Annie Holgate Junior School
High Leys Road, Hucknall, Nottingham, NG15 6EZ

Inspection dates
7–8 November 2013

Overall effectiveness

<table>
<thead>
<tr>
<th>Previous inspection:</th>
<th>This inspection:</th>
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<tbody>
<tr>
<td>Satisfactory</td>
<td>Inadequate</td>
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| Achievement of pupils | Inadequate |
| Quality of teaching   | Inadequate |
| Behaviour and safety of pupils | Inadequate |
| Leadership and management | Inadequate |

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Leadership and management are inadequate. There is no clear management structure and the school has deteriorated since the previous inspection.
- There has been a significant fall in standards, a marked deterioration in pupils’ behaviour and safety, and leaders have been unable to sustain enough good teaching to ensure all groups of pupils make at least expected progress.
- By the end of Year 6, attainment is below the national average: it has fallen sharply since the previous inspection. The gap between the attainment of pupils eligible for pupil premium funding and their classmates has widened.
- Too many pupils are failing to make enough progress in reading, writing and mathematics. Pupils’ progress in grammar, punctuation and spelling is particularly weak. Information about pupils’ progress is inaccurate.
- Arrangements for managing the performance of teachers have been ineffective. As a result, the quality of teaching is inadequate. Learning activities are not usually matched to pupils’ levels of ability. Teaching assistants are not always used well enough in lessons to support learning and promote good behaviour.
- Pupils’ behaviour and safety are inadequate. Attendance is below average, exclusions have risen and too many pupils have negative attitudes to learning.

The school has the following strengths

- A few pupils make good progress.
- After-school clubs, especially for sport, are well attended.
- The very recent partnership arrangements with a good school are showing early signs of success and raising staff morale.
Information about this inspection

- The inspectors observed 21 lessons taught by eight teachers. Four lessons were observed jointly with the acting deputy headteacher.
- The inspectors held meetings with a group of pupils, two small groups of parents, three members of the governing body, the recently appointed executive headteacher and a local authority representative.
- The inspectors took account of 17 responses to the online survey Parent View and held informal discussions with 12 parents when they brought their children to school. They also examined the views of six members of staff who returned their questionnaires.
- The inspectors observed the school’s work and looked at a range of documentation including the recent local authority review of the school’s work, the headteacher’s self-evaluation, minutes of governors’ meetings, safeguarding policies, records of detention, behaviour and attendance.
- They looked at samples of pupils’ work with the acting deputy headteacher and information about pupils’ progress over time.

Inspection team

<table>
<thead>
<tr>
<th>Declan McCarthy, Lead inspector</th>
<th>Additional Inspector</th>
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<tr>
<td>Martin Bertulis</td>
<td>Additional Inspector</td>
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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

- The school is a smaller-than-average junior school. Most pupils are from White British backgrounds and a very small number of pupils speak English as an additional language.
- The proportion of pupils who are eligible for the pupil premium, which provides additional funding for children in local authority care, for pupils known to be eligible for free school meals and some others is above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action, is above average. The proportion of pupils supported at school action plus, or with a statement of special educational needs is below average.
- A very small number of pupils attend additional offsite provision for part of their education at First Start in Nottinghamshire.
- The school was judged to require special measures when it was inspected in November 2010. It then received three inspection monitoring visits to determine the progress it was making. On the first day of the third inspection monitoring visit, it was judged to have made good progress in providing a satisfactory education for its pupils. Consequently, on the second day, this became a full inspection which removed the school from special measures.
- In 2013, the school did not meet the national minimum floor standards for attainment and progress, set by the government for all primary schools.
- Since the previous inspection, there has been a high turnover of staff. Most teachers are newly or recently qualified. The headteacher has been absent since the end of September. Currently the deputy head teacher is managing the school. Very recently, an experienced executive headteacher has been appointed and partnership arrangements with a good school have been strengthened.

What does the school need to do to improve further?

- Improve the quality of teaching and raise the achievement of all groups of pupils across the school by:
  - ensuring learning activities are always matched to pupils’ different abilities and are sufficiently challenging to extend their thinking
  - always deploying teaching assistants effectively to support teaching, learning and the management of behaviour in lessons
  - consistently informing pupils of their progress and what they need to do to improve, in lessons and when their work is marked, especially in their use of punctuation, grammar and spelling.

- Strengthen leadership and management by:
  - creating a clear leadership and management structure which supports accurate self-evaluation, improvements in the quality of teaching and which develops the skills of newly and
recently qualified teachers
– developing a system which accurately records the progress of all groups of pupils and check that this is used consistently and effectively by teachers in their planning
– setting challenging improvement targets for all members of staff, based on pupil outcomes, teaching standards and school development priorities
– ensuring governors are more rigorous in monitoring the work of the school and holding it to account for its spending.

- Improve behaviour by:
  – developing effective systems for the consistent management of behaviour in lessons and around the school
  – eliminating sanctions which are not working, such as the use of detention, and placing more emphasis on the use of rewards to promote good behaviour
  – ensuring adequate supervision and consistently high expectations for behaviour outside of lessons at all times.

