

# Temple Normanton Primary School

Elm Street, Temple Normanton, Chesterfield, Derbyshire S42 5DW

## Inspection dates

5–6 October 2016

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Inadequate
Early years provision	Inadequate
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is an inadequate school

- Standards have declined since the last inspection. Until recently, leaders and governors did not have an accurate view of how well the school is doing. Their view was overly generous.
- The unavoidable absence of the headteacher has meant that the recent efforts to stop this decline have halted.
- Leaders have not made sure that effective school improvement planning is in place. Many policies are out of date and the systems to monitor teachers' performance are weak.
- Governance is inadequate. Governors have been ineffective in making sure that leaders maintain a good quality of education for all pupils.
- The quality of teaching is inadequate. Teachers' expectations of what pupils can achieve are too low. In too many lessons, teachers fail to use the information about pupils' starting points in order to plan for their learning. This means that pupils do not make the progress that they should.
- Leadership within the early years is inadequate. There is no leader of the early years in post. The quality of teaching and learning within this provision is not good enough to ensure that children achieve well enough.
- Leaders do not have an effective system in place to track pupils' progress. Teachers' assessments are often inaccurate.
- Pupils underachieve in the early years, at key stage 1 and at key stage 2. Many pupils do not gain the greater depth of knowledge and skills they require to move successfully to the next stage in their learning. The most able pupils do not make the progress that they should.
- The teaching of reading is inadequate. Too few pupils achieve the expected standard in phonics and then fail to catch up in key stage 1. In key stage 2, too many pupils do not have their reading skills nurtured or their love of reading encouraged.
- Too many pupils fail to attend school. Too many pupils arrive late. Leaders do not have an effective system in place to make sure that pupils arrive promptly and attend school regularly.
- Too much low-level disruption takes place in lessons. Pupils experience interrupted learning because of the poor behaviour of a minority of their peers.
- Leaders have not ensured the effective spending of pupil premium funding. They are unable to account for the impact of these funds on the outcomes of disadvantaged pupils.
- Leaders have not ensured that the primary physical education and sports funding is wisely spent. Too few pupils participate in sport.

### The school has the following strengths

- The work of the deputy headteacher and the leader of mathematics is showing signs of promise.
- The attendance of Traveller pupils has improved.

## Full report

In accordance with section 44(1) of 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.

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

- Ensure that effective governance is in place.
- Improve the quality of leadership and management by making sure that:
  - school improvement planning is in place and is focused on the critical areas that need to be quickly addressed
  - all school policies are up to date and well understood by teachers, pupils and parents
  - a curriculum is fully in place and meets the needs of the pupils
  - an effective system is in place to track and monitor the progress that individual pupils and groups of pupils are making within each class and across each key stage
  - teachers' performance is well managed and their professional development is of high quality.
- Make sure that pupil premium funding and the primary physical education and sports funding are appropriately spent and make a positive difference to pupils' progress and attainment.
- Improve the quality of teaching and learning, so that pupils' outcomes in reading, writing and mathematics improve significantly, by ensuring that:
  - pupils' starting points are used when planning for learning and that pupils' knowledge and skills are built on effectively
  - the most able pupils' learning needs are met in order that they make the progress of which they are capable
  - the assessment policy is used consistently by all teachers, in order that pupils receive guidance which helps them to correct errors and to make progress in their learning
  - the teaching of phonics and of reading in key stage 1 and key stage 2 rapidly improves so that pupils have the necessary skills and opportunities to read at the level appropriate to their age and abilities
  - the low-level disruption caused by a minority of pupils is eliminated.
- Reduce the number of pupils who are absent and the proportion who arrive late.

- Improve the effectiveness of the early years provision by making sure that effective leadership is in place to drive the rapid improvement that is required.

An external review of pupil premium spending should be undertaken to assess how this aspect of leadership may be improved.

An external review of governance should be undertaken to assess how this aspect of leadership may be improved.

