

Kadampa Primary School Derbyshire

Ashe Hall, Ash Lane, Etwall, Derbyshire DE65 6HT

Inspection dates

11–13 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

- Leaders, including governors, have not ensured that the school's safeguarding arrangements meet statutory requirements. Policies are not up to date with current legislation. Leaders do not carry out their duties to follow up and report all child protection concerns in a timely manner. Leaders' record-keeping is very poor.
- Leaders do not monitor, analyse or evaluate pupils' progress information in a systematic and effective manner.
- Teachers are not sufficiently skilled to manage pupils' behaviour and to support pupils' additional needs.
- The school's system to assess pupils' progress is incoherent and confused. As a result, teachers' assessment of pupils' work is unreliable and sometimes overgenerous.
- Children in the early years do not develop good learning behaviours because teaching is often weak and uninteresting.
- Pupils' progress in English and mathematics, especially that of the most able pupils, is hindered because teachers do not follow a coherent programme of study, do not expect pupils to achieve enough and provide unhelpful feedback.
- Pupils do not attend school regularly enough.
- Teachers' professional development is not monitored, supported or managed well enough. There is little opportunity for staff to improve their skills, to share good practice or to standardise their assessments of pupils' work.
- Leaders' evaluation of the school's effectiveness is overgenerous because they lack the knowledge and skills to make this judgement reliably. Their knowledge and understanding of the independent school standards is weak and they have failed to ensure that the school meets them all.
- Governors are insufficiently skilled, and not knowledgeable enough to hold leaders to account and to monitor the effectiveness of the education provided in the school.

The school has the following strengths

- All staff are exceptionally supportive of and attentive to pupils' emotional needs.
- Pupils are respectful and tolerant of different faiths and beliefs and people who have characteristics different from their own.

Compliance with regulatory requirements

The school requires improvement and must take action to meet schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements. The details are listed in the full report.

Full report

What does the school need to do to improve further?

- Improve the school's safeguarding arrangements urgently by:
 - following up on all safeguarding concerns promptly
 - keeping accurate records and informing relevant professional personnel in a timely manner
 - ensuring that leaders and other staff are trained and knowledgeable in order to carry out their safeguarding duties effectively.
- Improve the quality of leadership and management by:
 - improving leaders' knowledge and understanding of the independent school standards and learning from best practice
 - ensuring that the pupils who have special educational needs and/or disabilities receive the skilled support that they need to make good progress
 - checking that the quality of teaching is consistently good and checking that the feedback to pupils is effective
 - supporting the professional development of teachers
 - ensuring that the evaluations made by leaders about the effectiveness of the school are accurate and reliable
 - devising a curriculum which promotes literacy and numeracy skills more effectively and aligns closely with a clear and coherent assessment model
 - analysing and evaluating all information about pupils' progress systematically, including pupils' attendance and behaviour
 - ensuring that governors are skilled and knowledgeable about school effectiveness, so that they can carry out their role well.
- Accelerate pupils' progress, including in the early years and especially in English and mathematics in key stages 1 and 2, by:
 - ensuring that teachers use consistent, reliable and well-understood methods to assess pupils' performance and that they use this information to plan effective learning opportunities for all pupils
 - raising teachers' expectations of what the most able pupils can and should achieve
 - providing more opportunities for pupils to improve the breadth of their writing skills
 - developing pupils' skills in problem solving and reasoning in mathematics

- supporting pupils’ reading skills more effectively and helping the pupils to decode unfamiliar words and to understand what they have read.
- Improve pupils’ personal development, behaviour and welfare by:
 - drawing on expert advice to help pupils manage their behaviour more effectively
 - improving pupils’ attitudes towards their learning, especially in relation to the presentation and completion of their work and their attentiveness in class
 - encouraging pupils to attend school more regularly.