Ofsted will make recommendations for action on governance to the authority responsible for the school. Actions will include an external review of governance, to include a specific focus on the school’s use of the pupil premium, in order to assess how this aspect of leadership and management can improve.
Inspection judgements

The achievement of pupils is inadequate

- Pupils’ achievement is inadequate because they make insufficient progress. From broadly average starting points, attainment by the end of Year 6 is below average in English and mathematics.

- The school was previously placed in special measures because achievement was judged as inadequate in 2010. In 2011, pupils’ achievement remained inadequate. Attainment began to rise in 2012 and pupils were reaching broadly average standards in English and mathematics. However, the school was unable to maintain this momentum and attainment fell back to below average in English and mathematics in 2013.

- The gap between the attainment of pupils eligible for pupil-premium funding was narrowing in 2012, when their attainment was approximately eight months behind their classmates in English and mathematics. In 2013, this gap widened significantly so pupils were approximately 20 months behind their classmates in English and mathematics. Their progress over time in reading, writing and spelling is also inadequate.

- Although some pupils reach very high standards in writing (Level 6), some of the most able pupils are not achieving as well as they should in reading, writing, grammar, punctuation and spelling.

- The proportion of pupils making expected progress and the proportions exceeding expected progress in reading, writing and mathematics are below national expectations and show little signs of improvement. Well below two-thirds of pupils made the expected progress in mathematics, fewer than half of them made the nationally expected progress in reading, and fewer than a third made the expected progress in grammar, punctuation and spelling. The school’s own analysis identifies underachievement in the school.

- Disabled pupils and those who have special educational needs who are supported through school action are making insufficient progress. The few who are provided with extra support at school action plus make good progress in reading but insufficient progress in writing and mathematics. Pupils attending the offsite provision are achieving as well as their classmates.

- It is too early to judge the impact of sports funding on pupils’ achievement, although pupils enjoy the various after-school sports activities on offer, which is reflected in the high uptake.

- Pupils are not prepared well enough for transfer to secondary school because they are not achieving their potential and their communication skills are not sufficiently strong by the end of Year 6. Whole-school assessments are not robust enough and are inaccurate. Consequently, teachers are often setting work at the wrong level for pupils because they are unsure of the next steps for learning; some pupils find their work too easy and others find it too hard.

- Too many pupils have poor attitudes to learning because of weaknesses in teaching. This has a negative impact on their learning and progress. This was seen in frequent low-level disruption in lessons.

The quality of teaching is inadequate

- Most lessons seen during the inspection required improvement and a few were inadequate.
Shortly after the previous inspection, the most experienced teachers moved on to other posts and insufficient training and support was provided to less experienced teachers to sustain the improvement in the quality of teaching identified at that inspection.

- Teachers are insecure in their knowledge of pupils’ prior learning and, as a result, activities are not usually matched to pupils’ different levels of ability. For example, in one lesson, some tasks set for pupils with special educational needs were too easy and their learning was not sufficiently extended in the lesson. At other times, more-able pupils are given the same tasks to complete as their classmates. In discussion about their work, some said that it was too easy.

- Parents highlighted examples of easy homework which was set for Year 6 pupils and expressed concern about the constant changes of teacher in the Year 6 classes, which limited their children’s progress and developed negative attitudes to learning.

- Teaching assistants are not always used effectively to support learning and promote good behaviour in lessons. In one lesson, the lack of additional adult support meant that the pace of learning slowed too because of continuous disruption caused by a few pupils. In other lessons, teaching assistants worked only with assigned pupils, leaving the teacher unsupported in managing behaviour and learning for the rest of the class.

- The teaching of basic skills, particularly grammar, spelling and punctuation, is weak. On too many occasions, teachers missed opportunities to check these elements when pupils were writing. Pupils’ books also showed insufficient marking of work for grammar, punctuation and spelling so that pupils were not usually informed of how well they were doing and what they needed to do to improve. The teaching of mathematics is also inadequate. There are limited opportunities to promote the use of mathematics across different subjects and to apply mathematical skills in problem-solving activities.

- Performance data show that the teaching and support for disabled pupils, those who have special educational needs and those who are eligible for pupil premium funding are weak as they have not made as much progress as their classmates.

**The behaviour and safety of pupils are inadequate**

- Pupils’ behaviour and safety over time are inadequate. Behaviour has deteriorated from good, at the time of the previous inspection, to inadequate because behaviour is not managed consistently. As a result, pupils do not always respond positively to those teachers who attempt to manage disruption in lessons.

- Too many pupils have negative attitudes to learning and do not try hard enough because activities are not always matched to their levels of ability. On too many occasions, low-level disruption, such as talking over others, demonstrates a lack of respect for the contributions others are attempting to make.

- There is too much emphasis on sanctions, particularly the use of detention, and not enough praise, encouragement and reward to promote good behaviour. Parents believe that detention is not working. Scrutiny of the school’s records confirms this, as some pupils are given detention for not turning up for detention.

- Supervision is inadequate. Expectations for acceptable behaviour around the school are not high enough. When pupils arrive at school, or to assembly, they often enter or leave in a disorderly manner. In the dining room, pupils make far too much noise so that other pupils cannot engage
in normal, social conversation. Too many staff accept, rather than challenge, these inappropriate behaviours.

