

# Ermine Primary Academy

Redbourne Drive, Lincoln, Lincolnshire LN2 2HG

## Inspection dates

14–15 May 2019

|  |                             |
|--|-----------------------------|
| <b>Overall effectiveness</b>                 | <b>Inadequate</b>           |
| Effectiveness of leadership and management   | <b>Inadequate</b>           |
| Quality of teaching, learning and assessment | <b>Inadequate</b>           |
| Personal development, behaviour and welfare  | <b>Requires improvement</b> |
| Outcomes for pupils                          | <b>Inadequate</b>           |
| Early years provision                        | <b>Good</b>                 |
| Overall effectiveness at previous inspection | Inadequate                  |

## Summary of key findings for parents and pupils

### This is an inadequate school

- Leaders have not improved the quality of teaching and learning for all pupils.
- Leaders have not ensured that all key stage and subject leaders fully understand their roles and responsibilities. They have not evaluated the quality of teaching and learning accurately.
- Leaders have not established a curriculum that systematically develops what pupils know and can do or pupils' understanding of fundamental British values.
- Leaders have not ensured that additional funding is used well to improve the progress of disadvantaged pupils.
- Leaders have not assessed the progress of pupils with special educational needs and/or disabilities (SEND) well enough.
- Governors and trustees have not fulfilled all their statutory responsibilities. They have not checked that the funding has benefitted all the pupils who are in receipt of the pupil premium.
- The Academy of Lincoln Trust (the trust) has been too slow to support school leaders in improving the quality of teaching and learning.
- Teachers do not have high enough expectations of what pupils can do. They do not use assessment well enough to match tasks to pupils' abilities. Not all pupils can read the texts that they are given.
- Teachers do not consistently challenge pupils. Pupils have few opportunities to reason mathematically or apply their understanding of number.
- In key stage 1, pupils do not make the progress of which they are capable. Too few pupils are well prepared for the next stage of their learning.
- The new leadership team has acted swiftly to improve pupils' behaviour. Incidents of poor behaviour have reduced. However, not all parents and carers understand how bullying is addressed.

### The school has the following strengths

- Leaders have made thorough improvements to safeguarding. Governors rigorously evaluate how the school keeps pupils safe.
- The new leadership team has begun to raise the aspirations of the school community.
- Leaders have strongly improved the quality of provision in early years. Children get off to a flying start in early years. They become enthusiastic and independent learners who are ready for Year 1.

## Full report

In accordance with section 44(2) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

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

- Improve the quality of leadership and management by ensuring that leaders:
  - establish an effective leadership structure with clear roles and responsibilities
  - evaluate the quality of teaching and learning accurately
  - check that improvements to teaching and learning are being made and hold staff to account for the progress of their pupils
  - plan the use of the pupil premium effectively and ensure that governors fulfil their statutory duties by checking the use of this
  - evaluate the quality of provision and assess the progress of pupils with SEND accurately
  - effectively promote pupils' spiritual development and understanding of fundamental British values.
- Improve the quality of teaching and learning and thereby outcomes for pupils by ensuring that all teachers:
  - use assessment accurately and effectively so that pupils build on their previous learning
  - identify when pupils are ready to move on so that all pupils are effectively challenged
  - provide support for pupils to become independent learners
  - consistently expect pupils to present their work in a neat and fluent style
  - develop opportunities for pupils to develop their ideas through writing at length and across the curriculum
  - deepen pupils' thinking through teaching them to solve problems and reason mathematically
  - ensure that texts are matched appropriately to pupils' ability to read
  - provide a broad and balanced curriculum which develops pupils' knowledge, skills and understanding.
- Ensure that all stakeholders fully understand how bullying is addressed at the school.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management