## Inspection judgements

### Effectiveness of leadership and management

### Inadequate

- The headteacher joined the school in January 2016 and quickly identified that standards within the school were on the decline. Her unavoidable absence from the school has interrupted the efforts to address this decline.
- Leaders do not have a school improvement plan. There is not a well-understood plan of action as to the steps to take in order to improve the school. There are no clear targets for leaders, teachers and pupils to aim for. There is no method for leaders and governors to judge if actions taken are having the required impact and effecting school improvement.
- Until the arrival of the new headteacher, leaders, governors and teachers had an overly generous view of the school. There has been some resistance to change and this has slowed the pace of improvement.
- There is no leader of the early years. This provision is inadequate.
- Leaders have not made sure that school policies are up to date or that they contain the correct detail about who is responsible for ensuring the implementation of these policies.
- The assessment, monitoring and tracking of the progress made by pupils is inadequate. Leaders do not yet have a system in place to systematically check the progress that individual pupils and groups of pupils make. This means that the underperformance of pupils is not spotted or rectified quickly enough.
- Leaders have been slow to implement the new curriculum. To date, the curriculum has not been effective in ensuring that pupils develop knowledge and understanding appropriate to their age or ability in reading, writing, mathematics and wider subject areas.
- Leaders do not use pupil premium funding prudently. They do not check whether the specific actions they are taking are making enough difference to the progress that eligible pupils are making.
- The primary physical education and sports funding helps to fund pupils' sporting activities after school and during the school day. There is little analysis regarding the number of pupils or groups of pupils these funds benefit, or how they could benefit pupils further.
- Support from the local authority to the school has been ineffective. This support has not helped leaders' capacity to improve the school at an appropriate pace.
- Leaders have ensured that teachers receive professional training. This includes through links with neighbouring schools. Leaders do not know if all aspects of this training are effective because insufficient records are kept. Limited improvements to the quality of teaching are evident.
- Leaders have introduced a system to appraise teachers' effectiveness, and individual targets are now set with teachers. There are now points within the school year when teachers can discuss and review their performance with leaders. These developments are too recent to have had an impact on the quality of teaching.
- The newly appointed deputy headteacher is putting in place a number of strategies to improve the quality of teaching, learning and assessment. This leader has identified the

right things to work on; it is too soon to judge the impact of this work, however.

- The headteacher has ensured that leaders in the school have a clear understanding of their roles and responsibilities. These leaders are stepping up to the challenge and are starting to make a positive difference. They do, however, require effective training and support in order that they gain the necessary leadership skills.
- Leaders and teachers promote the spiritual and cultural development of pupils well and a number of activities take place to promote pupils' understanding and enhance their experiences. There are strong links with the local church and pupils take part in festivals and religious celebration, including the celebration of different faiths to their own. Leaders provide opportunities for pupils to challenge themselves, and learn about the environment around them, how to cooperate and work together as a team.
- Newly qualified teachers may not be appointed to the school.

### **Governance of the school**

- The governance of the school is inadequate.
- Governors have failed in their duties to ensure that the school continues to be a good school. They have not provided effective challenge and support to leaders.
- Governors have been slow to recognise the decline in standards within the school and have not done enough to prevent this.
- Governors have not made sure that the pupil premium funding and the primary physical education and sport funding premium are spent appropriately to ensure that eligible pupils benefit.
- Governors have received training and support from the local authority. This training has been ineffective.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- In this small school, pupils and their families are known well. Leaders work extensively with external agencies to make sure that individual pupils receive the support they require. Communication with parents is good and parents said that they appreciated this.
- Staff have received updated training on the safeguarding and welfare of pupils. They know what to look for and how to respond if they identify any issues of concern. Staff and pupils are aware of who the designated safeguarding lead is within the school. Pupils said that they had many people within the school who they could go to if they had a worry or a problem.
- A safety week takes place and each year group has the opportunity to learn a range of ways in which to keep themselves safe. This includes when using the internet and using mobile phones. Pupils learn of the risks of exploitation and spoke about what they would do if they found themselves in this situation. Pupils said that they enjoyed coming to school and that they felt well cared for by their teachers.

### **Quality of teaching, learning and assessment**

### **Inadequate**

- The weak teaching in some classes results in pupils not achieving at the levels expected for their age. Where teaching is weakest, pupils do not develop the skills they need in order to move to the next stage in their education.

