

Inspection of The Pingle Academy

Coronation Street, Swadlincote, Derbyshire DE11 0QA

Inspection dates: 12 and 13 October 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Sixth-form provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

One pupil told inspectors: 'You can make really nice memories here.' This sums up the experiences of many in this inclusive and caring school. Pupils are respectful and accepting of others. They enjoy a rich and varied curriculum. They widen their horizons through a range of cultural opportunities, including music and drama productions.

Pupils in the learning resource base and autism resource centre appreciate their learning experiences. Leaders are determined that all pupils will succeed through the motto of 'Work hard, be kind, choose wisely'. They have high expectations for all pupils. However, staff do not consistently challenge pupils when standards slip.

Pupils feel safe and almost all of them enjoy school. They mostly behave well in class and around the school.

Staff know pupils well. Pupils say that bullying occurs rarely. Most agree that it is dealt with quickly and effectively by staff. One parent summed up the views of many by saying that staff do 'everything possible to address any issues which arise'.

What does the school do well and what does it need to do better?

Leaders are ambitious for all pupils. There is a well-planned curriculum in place in all subjects and for all pupils. Most of the teaching supports leaders' intentions for the curriculum. Pupils achieve well as a result.

Teachers focus on helping pupils to remember what they have learned. Pupils have frequent opportunities to recall topics that they learned about before. They say that this helps them to remember more in the long term. Teachers do not always use their knowledge of what pupils know and can do to plan the next steps in their learning.

Pupils study a wide range of subjects throughout the school. The number of pupils studying the core academic curriculum at GCSE is below the government's aim. Leaders are encouraging more pupils to take subjects that are included in this curriculum, such as modern foreign languages. An increasing number of pupils are now studying Spanish at GCSE. Study programmes in the sixth form include a range of appropriate non-examination activities. Sixth-form tutors help students to become independent learners as part of their tutor-time programme.

Pupils behave well in class. Low-level disruption is rare. When it does occur, some teachers do not resolve it quickly enough. Most pupils look smart. However, some do not always wear their uniform appropriately and this is not always corrected by staff.

Many pupils have fallen behind in reading when they join the school. Specialist school staff help these pupils to improve their reading skills quickly. Pupils are encouraged to read regularly, particularly in their English lessons.

Leaders identify the needs of pupils with special educational needs and/or disabilities (SEND) carefully. Teachers use information about how to support these pupils well. They break down learning into small chunks so that pupils with SEND achieve well.

Leaders plan the programme for pupils' personal development carefully. Pupils know how to stay safe online. They understand how to recognise and respond to harmful sexual behaviours. Pupils respect those who are different from themselves and value diversity. A carefully planned careers programme broadens their understanding of the world of work. This includes work experience for older pupils. Pupils learn about a range of different qualifications and courses available at other schools and colleges so they can make informed choices about their next steps. Pupils respond well to opportunities to develop their social and cultural awareness, such as during a presentation on Black History Month.

Leaders are considerate of staff and pay careful attention to their workload. One member of staff summed up the views of others in saying, 'We look out for each other.'

Those responsible for governance know the school well. The local governing body supports and challenges leaders effectively at meetings and during visits to the school. Trust leaders support the school well. For example, subject leaders have appreciated how trust leaders helped them to plan and develop their curriculums.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff understand the risks that pupils face. Well-trained staff are alert to the signs that pupils might need extra help. Staff pass on any concerns they have, and leaders deal with these effectively. The school's 'early help team' ensures that pupils get the help they need, when they need it.

Teaching pupils to keep themselves safe and mentally healthy is at the heart of leaders' work. Pupils learn how to protect themselves from the dangers of online abuse. They know the importance of healthy relationships. They have someone to talk with if they are anxious.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the curriculum is not implemented consistently well. Teaching does not consistently build on pupils' previous knowledge when new content is introduced. This means that pupils do not acquire new knowledge as well as they

could. Leaders need to ensure that the implementation of the curriculum is consistently strong across all subjects.

- Some teachers do not use information about what pupils know well enough. They do not always correct pupils' misconceptions or eradicate gaps in their knowledge. This slows down pupils' ability to know and remember more accurately. Teachers need to ensure that they respond appropriately to information about what pupils can remember, so that pupils are not left with gaps or misconceptions.
- Some policies, including the behaviour policy, are not implemented consistently well by all staff. Some staff do not intervene quickly enough to resolve low-level disruption in lessons, or when standards are not as high as leaders expect. Leaders need to ensure that all staff apply school policies consistently well.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144069
Local authority	Derbyshire
Inspection number	10199543
Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1412
Of which, number on roll in the sixth form	219
Appropriate authority	Board of trustees
Chair of trust	Claire Shaw
Principal	Steven Hall
Website	http://www.pingleacademy.com
Date of previous inspection	Not previously inspected

Information about this school

- The Pingle Academy converted to become an academy school in May 2017. When its predecessor school, The Pingle School, was last inspected by Ofsted, it was judged to require improvement.
- A new principal was appointed from within the school for one year in September 2021. As a result of this temporary internal appointment, there have been some changes in senior and middle leadership. These include a new vice-principal and assistant principal for one year.
- The school uses six alternative providers for a small number of pupils. They are Derby Pride Academy, Cape Cabin, Out of School Tuition (Derbyshire County Council), the National Teaching and Advisory Service, The Island Project School and Coalville Education Partnership. Of these, Derby Pride Academy and the Island Project are registered providers; the remainder are unregistered.

- The school has an enhanced resource provision for 15 pupils with autism spectrum disorder.
- The school meets the requirements of the Baker Clause, which requires schools to provide students in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.

- Inspectors did five deep dives into mathematics, English, science, geography and ICT. This involved meeting with curriculum leaders, visits to lessons, a review of workbooks and other work produced by pupils, discussions with teachers and with groups of pupils from the lessons visited. Most of the lesson visits were carried out jointly with curriculum leaders.
- Meetings were held with senior leaders, teachers, support staff, trustees and representatives of the trust, and members of the local governing body.
- An inspector spoke with three of the alternative providers used by the school.
- Inspectors held informal and formal discussions with pupils and observed pupils' interactions during social times.
- Inspectors reviewed a wide range of documents, including the school's self-evaluation, action plans and evaluations, attendance and behaviour records, safeguarding records, recruitment checks and minutes of meetings of the governing body.
- Inspectors considered the 202 responses to Ofsted's online questionnaire, Parent View, including 185 free-text responses. They also considered 120 responses to the survey for staff and 190 responses to the pupils' survey. Inspectors also considered a parent survey and a staff survey conducted recently by leaders.

Inspection team

Jamie Clarke, lead inspector	Ofsted Inspector
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