### Inadequate

- There has been a period of significant turbulence in the leadership of the school following the previous inspection. Leaders acted swiftly to improve the effectiveness of safeguarding, to secure rapid improvements in early years and to the behaviour of pupils.
- Leaders have not acted with urgency or rigour to improve the quality of teaching and learning at the school. Not all the areas for improvement identified by the previous inspection have been addressed.
- Leaders' evaluation of the quality of teaching and learning is overgenerous. They have not accurately identified what needs to be done to improve.
- Not all leaders fully understand their roles and responsibilities. They do not give feedback to teachers that helps them to improve the quality of teaching. They do not check well enough that these improvements have been made.
- Leaders do not hold teachers to account for the progress of their pupils. They have not ensured that all teachers have high expectations of what pupils can do.
- Leaders have not established accurate assessments of what all pupils know and can do. They have not ensured that all teachers have the subject knowledge that they need to plan an appropriate sequence of lessons for pupils.
- Leaders have not planned the use of additional funding, such as the pupil premium, with transparency. They have not evaluated the impact of the funding to check whether it is making a difference to the progress that pupils make.
- Leaders have not ensured that the progress of pupils with SEND is assessed accurately enough. They have not checked that all of the teaching that pupils with SEND are receiving is making a difference to them.
- The new leadership team has begun to identify improvements which need to be made and has secured external support to help them to do so. Leaders have developed clear strategic plans to improve the quality of leadership. However, these are at an early stage and have not yet had enough time to have an impact on pupils' outcomes.
- Leaders have begun to develop a clear moral purpose through the recently introduced core values of respect, kindness, resilience, aspiration and pride. They have placed a definite emphasis on pupils' social and moral development. However, pupils' spiritual development is underdeveloped. Leaders have not yet fully developed pupils' knowledge of fundamental British values.
- Leaders have not yet fully developed a wider curriculum which systematically builds pupils' knowledge and understanding. They have not established a progression of learning through the school.
- Leaders have used the primary physical education (PE) and sports premium to develop teachers' subject knowledge. They have increased the range of clubs on offer to pupils, including sports such as boccia and multi-skills. However, they have not yet evaluated this provision to ensure that it meets the needs of all learners at the school.

## Governance of the school

- The trust has been too slow to support leaders to improve the quality of teaching and learning. It has secured some external support for the school, but this has taken place very recently.
- The trust has not ensured that its statutory obligation to scrutinise the use of additional funding has taken place with enough rigour. It has not checked the spending of the pupil premium well enough.
- Governors and the trust have recently begun to act on the review of governance following the previous inspection. They have become more involved in working alongside leaders. They have begun to hold leaders to account through a clearer system of accountability and reporting. However, this is at an early stage.

## Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have made substantial and sustained improvements to the systems that are in place to keep pupils safe. They make timely referrals and challenge other agencies if they do not think that enough support is in place for pupils and their families.
- Leaders have ensured that staff training is regular and up to date. Appropriate proportions of adults have now had first aid training. Leaders check that injuries are dealt with appropriately and that records are kept of this.
- Governors and other external agencies have rigorously evaluated the quality of safeguarding. They have identified further areas to develop and checked that these changes have improved communication between staff. They have provided consistent and regular challenge to leaders.
- Pupils feel safe in school. They understand how to keep themselves safe online and how to report cyber bullying to an adult so that it can be addressed effectively. Leaders have established a more effective system for recording incidents of bullying and monitor this closely.

## Quality of teaching, learning and assessment

## Inadequate

- Teachers' expectations of what pupils can achieve are too low. Too few pupils demonstrate pride in their work so that it is the best that they can produce.
- Teachers do not assess accurately what pupils know and can do. They do not use this information well enough to plan what pupils should learn next. Some tasks are too difficult for pupils to complete because teachers do not ensure that it builds on what pupils know or can do.
- Teachers do not explain well enough to pupils what they need to do to improve their work. Teachers do not identify where pupils have misunderstood what they are learning. As a result, misconceptions are not consistently addressed.
- Not all teachers ensure that there is challenge for the most able pupils. Teachers do

not always check what pupils are doing when they have finished their work and so opportunities to extend pupils' learning are lost.

- Teachers do not consistently ensure that pupils can apply their mathematical knowledge to solve problems. There are too few opportunities for pupils to use reasoning or to explain how they can prove that their thinking is correct.
- In key stage 1, most adults model the sounds that letters make accurately. Not all teachers check well enough that pupils are blending these sounds together fluently. Teachers do not ensure that pupils' reading books match their stage of their reading development, so opportunities to reinforce learning are missed.
- In upper key stage 2, teachers have placed an increased emphasis on improving pupils' vocabulary. However, this is not yet embedded. Not all pupils understand what to do if they cannot read a word in the book that they are reading.
- Teachers in key stage 1 and lower key stage 2 do not have high enough expectations of the quality of writing that pupils produce. They do not insist that pupils write consistently neatly in a fluent style. They do not ensure that pupils know what to do when they are improving their writing.
- Teachers in upper key stage 2 provide pupils with more opportunities to develop their thinking. Older pupils write accounts about Thomas Edison or write reports about what they have found out in science. However, not all teachers provide enough opportunities for pupils to write at length across a range of subjects.
- Teachers use visits to the local area to interest and engage pupils. Pupils learn about the wider world through visits to the cathedral and art galleries. They explore art from different cultures such as Mexico and Australia. However, teachers do not plan the wider curriculum well enough so that it builds on pupils' prior learning. Sometimes, pupils undertake a similar activity in several different year groups.
- In some year groups, homework is set to consolidate learning. Some teachers expect pupils to read regularly at home, learn spellings and practise mathematical fluency. However, this is not consistent across the school.

