ahead fast enough in mathematics. They spend too long repeating already well-established knowledge and skills. The most-able Year 6 pupils for example, were set work to find the common multiples for sets of numbers which they did in an instant as their knowledge of multiplication is secure. They did not use their time effectively to tackle better challenges.
- Early indications show that the extra teaching for the least-able pupils, disabled pupils and those with special educational needs taking place outside lessons is helping to increase the pace of their progress. Recently introduced schemes for literacy and numeracy have sharpened the focus on making sure that pupils learn basic skills systematically..
- Pupils supported through the pupil premium funding gain a little benefit from the extra help and teaching this provides. It is often teaching assistants who are effective in giving this support. The wide gap between their attainment and that of other pupils in reading, writing and mathematics, which amounted broadly to a full National Curriculum level in 2012, was halved in 2013. However, the higher expectations and greater pace and challenge in support teaching for pupils, individually or in small groups, outside lessons are not matched in lessons. Therefore, over time the progress of pupils supported through the pupil premium is inadequate.
- School leaders and governors have made a slow response to pupils' underachievement and have been ineffective in promoting pupils' opportunities to achieve as well as they can and to make sure pupils are well-prepared for the next stage of education.

### The quality of teaching

### is inadequate

- Over time, the quality of teaching has not been effective in raising pupils' achievement and this has been clearly apparent in the underachievement at the end of Year 6 over a period of years.
- Most of the lessons seen by inspectors required improvement, demonstrating that teaching is not effective enough to have had a significant impact on overcoming pupils' underachievement. This urgent priority is not sufficiently at the forefront of most teachers' minds when planning lessons.
- Assessment indicates to teachers where pupils are in their learning but this knowledge is not used by them expertly to plan them good challenges in English and mathematics. Challenge is sometimes inadvertently planned out of tasks, such as, when pupils are given lists of adjectives and adverbs to complete sentences when they could manage without these. Some of the questions teachers ask have very obvious answers which fail to stretch pupils, particularly the middle-ability and most-able pupils.
- In lessons where pupils' work lacks challenge or the teaching does not engage them well enough, a small minority of pupils consequently become restless, lose interest and display weaker attitudes to learning which slows their learning and sometimes that of others.
- Opportunities for pupils to read and write are overlooked in many lessons. Teachers sometimes read for pupils when pupils could read for themselves. Pupils have too few opportunities to apply their learning to new problems. Teachers' expectations of what pupils can achieve are too low and they do not ensure that lessons move forward at an appropriate pace. Some teaching of mathematics for example is too cautious and pupils are not moved on when they are ready for new learning. Time is wasted on repeating what pupils already know and can do.
- Teachers do not always assess the quality of learning well enough. At the end of lessons for example, attempts are made to sum up learning with pupils but these are often too short and not thorough in pinning down what pupils have learnt.
- Teachers' marking in pupils' books is meant to help pupils improve their work but they are given too few constructive comments and do not make pupils' next steps in learning clear enough. The school's marking policy is inconsistently applied by some teachers.
- A key feature of the good teaching seen was the emphasis on all pupils doing writing, producing a good amount of written work and talking effectively about what they had achieved. This engaging teaching meant Year 3 pupils were absorbed in writing their account of making biscuits.
- Teaching in physical education, music and art is effective as a result of the expertise in these subjects. Specialists in these areas, including those brought in to school, contribute to good learning and progress in these subjects.