The school must meet the following independent school standards:

- Ensure that a written policy on the curriculum, supported by appropriate plans and schemes of work, is implemented effectively (paragraphs 2(1), 2(1)(a)).
- Ensure that the written policy, plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those with an education, health and care plan (paragraphs 2(1), 2(1)(b)(i)).
- Ensure that pupils below compulsory school age are provided with a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional, and physical development and communication and language skills (paragraphs 2(2)(f)).
- Ensure that teaching enables all pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught (paragraphs 3, 3(a)).
- Ensure that teaching fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves (paragraphs 3, 3(b)).
- Ensure that teaching involves well-planned lessons and effective teaching methods, activities and management of class time (paragraphs 3, 3(c)).
- Ensure that teaching shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons (paragraphs 3, 3(d)).
- Ensure that teaching demonstrates good knowledge and understanding of the subject matter being taught and utilises effectively classroom resources of a good quality, quantity and range (paragraphs 3, 3(e) and 3(f)).
- Ensure that a framework is in place to assess pupils’ work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress (paragraphs 3, 3(g)(h)).
- Ensure that the proprietor has a framework for pupil performance to be evaluated, by reference to the school’s own aims as provided to parents or national norms, or to both, is in place (paragraph 4).
- Ensure that arrangements are made to safeguard and promote the welfare of pupils at the school and that such arrangements have regard to any guidance issued by the Secretary of State (paragraphs 7, 7(a) and 7(b)).
- Ensure that the written behaviour policy is implemented effectively, and that a record is kept of the sanctions imposed upon pupils for serious misbehaviour (paragraphs 9, 9(b) and 9(c)).

- Ensure that bullying at the school is prevented in so far as reasonably practicable, by the effective and consistent implementation of the anti-bullying policy (paragraph 10).
- Ensure that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy (paragraph 11).
- Ensure that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy and appropriate action is taken to reduce risks that are identified (paragraphs 16, 16(a) and 16(b)).
- Ensure that suitable medical fitness checks are made on all new appointments to the school (paragraph 18(2)(c)(ii)).
- Ensure that external lighting is provided in order to ensure that people can safely enter and leave the school premises (paragraph (27)(b)).
- The proprietor must make sure that leadership and management demonstrate good skills and knowledge appropriate to their role, so that the independent school standards are met consistently (paragraphs 34(1), 34(1)(a)).
- The proprietor must ensure that leaders and managers fulfil their responsibilities effectively, so that the independent school standards are met consistently (paragraphs 34(1), 34(1)(b)).
- The proprietor must ensure that leaders and managers actively promote the well-being of pupils (paragraphs 34(1), 34(1)(c)).
- Ensure that the children in the early years are safeguarded and their welfare is ensured and their learning and development requirements are met (statutory requirements of the early years foundation stage).

Inspection judgements

Effectiveness of leadership and management

Inadequate

- The leaders of the school demonstrate little understanding of the skills, knowledge and statutory requirements necessary to run a school effectively. The systems and structures needed to ensure that teachers teach effectively, and that pupils make progress and are kept safe, are woefully inadequate. While the governing body recognised that school leaders were weak, they did not act quickly, or successfully enough to secure sound leadership of the school.
- Leaders have not ensured that safeguarding is effective. They have not taken appropriate action in response to, and have not kept appropriate records of, safeguarding concerns raised by staff. Consequently, pupils are exposed to unnecessary risks in relation to their welfare, health and safety.
- Leaders have a blinkered view about the progress pupils make and the quality of teaching. Their evaluations are overgenerous because they are based on confused assessment systems and unreliable information.
- There are a number of unmet independent school standards relating to the quality of education provided and the health, welfare and safety of pupils. Consequently, the standards for leadership and management are unmet.
- Poor management information systems have compounded an already weak approach to monitoring pupils' progress.
- Leaders do not keep accurate records about pupils' behaviour and educational plans for pupils who have special educational needs and/or disabilities. Staff report that physical restraint has been used to manage pupils' behaviour on a number of occasions, yet no records exist for these incidents. Leaders therefore cannot be sure that the correct and safe approach was used and they do not know if these actions were effective.
- Leaders have not invested in teachers' professional development, or monitored teachers' effectiveness in the classroom.
- In many ways, leaders have underestimated the skill-set required to manage and support the number of pupils admitted to the school with additional needs. Almost no member of the staff is suitably qualified to support pupils who have special educational needs and/or disabilities effectively. The special educational needs coordinator (SENCo), who is also the headteacher, has attempted to introduce more rigorous assessment methods to identify and support these pupils' needs, but these efforts have not been sustained. He acknowledges that he has struggled carry out the two roles of headteacher and SENCo effectively.
- The teachers do not follow a consistent curriculum for English and mathematics, or for other subjects. Leaders are not clear about what pupils from different year groups are expected to know and to achieve across the curriculum. While the school's policy states that the curriculum is designed to meet pupils' different ability needs, the inspectors found little evidence to support this assertion.
- Leaders have not ensured that pupils are well prepared for the next stage of their education. Pupils, especially the most able, do not acquire appropriate knowledge and skills for their age, stage and ability.
- While no coherent plans exist across the school for the development of pupils' personal, social, health and economic understanding, the school does provide pupils with a range of

opportunities to extend their learning about themselves, others and the world. Pupils speak highly of their experiences of visiting other places of worship and learning about religions and customs of people different from them. The school encourages well pupils' personal responsibility towards each other, society and the environment.

