

# Inkersall Primary School

Inkersall Green Road, Inkersall, Chesterfield, S43 3SE

## Inspection dates

5–6 February 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	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.

- In Key Stage 2, pupils' achievement is inadequate and has been for some time. Too many pupils are currently working at levels which are below those expected for their age and are not progressing fast enough.
- Disabled pupils and those with special educational needs make inadequate progress because the school does not ensure that they have the right work or support in lessons.
- In English, boys achieve less well than girls. Pupils known to be eligible for free school meals make slower progress than their peers.
- Pupils' basic mathematical skills are weak, leading to mistakes when they move on to more difficult work.
- When pupils' concentration drifts, they do not read questions accurately or think carefully about what they are writing. This is a weakness in their attitude to learning and it slows their progress. It is mainly this aspect of their behaviour that requires improvement.
- Teaching is not strong enough to help pupils to catch up. Teachers do not always have secure subject knowledge, particularly in writing, to help them teach effectively.
- Teachers' assessments about how well pupils are doing are not accurate.
- Leaders' judgements on how well the school is doing are inaccurate. This has led to ineffective plans that have not addressed weak teaching or pupils' underachievement.
- School leaders at all levels do not use all the information they collect about how well pupils are doing to identify and arrange support for groups that are underachieving.
- School governors have not challenged school leaders or held them to account for the decline in pupils' achievement since the previous inspection. They have not ensured that extra funding has benefited the pupils for whom it was intended.

### The school has the following strengths

- There are good arrangements for pupils' care and welfare.
- Pupils feel safe and get on well with each other and adults in school.

## Information about this inspection

- Inspectors observed 19 lessons, including four which were jointly observed with senior leaders.
- Inspectors held discussions with pupils, looked at a range of their work and listened to a sample of pupils read.
- The inspectors looked at a number of documents including: the school's self-evaluation report and related monitoring of achievement and teaching; the data on pupils' attainment and progress; behaviour and bullying records; safeguarding information; plans for the school's future development; local authority reports and documents provided by the governors.
- Meetings were held with the Chair and three members of the Governing Body, staff members and a representative from the local authority.
- The responses from 37 parents to the online Parent View survey were taken into account along with views parents expressed to inspectors in both correspondence and conversations during the inspection. Questionnaires completed by 26 staff were also considered.

## Inspection team

Angela Kirk, Lead inspector

Additional Inspector

Jonathan Sutcliffe

Additional Inspector

Elisabeth Stock

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

- This is a much larger than average-sized primary school.
- Most pupils are White British.
- The proportion of pupils for whom the school receives the pupil premium (additional funding for pupils who are known to be eligible for free school meals, those in local authority care and pupils with a parent in the armed services) is average.
- The proportion of disabled pupils and those with special educational needs supported through school action is much lower than average. The proportion supported through school action plus or with a statement of special educational needs is broadly average.
- The headteacher has been on sick leave since September 2013. The school's deputy headteacher was in post as acting headteacher during the inspection, supported by an acting deputy headteacher.
- The school meets the government's current floor standards, which sets the minimum expectation for pupils' attainment and progress in English and mathematics.

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

- Improve the quality of teaching and learning, especially in Key Stage 2, by:
  - increasing the accuracy of teachers' assessments and using these to set work at the right level of difficulty for different groups of pupils
  - improving the teaching of phonics (letters and the sounds they make) so that activities are more closely matched to pupils' abilities in order to move learning on more quickly
  - ensuring that pupils know what they are expected to do, especially when completing written work
  - checking pupils' understanding in mathematics lessons and quickly correcting any misconceptions
  - moving learning on more quickly when children are learning through play in the Early Years Foundation Stage.
- Make sure that all groups of pupils make at least good progress in reading, writing and mathematics by:
  - providing effective support for disabled pupils and those who have special educational needs
  - providing a sound framework for both boys and girls to make good progress in writing, particularly in literacy lessons and ensuring that teachers are sufficiently skilled and knowledgeable in the teaching of writing
  - providing pupils' with regular and systematic opportunities to develop their basic mathematical skills
  - checking carefully on the attainment and progress of groups of pupils, in particular boys and those eligible for support through the pupil premium, and better meeting the needs of these pupils, by providing support to help them catch up.