- Teachers' planning is not precise enough. In some lessons, pupils of differing abilities and ages are learning the same things at the same level while completing the same tasks. The teaching does not help pupils to develop the knowledge, understanding and skills appropriate to their age or ability.
- The teaching of reading is inadequate. The teaching of phonics is weak, which means that some pupils do not learn the skills and strategies they need in order to read effectively. Too many of the pupils who do not meet the expected standard in phonics by the end of Year 1 fail to catch up in Year 2. At key stage 2, too many pupils are reading at the incorrect levels. Some pupils are reading books that are far too easy for their age and ability. In some cases, pupils' love of reading is stifled.
- Teachers' expectations of what pupils can achieve are too low. Pupils, particularly the most able, do not make the progress they should. Pupils said that too often they needed to wait for others to catch up before they were able to move to the next activity. These pupils should not have to wait to learn.
- Teachers' implementation of the school assessment policy is too inconsistent. Feedback to some pupils does not help them to rectify their mistakes or improve their work. Some younger pupils sometimes receive written feedback that they find difficult to read. At times, errors remain uncorrected and this means that pupils continue to make the same mistakes.
- The quality of support provided by teaching assistants is too variable. Where this support is good it supports the learning and progress of pupils. Weaker practice is characterised by chivvying pupils to get on with their work rather than supporting them to learn.
- Recent leadership of teaching and learning has started to have an impact. Many teachers are now keen to develop their practice and improve.
- Teachers are working with others from partner schools in order to improve the quality and accuracy of their assessments. This work is productive.

## Personal development, behaviour and welfare

## Inadequate

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- The skills, abilities and enthusiasms of some pupils are suppressed because the quality of the teaching they receive is weak. Pupils rarely gain the opportunity to be truly successful learners.
- Pupils said they felt safe within their school but there were occasions when their peers could be silly and this made them upset. The perception of these pupils was that some of their peers 'got away' with repeatedly doing stupid things and that this was unfair. They felt that sometimes some pupils gained too many 'chances', to the detriment of others.
- Pupils' spiritual, moral, social and cultural development is generally catered for well and pupils said that they enjoyed coming to school. They said their teachers were kind and that they would receive help if they ever needed it. They particularly appreciated the activities that took place outdoors and where they worked as teams.

- Pupils are polite and articulate. They display good manners and opened doors for each other and for visitors. During break and lunchtime, they play harmoniously together and are well supervised.
- Pupils respect their school and showed real pleasure when their work was displayed around school. Pupils' work books are well cared for and they show pride in their work.

### **Behaviour**

- The behaviour of pupils is inadequate.
- Low-level disruption is evident in too many classes. Poor behaviour interrupts pupils' learning. Pupils said that this meant that they had to listen 'really hard' to understand their teachers' instructions and that this was slowing down their learning.
- Leaders do not ensure that pupils attend school regularly. They know the pupils and their families well, but do not have an effective system in place to track the attendance of individual pupils and have no successful strategies in place so that far more pupils attend school.
- Too many pupils continue to arrive to school late. Routines are not sharp enough to ensure that parents bring their children to school on time.
- Lunchtime arrangements are good. Pupils eat their lunch in a calm and orderly manner.
- Leaders have implemented an array of activities that pupils can take part in at lunchtime. Pupils enjoy and engage in these activities and the supervision of this by adults is effective. The atmosphere created for pupils in the playground at lunchtime is a real strength of the school.
- Since the arrival of the headteacher, communication with the parents of pupils from the Traveller community has improved. The small numbers of these pupils are now beginning to attend school more regularly.
- Where there is better teaching, pupils' behaviour is good. In Year 3 and Year 4, pupils clearly enjoyed their French lesson. They were behaving well and working collaboratively and enthusiastically with each other.