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

### **requires improvement**

- Pupils' behaviour requires improvement. While most pupils settle quickly into their lessons listening attentively and showing curiosity of what they hear and see, this is sometimes diminished by the weaker attitudes to learning of a small minority of pupils. This happens in lessons where the teaching fails to engage pupils and hence their pace of learning slows as they become restless and sometimes distract others from their learning.
- On the playground and in the dining hall pupils generally show good regard for each other and for staff. Most are keen to please and readily adopt the school's positive values concerning behaving well and treating others, whatever their differences, with respect. However, on occasion thoughtless rough play, for example at morning break time and name calling by a few pupils leads to some pupils feeling less than happy.
- Pupils are exposed to a wide range of experiences through an enriched curriculum that endeavours to develop the pupils' spiritual, moral, social and cultural development.
- Pupils say they enjoy school. They arrive punctually each day and the vast majority in a positive frame of mind. Attendance is above average.
- Good opportunities for pupils to take part in a wide range of sports tailored for boys and girls promote healthy lifestyles and well-being. Pupils achieve well in sports and the extra money

available through the new primary school sports funding is being used to buy in specialist coaches, improve the expertise of staff and increase sports equipment.

- Staff generally manage pupils' behaviour appropriately and apply rules consistently. Pupils are challenged when they break the rules and they are sad if they see that they have let the school down.
- Pupils feel safe. The school's arrangements for keeping them safe and staff vigilance ensure they are kept safe. Pupils learn about the different forms of bullying and know they can share their concerns and that these will be taken seriously and dealt with. Incidents of bullying in school are rare. They also learn about risks in using the Internet and social media in particular.

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

- There is a lack of urgency among leaders, governors, staff and the local authority in tackling the causes of pupils' slow progress. Senior leaders have not inspired the staff to take concerted action to raise achievement and improve the quality of teaching. Leaders are not demonstrating the capacity to improve the school.
- There has been insufficient improvement in the quality of teaching. Checks on teaching are not done expertly or incisively enough. The message leaders give to teachers is that their teaching is good or outstanding which is overgenerous and conflicts with the unflattering picture of pupils' learning and progress. This means that leaders have failed to act with urgency or recognise the weaknesses in teaching well enough to take decisive action to remedy them.
- The arrangements for managing teachers' performance are in place but lack rigour. Teachers' targets are not focused sharply on improving the effectiveness of teaching. The quality of teaching does not in general support the movement of teachers up the pay scale. Teachers are not held to account well enough for the progress of pupils or to ensure their teaching improves. In view of this, newly qualified teachers should not be appointed.
- Collaborative work with other schools on teaching is at an early stage and is not intensive enough to bring rapid improvement. Some teachers have taken courses to improve their teaching but impact has been too limited.
- Senior and middle leaders do not ensure that teachers use data showing pupils' progress with sufficient effect to improve their lessons. Middle leaders with subject responsibilities are not driving improvement effectively. This tier of leadership is at an early stage of development and is not making a strong enough contribution to driving improvements forward quickly.
- The curriculum provides a breadth and balance of work and activities which pupils enjoy. In its breadth, the curriculum offers opportunities in literacy and numeracy for pupils to extend their knowledge, understanding and skills although these are not used effectively in much of the teaching taking place. Sports, music and art are strong features leading to many good outcomes. The school orchestra has won many awards. Sports teams represent the local authority and region in competitions and have won many competitions.
- The school's arrangements for the care and support of pupils are effective and robust in keeping them safe.
- **The governance of the school:**
  - The governors have not fully appreciated the urgency required to improve all pupils' outcomes and the implications this has for the school's overall effectiveness. Although they have checked the provision for pupils supported through the pupil premium, they have not challenged leaders robustly on the lack of progress made by these pupils. The reports they read have not been explicit enough on this point and therefore governors have not pressed for urgent action. They have taken too much at face value of what they have been told about the quality of teaching and not vigorously questioned the headteacher's assessment of teaching or looked objectively at proposals for teacher's pay and progression.
  - Governors collect a wide range of information which keeps them up to date on the school's work. They take a close interest in pupils' progress and are fully aware from reports and their own analysis of data that there are weaknesses in pupils' performance. Governors keep track

of improvements in pupils' progress and pursue the headteacher on his actions to raise achievement.

## 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>	106674
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	425733

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>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	294
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Roy Hirst
<b>Headteacher</b>	Adrian Bagnall
<b>Date of previous school inspection</b>	5 October 2011
<b>Telephone number</b>	01302 882827
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