## Personal development, behaviour and welfare

**Requires improvement**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Pupils learn about how to lead healthy lives. They know that they need to eat a balanced diet and exercise regularly. There is a wide range of sporting activities for pupils to join in after school, ranging from fencing to archery. Nonetheless, not all pupils are keen to take advantage of this.
- Leaders have developed a range of strategies to support vulnerable pupils. There is a breakfast club which provides a positive start to the day and which is open to all and free to disadvantaged pupils. Leaders have ensured that the needs of young carers are well met through a group that meets regularly.
- Frequent 'check-in' times have been established so that all pupils have regular times to

talk about how they feel. The school's nurture team provides support for pupils to become more-confident learners.

- A new scheme for the teaching of personal, social and health education has been introduced. However, leaders have not yet checked the impact that this is having.

## Behaviour

- The behaviour of pupils requires improvement.
- The new leadership team has established a new and consistent approach to behaviour management. Pupils and parents feel that this has improved the standard of behaviour and that pupils demonstrate more respect to adults and each other.
- Leaders have ensured that there is an effective system for recording incidents of poor behaviour. This is monitored regularly by senior leaders. Evaluations indicate that the number of incidents of poor behaviour has reduced considerably. There are now appropriate systems in place that prevent poor behaviour from getting worse and allow pupils to calm down. The number of incidents of restraint has decreased sharply.
- The number of exclusions has fallen significantly since the previous inspection. Leaders have ensured that there is better-targeted support for pupils and plans are in place to check this. Additional support is planned and carefully evaluated to make sure that pupils are learning to manage their behaviour better as a result.
- Attendance is rigorously tracked. Leaders challenge poor attendance and act with determination alongside external agencies where this fails to improve. Attendance has improved and is now closer to the national average. Persistent absence has improved but remains higher than the national average for all pupils, including disadvantaged pupils.
- Leaders have recently improved systems for reporting and tracking incidents of bullying. The school's records indicate that incidents that are reported are dealt with effectively and monitored closely to check that they do not reoccur. However, not all parents and pupils felt that these incidents were fully resolved or understood the action that leaders have taken.
- Pupils conduct themselves around the school well. They are generally polite and there are few incidents of low-level disruption. However, not all pupils take pride in their work or are fully engaged in their learning.

## Outcomes for pupils

## Inadequate

- Children, including those who are disadvantaged, leave early years at standards broadly in line with the national average. This represents strong progress from their starting points on entry to the school.
- Pupils in key stage 1 do not make enough progress from the end of early years. Outcomes in reading, writing and mathematics are consistently below the national averages at the expected standard and at greater depth. Current pupils' workbooks indicate that too few pupils build on the strong start that they have made to their learning in the early years.
- In key stage 1, pupils do not develop early reading skills well enough to enable them to

read sentences fluently. Because of this, they lose their understanding of what the story is about. The proportion of pupils who have reached the expected standard of the phonics screening check is high. However, pupils cannot read words sufficiently fluently to make sense of the texts that they are reading.

- Scrutiny of pupils' workbooks indicates that in too many year groups across the school, current pupils make poor progress in writing. Pupils do not form letters consistently well or apply what they know about punctuation. In some year groups, there are too few opportunities to write accurately at length and in a range of subjects.
- Pupils have too few opportunities to develop their mathematical thinking. Not all pupils are challenged and the work that they receive does not always build on what they already know. Scrutiny of pupils' workbooks indicates that current pupils' progress in mathematics is inconsistent.
- Disadvantaged pupils do not make consistent progress. Pupils do not maintain the strong start that they make to their learning in early years. Observations and the work in pupils' books confirm the school's own evaluation that the gap between disadvantaged pupils and their peers is widening.
- Not all pupils with SEND make strong progress. Some pupils receive appropriate additional support, but progress is inconsistent across different year groups.
- Work in pupils' books indicates that pupils in upper key stage 2 make stronger progress than in other year groups. However, not all current pupils make enough progress during their time in key stage 2. This means that they are not well prepared for the next stage in their learning when they move to secondary school.
- Pupils do not make strong progress across all subjects in the curriculum. The quality of pupils' written work in other subjects is generally of a lower quality than in their English books.

