

CfBT Inspection Services
Suite 22
West Lancs Investment Centre
Maple View
Skelmersdale
WN8 9TG

T 0300 1231231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 01695 566863
Direct F 01695 729320
Direct email:
jbennett@cfbt.com



7 April 2014

Mr Adrian Bagnall
Headteacher
Kirk Sandall Junior School
Magnolia Close
Kirk Sandall
Doncaster
South Yorkshire
DN3 1JG

Dear Mr Bagnall

Special measures monitoring inspection of Kirk Sandall Junior School

Following my visit to your school on 4 April 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's recent section 5 inspection.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection which took place in December 2013.

Evidence

During this inspection, I held meetings with you, the Chair of the Interim Executive Board, a representative of the local authority, the executive headteacher and two other headteachers who are supporting the school. The local authority's statement of action and the school's improvement and action plans were evaluated.

Context

An Interim Executive Body is now in place and an executive headteacher has been appointed; she is the headteacher of a nearby infant school and she works at the school for two days a week. The school also has support from the Brighter Futures Trust. Currently one teacher is on leave of absence. The school is exploring the possibility of becoming an academy.

The quality of leadership in and management of the school

You, senior leaders and staff are coming to terms with the challenge ahead of the school. Governors and the executive headteacher have worked with you to take firm action to tackle inadequate teaching swiftly. This has involved coaching from external partners and two headteachers working with the school's trust partner. Quite rightly this has been the main focus for improvement work.

Displays in the classrooms often provide helpful tips for pupils to improve their writing, but the clutter around rooms gets in the way and prevents pupils from using them effectively. This untidy, slapdash approach is reflected in pupils' books and equipment. This aspect of improving teaching has not been subject to enough rigour or urgency. For example, pupils' presentation in their books has not improved. Their writing remains untidy, but more worrying is their approach to drawing diagrams and graphs. They do not routinely use rulers or take care with accuracy and this leads to mistakes which go unchecked.

The school's improvement and action plans are focused on the right priorities, but they are confusing because there are too many separate parts. There are clear timescales for the members of the Interim Executive Body to check on the progress the school is making. However, there is not enough clarity about exactly what improvement will look like at interim checks. This makes it difficult for governors and external partners to be sure the school is on track.

The newly formed Interim Executive Body is keeping a careful eye on how well the school is doing. Members include the executive headteacher and a representative of the local authority. They have recently reviewed the way that teachers are rewarded and made sure there are sensible links to the progress pupils make. The school's external trust partners have wasted no time in helping the school get to grips with making sure that teachers' marking and checks on pupils' progress are accurate. They know there is still a lot to do, but they have made a positive start.

The local authority's statement of action provides a useful overview of how it expects the school to improve. It is concentrated on the most important elements. Targets for pupils' results at the end of Key Stage 2 are not related closely enough to the current achievement of pupils. This is largely because the school's own internal data are not accurate. The statement is rightly ambitious for the school, but it is sometimes unrealistic about timescales.

Following the monitoring inspection the following judgements were made:

The local authority's statement of action is fit for purpose but the school's improvement and action plans are not fit for purpose.

The school may not appoint newly qualified teachers before the next monitoring inspection.

I am copying this letter to the Secretary of State, the Chair of the Interim Executive Board and the Director of Children's Services for Doncaster. This letter will be published on the Ofsted website.

Yours sincerely,

Joan Hewitt
Her Majesty's Inspector