- Pupils' spiritual, moral, social and cultural understanding is promoted well. Pupils accept others' differences and most treat each other respectfully.
- Leaders and teachers encourage a very spiritual, calm and positive mind-set among all members of the school community. Pupils feel very content in the school and settle well. Parents report overwhelmingly that their children love school. For some parents, their children's positive experience of school contrasts sharply with their experiences at other schools previously.
- Parents are predominantly positive about the school. A small minority recognise that there is room for improvement in the leadership of the school.

Governance

- Governors and the proprietor have not carried out their duties to monitor the effectiveness of the school's work successfully. They acknowledge that their skills and experience are not sufficient to ensure the effective running of the school.
- Governors have not monitored safeguarding arrangements and, as a result, poor systems to monitor, support and report safeguarding concerns have put pupils at risk.
- Governors have met regularly, but they have relied too heavily on the information provided by the headteacher, which means that they have no independent view of the school's performance.
- Governors have not monitored the school's compliance with the independent school standards, especially in relation to the curriculum, teaching, health, safety and welfare. They have not ensured that the curriculum is suitable for the abilities and needs of the pupils admitted to the school. Risk assessments do not always identify possible risks as rigorously as they should.
- Governors have, however, ensured that the premises are fit for purpose and kept in good order.
- They have sought help from the local authority to make sure that their recruitment and vetting procedures meet statutory requirements; however, the required medical checks for staff have not all been undertaken.
- Governors have supported and encouraged the school's ethos and culture of kindness, reflection and respectful behaviours successfully.

Safeguarding

- The arrangements for safeguarding are not effective.
- Safeguarding policies do not comply with statutory requirements. Staff have not been kept abreast of changes to safeguarding guidance well enough, despite leaders' attendance at local authority briefings.
- Governors do not monitor safeguarding arrangements.
- Child protection concerns are not documented systematically, or routinely. Records are incomplete. Leaders are not clear about whether all cases have been properly followed up or not.
- Leaders in charge of safeguarding do not refer concerns, share issues and take advice when they should. As a result, pupils' disclosures to staff are not guaranteed to be dealt with appropriately.

- The school provides guidance to pupils to help them keep safe, but lessons are not planned systematically across the school. Therefore, some older pupils demonstrate only a vague notion of how to keep safe, other than online. A recent visit by the National Society for the Prevention of Cruelty to Children was helpful in supporting pupils in keeping themselves safe and recognising risks.
- Pupils are not given specific guidance to help prevent them from being drawn towards extremist views.
- The school uses robust systems to filter inappropriate materials from the school's computer network.

Quality of teaching, learning and assessment

Inadequate

- Teachers do not use reliable assessment information to help in planning their lessons. Some pupils, especially the most able, receive work that is below their capabilities. During discussions with pupils, it was clear that the work that they had been given to calculate number bonds to 10 was well below their ability. Pupils were neither challenged nor inspired by the mathematics teaching.
- Teachers are aware of pupils' special educational needs and/or disabilities, but they are not skilled enough to ensure that these pupils make the progress that they should. Teachers have not undertaken specialist training to support these pupils.
- School records and reports from pupils suggest that teachers have not always been successful in managing pupils' specific behavioural difficulties. Some lessons have been, therefore, repeatedly disrupted.
- Work in pupils' workbooks shows a lack of regular practice in writing. Teachers do not give sufficient opportunities for pupils to engage in sustained writing across all subjects. Writing in the most able pupils' workbooks is often littered with grammatical, spelling and punctuation errors. These are often left unchecked by the teacher. The pupils repeat these mistakes over and over, as a result.
- Teachers are relentlessly positive in their feedback to pupils, but this often means that pupils are left unclear about how they can improve specifically, or given a false sense of their achievement.
- In key stage 2, the software program used to develop pupils' mathematical skills is not administered well. Pupils' misconceptions are not corrected because the pupils are often left to their own devices. As a result, pupils show a very patchy understanding of key mathematical concepts. Homework for mathematics has not been set since the start of term.
- In key stage 1, pupils' progress is not accelerated because the work provided by teachers is not consistently engaging and well planned. Time is often not used productively and resources are not stimulating.
- Teaching assistants, while they support pupils' emotional needs well, do not support the pupils' academic progress because their understanding of what the pupils should learn is unclear. They do not use questions well to develop pupils' understanding.
- The teaching of phonics is variable in quality. In key stage 1, pupils' interest in the dedicated phonics sessions is not sustained because teachers do not plan these sessions well enough. Pupils' interest wanes easily, especially among the most able, and they lose concentration.