## Early years provision

**Good**

- Leaders are ambitious for the children in early years. They have worked systematically to improve the setting and have a clear understanding of what they need to do to make it even better. Leaders have established appropriate checks and training for staff so that children are safe in the setting.
- Adults have established warm and respectful relationships. Children respond well and listen carefully to what adults say. They persevere at tasks and become absorbed in their learning.
- Teachers plan activities which allow children to experience awe and wonder, such as through watching ducklings hatch. They provide opportunities for children to explore creative outdoor activities, such as through building Cinderella's carriage. Children cooperate well and listen to each other.
- Teaching is well planned to meet children's needs. Adults build children's vocabulary through well-judged interactions. For example, children filled bowls with porridge for the three bears. Effective questioning encouraged children to explain which bowl was for daddy bear and how they knew. Teachers identify when children do not know something and address this. For example, teachers explain carefully what it means for

a bottle to be full.

- Phonics teaching is precise and effective. Teachers model sounds well, and children are eager to learn and demonstrate what they can do. Children use this knowledge to write sentences independently and to form letters correctly.
- Effective partnerships are built with parents. They appreciate the approachability of the staff. Parents contribute enthusiastically to records of their children's progress. For example, they record clips of their children reading independently at home and send these into school.
- Leaders ensure that arrangements for transition are smooth so that children settle quickly into early years. They ensure that they are well prepared to meet the needs of children with SEND. Adults work well with external agencies to provide effective support.
- Additional funding is well targeted. For example, children receive appropriate help with speaking and listening where needed. This helps disadvantaged children to make strong progress and catch up with their peers.
- Teachers have high expectations of what children can do and the progress that they make. Leaders have ensured that assessments of the children are accurate and that children make strong progress to become independent and eager learners. They are well prepared for Year 1.



## School details

|                         |              |
|-------------------------|--------------|
| Unique reference number | 136870       |
| Local authority         | Lincolnshire |
| Inspection number       | 10087389     |

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

|                                     |  |
|-------------------------------------|--|
| Type of school                      | Primary  |
| School category                     | Academy converter  |
| Age range of pupils                 | 3 to 11  |
| Gender of pupils                    | Mixed  |
| Number of pupils on the school roll | 438  |
| Appropriate authority               | Board of trustees  |
| Chair                               | Hannah Spencer   |
| Headteacher                         | David Manby  |
| Telephone number                    | 01522 781030   |
| Website                             | <a href="http://www.ermineprimaryacademy.co.uk">www.ermineprimaryacademy.co.uk</a>       |
| Email address                       | <a href="mailto:admin@ermine-primary.lincs.sch.uk">admin@ermine-primary.lincs.sch.uk</a> |
| Date of previous inspection         | November 2017  |

## Information about this school

- The school is an average-sized primary school.
- There have been changes in leadership since the previous inspection. The current substantive headteacher took up his position in January 2019.
- The school is part of The Academy of Lincoln Trust. There have been several resignations from the governing body. The acting chair of the governing body took up her position in January 2019.
- The proportion of disadvantaged pupils is above the national average.
- The proportion of pupils with SEND is above the national average.
- The school works with Springwell Alternative Academy alternative provision which is registered with the local authority.

## Information about this inspection

- The inspection team observed learning in all classes. Some of these observations were undertaken jointly with the headteacher or other leaders. Inspectors heard readers from key stages 1 and 2 and spoke with groups of pupils.
- Inspectors spoke with leaders in the school and scrutinised the school's assessment information.
- Inspectors spoke with parents bringing their children to school and took account of the 24 responses expressed on Parent View.
- Inspectors spoke with staff. They met with the subject leaders and leaders for early years, key stage 1 and key stage 2.
- Inspectors scrutinised a range of documents which the school provided, such as minutes of the trust and governors' meetings and development plans. The lead inspector spoke with the chair of the trust, the chief executive officer and a governor.

## Inspection team

Hazel Henson, lead inspector

Her Majesty's Inspector

Heather Hawkes

Ofsted Inspector

Chris Moodie

Ofsted Inspector

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