- Improve leadership and management, including governance, in order to improve outcomes for pupils by ensuring that:
  - pupils' progress is rigorously tracked and analysed to identify any underachieving groups and take appropriate action to accelerate their progress
  - the school's self-evaluation is accurate and that school development planning is focused on securing improved teaching and achievement across the school
  - pupil premium funding is used for the benefit of eligible pupils throughout the school
  - the governing body acquires the necessary skills to ask searching questions and be rigorous in its monitoring, in order to hold the school to account.

An external review of governance, to include a specific focus on the school's use of the pupil premium, should be undertaken in order to assess how this aspect of leadership and governance may be improved.

## Inspection judgements

### The achievement of pupils

### is inadequate

- Achievement is inadequate because, over time, pupils have made poor progress across Key Stage 2, resulting in a decline in standards to below average at the end of Year 6. There are also weaknesses in the achievement of groups of pupils across the school, including boys who achieve less well than girls in reading and writing.
- Children begin in the Nursery with skills and knowledge that are below those typical for their age. New pupils join the school in Reception with often no pre-school experience, so many children's skills when they start Reception are still below that expected. By the end of the Reception Year, having made only limited progress, most children's skills and knowledge are still below average.
- Pupils' work in lessons and in their books shows that they are underachieving, particularly in writing and mathematics. Pupils often make insufficient progress in writing because teachers do not explain what to include to achieve well. In mathematics, pupils' basic skills of addition, subtraction, multiplication and division are weak; this limits their ability to tackle the next stages of calculation and problem-solving.
- The most-able pupils in Key Stage 2 do not achieve well. Although their basic mathematical skills are better than those of their peers, they make careless errors in their work. Often they do not develop the skills that they need to help them to apply their mathematical knowledge. These pupils are not able to write for a wide range of audiences at the required level.
- Disabled pupils and those who have special educational needs are often given additional lessons or extra support in class. However, when they do not make sufficient progress, rather than investigating precisely what these pupils need, the school has, until very recently, simply tried another programme of support. Consequently, many make inadequate progress, especially in reading and mathematics, with a significant number making no measureable progress over the course of a year.
- The pupil premium funding has not been used effectively to support the pupils for whom it is intended. The money has been directed at reducing class sizes in Years 5 and 6; this has had an impact on narrowing current gaps in reading and writing, but not in mathematics. The funding has not been directed specifically at improving the progress and attainment of all pupils known to be eligible for free school meals. In 2013, at the end of Year 6, these pupils were around 18 months behind their classmates in mathematics. In reading and writing, they were more than two years behind. Throughout the school, eligible pupils make inadequate progress.
- Pupils' progress in developing phonics skills is too slow in Reception and in Years 1 and 2. Not all staff have the skills to match learning tasks to different ability groups. Pupils in Year 1 were below average in the 2012 and 2013 phonic screening checks, and the school has only very recently started to give more successful extra support to those older pupils who are still struggling with phonics.
- The school is not effective in promoting equality of opportunity for its pupils because too many underachieve and it is not using pupil premium funding to provide appropriate support for eligible pupils.

**The quality of teaching is inadequate**

- Over time, the quality of teaching has not ensured that all pupils make sufficient progress. This is especially true for those who are disabled or who have special educational needs, boys in reading and writing and for those known to be eligible for free school meals.
- Too many teachers do not provide effective resources, sufficient support or work at the right level for disabled pupils and those who have special educational needs. Consequently, these pupils are left confused in lessons or spend their time completing tasks incorrectly.
- Activities in mathematics are often hindered by pupils' weak basic skills. Too often, teachers do not check pupils' understanding until many have completed much of a task incorrectly. In problem solving, teachers do not ensure that pupils read questions carefully and think logically about how to solve the problem.
- In their teaching of writing, even of older pupils, teachers' expectations are not high enough and they focus too much on basic punctuation (capital letters and full-stops) simple descriptive language, and conjunctions (but, because). Teachers are not precise about the requirements for specific types of writing, such as a story compared with a newspaper report.
- Teachers regularly give more challenging activities to the most-able pupils. However, these pupils are not given enough guidance to help them to write well or to develop the skills they need to solve mathematical problems.
- In the Early Years Foundation Stage, children benefit from good explanations about what they are learning. They also benefit from interesting and well-planned indoor and outdoor activities. While adult-led activities are usually effective, staff do not intervene enough in children's play to accelerate their learning.
- The school uses a system of individual pupil targets and meetings with teachers, with the aim of helping teachers to identify gaps in pupils' learning. However, teachers' assessments are still not sufficiently accurate because school leaders do not check that they are all assessing similar work at the same level or in the same way.
- Some teachers' marking is effective and offers useful comments to pupils about what they do well and how to improve their work. In some classes, pupils correct and improve their work following this feedback from the teacher, but this practice is only followed by a few teachers.