- In key stage 1, pupils are not required to have a reading book and their reading skills are not monitored. Lower-ability pupils cannot always access reading material appropriate to their ability.
- Pupils' reading skills improve as they get older. In key stage 2, pupils show a genuine enjoyment in reading. The most able pupils regularly try to find opportunities to read when they 'have nothing to do'. Their reading is fluent and skilled; however, teachers do not routinely listen to pupils read and so pupils continue to mispronounce and misunderstand more complex words. The love of reading is not promoted by teachers; pupils appear to generate their own enthusiasm for books.
- Pupils are prepared well for aspects of life in modern Britain. Teachers have explored pupils' understanding of 'respect' in a recent week dedicated to this theme. During that week, pupils agreed a consensus of opinion about what this concept meant: 'Respect others because it's kind. You can be respectful if you respect others.'
- Pupils celebrate festivals from world faiths in their assemblies.
- Pupils enjoy positive and supportive relationships with their teachers. Pupils spoke to the inspectors about how much they appreciate the support and encouragement that their teachers give them. Pupils feel that this has given them the chance to be happy and settled that other schools were not able to provide. This view is largely supported by parents.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate. This is because pupils' safety is not guaranteed, or secured by teachers.
- When pupils raise serious concerns with teachers, these concerns are not always followed up, recorded, or monitored in an appropriate way.
- Teachers are not sufficiently vigilant towards potential risks facing pupils. Inspectors observed several occasions where the safety of pupils was potentially put at risk because teachers had not noticed something. Risk assessments are, therefore, not accurate and not carried out rigorously.
- Pupils, parents and staff report that bullying incidents are rare, although teachers do not record these incidents separately, so it is difficult know for sure if this type of behaviour is more frequent than it appears.
- Teachers promote pupils' spiritual, moral, social and cultural understanding well. Each class has set out the way that it demonstrates the school's core values of working peacefully, being respectful, responsible, safe and ambitious. Pupils speak confidently about their understanding of these values.
- Pupils are taught how to keep themselves safe, especially online, although there is not a systematic programme of study appropriate to the pupils' age to develop pupils' understanding. Some older pupils are not very clear about what potential risks there are as they get older.
- Pupils learn to develop their physical, mental and personal well-being. Daily collective worship and afternoon meditation sessions promote pupils' self-reflection.

Behaviour

- The behaviour of pupils is inadequate.
- Pupils, especially in the lower years, including in the Reception Year, are not interested in their learning and often struggle to sustain their focus. In these years, inspectors witnessed pupils regularly interrupting teachers and other pupils when they were talking.
- Pupils' attitudes to learning are weak; they often leave work unfinished and poorly presented. Teachers do not insist that standards of presentation are high.
- Pupils' attendance is consistently below average. The proportion of pupils regularly absent from school is high.
- Behaviour records show that incidents of disruptive behaviour are frequent, albeit from a small minority of pupils; teachers admit that the records probably do not reflect all of the incidents.
- Pupils are encouraged to behave themselves well during break and lunchtimes. Inspectors noted that the vast majority of pupils conducted themselves sensibly in the playground.