### **Outcomes for pupils**

### **Inadequate**

- The progress of the pupils is inadequate. As a result, the pupils' attainment in national tests and assessments is too low, particularly in the Year 1 phonics screening test and at the end of key stage 1 and key stage 2.
- The proportion of pupils achieving the expected standard in phonics is well below the average. Pupils who fail to achieve this standard struggle to catch up when they enter key stage 2. They do not enter key stage 2 with the skills they need for the next stage in their education.
- Pupils' work books across the school show that pupils of all abilities are not making the progress they are capable of achieving. There was evidence in some books that pupils of different ages and abilities were repeatedly completing the same tasks at the same level. Pupils are not making the progress they are capable of as a consequence.
- Across the school, the most able pupils make inadequate progress. The expectations of what these pupils can achieve are often too low. The planned learning fails to build on pupils' previous skills, and this limits the opportunity to deepen their knowledge.
- There are too few disadvantaged pupils in each key stage to report on their progress compared to their peers nationally. The data available and the standard of work in their

books indicates that this group of pupils make less progress than others do.

- There are too few pupils who have special educational needs and/or disabilities to report on their progress. The special educational needs coordinator (SENCo) has appropriate provision in place for individual pupils and is monitoring their progress closely. Pupils are benefiting from this support.
- There are too few children from the Traveller community in each key stage to report on their progress. The work seen in these pupils' work books indicates that the poor quality of teaching, learning and assessment is having the same negative impact on their progress as it is for the other pupils in the school.

### **Early years provision**

### **Inadequate**

- The leadership of the early years is inadequate. There is no leader of the early years in post.
- The outdoor provision is inadequate. Not enough is in place to make the outside space stimulating and exciting. Many resources are available but they are not used creatively to stimulate children's interest and to help them learn.
- The assessment of the progress children make is inadequate. Children's starting points when they enter the provision are unknown. The system used to record children's progress is unwieldy. Parents receive limited information about the progress their child is making.
- This poor use of assessment means that teachers do not plan well enough to meet children's differing needs. Too often, learning is pitched at too low a level.
- Children can be silly and misbehave. This is because the activities planned for them are not sufficiently engaging or pitched at the correct level.
- Too many children are absent from the provision too regularly. There is no strategic plan in place to encourage parents to make sure their child regularly attends school.
- The newly qualified teacher within the provision is working hard, against all odds. He is doing his very best to improve the learning for children and to encourage their love of it. The support this teacher receives is poor.

## School details

Unique reference number	112638
Local authority	Derbyshire
Inspection number	10003363

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.

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	102
Appropriate authority	The governing body
Chair	Karen Barnes
Headteacher	Sarah Griffith
Telephone number	01246 850 389
Website	<a href="http://www.templenormantonschool.co.uk">http://www.templenormantonschool.co.uk</a>
Email address	<a href="mailto:headteacher@normanton.derbyshire.sch.uk">headteacher@normanton.derbyshire.sch.uk</a>
Date of previous inspection	7 December 2011

## Information about this school

- The school does not meet requirements on the publication of information because some is out of date.
- The headteacher joined the school in January 2016.
- The headteacher has been absent from the school due to ill health since the summer term 2016. The headteacher was present for the inspection.
- An interim headteacher has been in post from September 2016.
- A deputy headteacher joined the school in September 2016.
- The school is much smaller than the average primary school.
- The number of disadvantaged pupils known to be eligible for pupil premium funding within the early years, key stage 1 and key stage 2 is too small to make a national comparison.

- The number of pupils who have special educational needs and/or disabilities in the early years, key stage 1 and key stage 2 is too small to make a national comparison.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress at the end of key stage 2.

## Information about this inspection

- The inspector observed learning in all classes. These observations were undertaken with the interim headteacher.
- The inspector looked at the work of pupils in Years 3, 4, 5 and 6 to gain a view of the impact of teaching over time.
- Meetings were held with the headteacher, the interim headteacher, senior leaders, the special educational needs coordinator and members of the governing body. The inspector spoke with three representatives from the local authority.
- The inspector spoke formally with a group of pupils to gain their views of the school. Pupils were also spoken to informally at playtime and in lessons. The inspector heard a group of Year 6 pupils read.
- The inspector looked at a range of documents, including the school's self-evaluation, whole-school plans, the headteacher's report to the governing body, local authority plans for support and information relating to the safeguarding of pupils. A range of information relating to pupils' achievement and attendance was discussed with the headteacher, interim headteacher and senior leaders.
- The inspector took into account the views of staff, parents and pupils through the online surveys and during the inspection.

## Inspection team

Jayne Ashman, lead inspector

Her Majesty's Inspector

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