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

- The behaviour of pupils requires improvement. Many pupils do not think hard enough about the quality of their work. They rush activities without making sure that they have fully understood instructions, so they make careless mistakes because their emphasis is on finishing rather than doing their best.
- Around school, in lessons and at play, pupils are polite and courteous to adults and to each other. The school is successful in helping pupils who find managing their own behaviour difficult because behaviour management systems are effective and are followed consistently by all staff. Teachers have been less successful in improving pupils' attitudes to learning.
- Pupils generally take pride in the presentation of their work, setting out their work neatly.

- The school's work to keep pupils safe and secure is good. Pupils feel safe in school and agree that there are few incidents of bullying. They are confident that the adults in school help them to sort out any problems they may have and know that, for example, repeated name-calling is a form of bullying. Pupils learn how to keep themselves safe, including when using the internet.
- Parents who spoke to inspectors at the start of the school day were positive about the behaviour of pupils, although the response on Parent View suggests that, of those who responded, a small minority have concerns about pupils' behaviour and bullying.
- Attendance is average. There has been a reduction in the number of pupils who have previously been persistently absent.

### **The leadership and management is inadequate**

- Leadership and management is inadequate because school leaders and governors have not reacted quickly or effectively enough to halt the decline in achievement and the weaknesses in teaching. The decline since the last inspection shows that leaders are not demonstrating the capability to bring about improvement.
- A few of the actions in the school's new development plan have now been implemented but it is too soon for them to have had a significant impact. Development planning did not focus on the right priorities, until the late autumn of 2013, when, with support from the local authority, more effective plans were written.
- Leaders and managers in the school do not use all the available information to form an accurate assessment of how well the school is doing. This is despite this having been repeatedly identified in the last 12 months as a concern by the local authority. School leaders have not questioned the conflicting information they have been given by teachers about how well pupils are doing.
- The school should not appoint newly qualified teachers.
- Leaders have not taken effective action to tackle aspects they have identified as weak. Initiatives to bring about improvements, and support provided to particular pupils, were evaluated too late and, if their impact was limited, the school simply tried something else, without identifying why the initial actions had been unsuccessful.
- With local authority support, the school has very recently begun to identify weaknesses in teaching; senior leaders are now accurate in their evaluation of the quality of teaching. Some teachers have begun to make improvements following training; for example, by ensuring that pupils have opportunities to discuss their learning to improve their ideas. New teachers have joined the school at a senior level to help strengthen teaching and leadership and management.
- Subject and other leaders have received training to support their monitoring and evaluation of teaching and to improve the school's use of additional resources to support pupils who are disabled and those who have special educational needs.
- The curriculum does not ensure that pupils develop key literacy and numeracy skills. Nevertheless, the curriculum gives pupils a good range of enrichment activities linked with the topics they study. These engage the interest of most pupils and they comment positively on how the topics make their learning enjoyable.

- The school has decided to spend its additional primary sports funding on a trim trail and training for orienteering. No exact costings have yet been worked out and the plans have yet to be implemented.
- The local authority's intervention was too late to halt the decline in achievement and teaching that has occurred since the last inspection.

■ **The governance of the school:**

- Governors lack a detailed understanding of the school's performance in relation to other schools nationally. They have not always been provided with sufficient information to make accurate judgements about pupils' achievement and the quality of teaching. Until recently, they placed too much reliance on the overly positive reports from the local authority and the senior leaders in the school, so did not challenge, despite the conflicting information indicating inadequate progress; for example, from the *Data Dashboard*.
- Governors have not been diligent in obtaining the views of parents and carers; for example, through the use of their own questionnaires or through Parent View. They have not ensured that the pupil premium is used for the benefit of all the pupils for whom it is specifically intended. Governors have established that teachers' salary progression is linked to their performance.
- Governors monitor safeguarding arrangements. They ensure that national requirements for safeguarding are met.



## 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>	112795
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	440526

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	430
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Eileen Bingham
<b>Headteacher</b>	Jean Butterfield
<b>Date of previous school inspection</b>	21 March 2011
<b>Telephone number</b>	01246 472370
<b>Fax number</b>	01246 280422
<b>Email address</b>	enquiries@inkersall.derbyshire.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 2014