- Pupils say that there is some bullying in school and it is usually dealt with effectively. They are aware of different types of bullying but say they do not always feel safe in school because of the poor behaviour of others.

- The vast majority of parents who completed the online questionnaire believe that behaviour and safety are inadequate and that the school does not deal with bullying effectively enough. In two separate meetings, all parents expressed concern about the poor behaviour of pupils when they go swimming.

- The school checks the safety and well-being of the few pupils who attend offsite provision as part of their education.

- Attendance remains below average despite a slight improvement since the beginning of term.

**The leadership and management are inadequate**

- Pupils’ learning and progress in the school have deteriorated since the previous inspection. Leaders have not been effective in improving the school. There has been a significant fall in standards and a decline in the quality of teaching. Less experienced members of staff have received little or no support to help them to improve their teaching.

- Behaviour is no longer good and has deteriorated significantly, because teachers have not been given adequate support and training. Measures taken to improve attendance have not been effective.

- The checking of teaching lacks rigour because there is no effective system for monitoring the quality of teaching and its impact on learning. Consequently, teachers do not know what they need to do to improve. For example, of the 15 lessons observed during the past year, only five were evaluated in terms of quality and these did not identify how well the teaching was promoting pupils’ learning and progress.

- The current leadership and management structure does not support accurate self-evaluation or improvements in the quality of teaching, particularly in developing the skills of newly and recently qualified teachers. There are no middle leaders. The recent local authority review has led to the school receiving good support from the newly appointed executive headteacher and a good school. However, these changes are very recent and it is too early to judge their impact.

- Assessment information is not always accurate. As a result, it is of limited use in gaining an overview of pupils’ performance or in helping teachers to plan pupils’ work at the right level. The school therefore does not promote equality of opportunity well enough, although discrimination is tackled more effectively.

- Leaders have not demonstrated the capacity to bring about the necessary improvements to pupils’ outcomes or to improve the quality of teaching and learning.

- Ineffective arrangements for managing the performance of teachers have led to a decline in the quality of teaching. In their questionnaire returns, staff highlighted the lack of continual support for their professional development during the past year. Performance management targets have been set but these are not informed sharply enough by pupil outcomes nor firmly based on teaching standards or school development priorities.
The curriculum has an appropriate emphasis on the teaching of basic skills, although there are missed opportunities to promote these across subjects. There is a range of after-school clubs, including sports clubs, to promote healthy lifestyles and fitness. Pupils’ spiritual, moral, social and cultural development is not promoted well enough in lessons and around the school. As a result, it is not effective in improving overall standards of behaviour, respect or pupils’ consideration for the needs of others.

The school has not yet received its primary sports funding in its school budget. However it is now providing sports coaching and has extended the range of after-school clubs, which includes basketball, football and table tennis.

The school’s use of pupil premium funding to provide extra support has been ineffective in narrowing the gap between the progress these pupils make compared with their classmates.

The local authority acted decisively in carrying out a thorough review of the school’s work as soon as the unvalidated 2013 results were published. They have identified the failings in the school accurately and quickly put in place effective partnership arrangements with a good school. An experienced executive headteacher has been appointed to strengthen leadership and management. In the last few weeks, every teacher has been observed and supported with the setting of clear targets to improve performance with clear training points identified to develop their practice. Other more experienced members of staff have also just begun to work in the school and this is providing good role models for teaching.

Newly qualified teachers may not be appointed.

The governance of the school:

Governors have not been rigorous enough in monitoring the school’s work to form their own views of its strengths and weaknesses. Although they have visited the school, including spending time in classrooms, they have largely based their views on the headteacher’s reports. Until recently, governors had too optimistic a view of the school’s effectiveness and the quality of teaching. Following the recent local authority review of the school, governors are now more aware of the need to monitor its work more rigorously for themselves and hold leaders and managers to account for its spending, particularly in terms of the effectiveness of the use of the pupil premium. Governors make sure that statutory requirements are met, including for the safeguarding of pupils.
## What inspection judgements mean

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<tr>
<th>School Grade</th>
<th>Judgement</th>
<th>Description</th>
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<tbody>
<tr>
<td>Grade 1</td>
<td>Outstanding</td>
<td>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.</td>
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<tr>
<td>Grade 2</td>
<td>Good</td>
<td>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.</td>
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<tr>
<td>Grade 3</td>
<td>Requires improvement</td>
<td>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.</td>
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| Grade 4      | Inadequate     | 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.  

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.
School details

**Unique reference number** | 122582
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**Local authority** | Nottinghamshire
**Inspection number** | 425026

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

**Type of school** | Junior
**School category** | Community
**Age range of pupils** | 7–11
**Gender of pupils** | Mixed
**Number of pupils on the school roll** | 180
**Appropriate authority** | The governing body
**Chair** | Sam King
**Headteacher** | Mrs Rosemary Jones
**Date of previous school inspection** | 1 March 2012
**Telephone number** | 0115 956 8281
**Fax number** | 0115 956 8282
**Email address** | office@annieholgate-jun.notts.sch.uk
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