Outcomes for pupils

Inadequate

- Teachers' understanding of pupils' starting points is not clear. Independent tests to support teachers' assessments are unreliable and teachers' own assessments of pupils' work are not verified; therefore, pupils' progress is not measured in any valid way.
- Work in pupils' workbooks, across the school, shows that pupils are not given sufficient opportunities to develop their knowledge and skills, appropriate for their age and stage, in mathematics and English. Pupils' writing and mathematical skills are weak.
- Pupils' poor ability to sustain concentration and focus hinders their progress, especially in the lower years.
- While many of the most able pupils reach age-related standards, they do not exceed these standards because their learning is not challenged in all key stages.
- Pupils are not provided with a clear understanding by teachers of what they are expected to achieve, to know and to understand.
- Leaders are not sure that those pupils who are registered as having special educational needs and/or disabilities are indeed identified as such accurately. These pupils' progress is inconsistent across both key stages 1 and 2, as their needs are not well supported, or sufficiently well known.
- Pupils are not prepared well for the next stage of their learning. Pupils in Years 5 and 6 do not develop their mathematical and English skills well enough to cope with secondary education.
- Pupils' skills in reading are largely competent, although the pupils lack strategies to decode and to understand more complex words. The pupils' comprehension and deduction skills are not tested frequently enough because teachers do not hear pupils reading regularly. The school does not promote a culture of reading across the school systematically or effectively.

Early years provision

Inadequate

- Staff do not ensure that the potential risks to children's safety are assessed thoroughly enough.
- Teachers' expectations of children's behaviour and of the quality of their learning is often too low. Teachers' reluctance to deal firmly with poor behaviour means that this type of behaviour is allowed to continue, when it should not.
- Children's learning is often slow because of a lack of rigour and focus in the teaching and in the activities. Resources are not used imaginatively by teachers and so children lose interest quickly. Children wander around aimlessly and do not develop good learning skills.
- Teachers do not take opportunities to develop children's language and oracy skills well enough.
- Staff do not encourage children to make good use of the outdoor facility. Opportunities to extend their imagination and apply their learning in a range of contexts are, therefore, limited. Staff show a lack of skills in knowing when to direct children's learning and when to allow the children to make their own decisions. Children's progress is therefore slow.
- Staff are exceptionally sensitive to children's emotional needs.

School details

Unique reference number	138456
DfE registration number	830/6023
Inspection number	10023047

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent school
School category	Independent school
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	44
Number of part-time pupils	0
Proprietor	Kadampa School Project
Chair	Brigit Hayes
Headteacher	John Kelley
Annual fees (day pupils)	£3,900
Telephone number	01283 735 254
Website	http://www.kpsd.org.uk/
Email address	head@kpsd.org.uk
Date of previous inspection	11–13 March 2013

Information about this school

- Kadampa Primary School Derbyshire is a small independent primary school. The foundation of the school is built on respect and seeing that others' views and experiences matter. The school is non-denominational. The school's ethos is underpinned by Kadampa Buddhist ethics, such as loving and kindness, and all of the teachers are practising Kadampa Buddhists.
- The school caters for boys and girls aged three to 11 years. Currently, there are 44 pupils on roll: eight in the Nursery, five in the Reception Year, 14 in key stage 1 and 17 in key stage 2. The school is non-selective and pupils represent a wide range of origins, including from Hong Kong and the United States. A minority speak English as an

additional language. Around 80% of the pupils on roll are identified as having special educational needs and/or disabilities. Two pupils are eligible for an education, health and care plan.

- The school was first registered in June 2012 and opened in September 2012.
- The school occupies a shared site with the Tara Kadampa Meditation Centre, located within Ashe Hall, a neo-Jacobean listed building. The school is self-contained in the main hall and surrounding annex buildings. The school has extensive and separate outdoor grounds.

Information about this inspection

- Concerns raised by some children or young people or a child or young person during the inspection are being examined by the appropriate bodies.
- Just prior to the inspection, the governing body made the decision to appoint a new headteacher. Since the last inspection, six new members of staff have been appointed. Almost all of the members of staff present at the previous inspection have left the school.
- During the inspection, the governing body took the decision to close the school and to apply for the resignation of the school's registration with the Department for Education.
- Inspectors met with a range of school staff, including the headteacher, the assistant headteacher, the senior leader in charge of health and safety and the deputy designated leader, and a member of the governing body. The lead inspector spoke with the chair of the governing board by telephone. Inspectors spoke with a number of parents and spoke with pupils, both formally and informally. Inspectors observed pupils' behaviour during break and lunchtimes.
- Inspectors scrutinised a range of documents, including the school's self-evaluation, pupils' reports, and pupils' performance information, and the school's policies in relation to behaviour, health and safety, safeguarding, the curriculum, and teaching and learning.
- Inspectors took account of 21 responses to the online questionnaire, Parent View, and 12 responses to the free text facility.

Inspection team

Zarina Connolly, lead inspector

Her Majesty's Inspector

Sarah Fielding

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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