

Tupton Primary School

Inspection report

Unique reference number	112641
Local authority	Derbyshire
Inspection number	378525
Inspection dates	5–6 July 2012
Lead inspector	Sarah Warboys

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	213
Appropriate authority	The governing body
Chair	David Wallace
Headteacher	Lynsey Hunter
Date of previous school inspection	29 June 2010
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Age group	3–11
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Introduction

Inspection team

Sarah Warboys

Additional Inspector

Sara Storer

Additional Inspector

This inspection was carried out with two days' notice. Inspectors observed 15 lessons taught by seven teachers. Meetings were held with parents and carers, senior leaders, staff and the Chair and Vice Chair of the Governing Body. Inspectors observed the school's work, talked to different groups of pupils and listened to them read. The school's safeguarding policies, improvement plans, samples of pupils' work, minutes of governing body meetings and records of pupils' progress were scrutinised. Inspectors analysed the questionnaire responses from 54 parents and carers, 36 pupils and 14 staff.

Information about the school

Tupton Primary School is of average size for a primary school. The proportion of pupils known to be eligible for free school meals is broadly average. The percentage of pupils supported by school action is well above the national average. The proportion of pupils supported by school action plus or with a statement of special educational needs is average. These pupils predominantly experience speech, language and communication needs, behaviour, social and emotional difficulties. A below-average proportion of pupils come from minority ethnic heritages and of these, very few speak English as an additional language. The school meets the current government floor standard, which sets the minimum expectations for pupils' attainment and progress.

The school runs a breakfast club which operates from 8.00am - 8.45am each school day.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a satisfactory school that is rapidly improving. It is not yet good because the quality of teaching is not leading to consistently good achievement for all groups of pupils. It is well led and managed by a determined headteacher who, supported by the governing body, has secured a dedicated team of staff that are sharply focused on improving outcomes for pupils. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Pupils' achievement is satisfactory. Their attainment by the end of Year 6 is now broadly average in English and above average in mathematics, having been low for several years. Pupils' progress is improving because of better teaching. The progress of disabled pupils and those with special educational needs is good due to the targeted support they receive in lessons and in small-group work.
- The quality of teaching is satisfactory and improving. In the more effective lessons, pupils make good progress because the work set is closely matched to their needs and they are quickly immersed in learning tasks. In some other lessons, pupils spend too long listening to teachers' explanations and opportunities for active learning are limited. Pupils are not routinely provided with opportunities to respond to teachers' written feedback. Movement between indoor and outdoor areas for children in the Early Years Foundation Stage is rather limited.
- Pupils' behaviour and safety are good. Their positive attitudes to learning in lessons and their consistently good behaviour around the school make a good contribution to their learning and personal development. Pupils' attendance is average and improving.
- Leadership and management are good. Accurate self-evaluation and concerted actions to improve the school over recent years have been effective in improving the quality of teaching, pupils' behaviour, and causing attainment to

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rise rapidly.

What does the school need to do to improve further?

- Increase the proportion of consistently good or better teaching and thereby further raise attainment by ensuring:
 - all groups of pupils make consistently good progress each year
 - children in the Early Years Foundation Stage have regular opportunities to move freely between indoor and outdoor learning areas
 - teachers use time effectively to increase pupils' active participation in lessons
 - providing pupils with opportunities to respond to teachers' written feedback so that they know precisely what they need to do to improve in each lesson
 - sharing the most effective practise that exists within the school and beyond.

Main report

Achievement of pupils

Children join the Early Years Foundation Stage with skills and abilities that are in line with those expected for their age. Children respond well to adults' suggestions as to what they might like to try next. They grow confident in their use of language and extend their thinking as a result of good support and intervention from the adults. For example, children in the Nursery learned how to take turns as they operated a remote-control car so that it travelled through a tunnel of their legs and negotiated several obstacles. As they did so, they developed their understanding of positional language such as 'left', 'right', 'next to' and 'under'. Children in the Reception class developed speaking and listening skills well as they planned a holiday with 'travel agents' and learned how to write lists of what they would need to take with them. There are not enough opportunities for children to move freely between indoor and outdoor areas in the Nursery and Reception Year because these tend to be limited to set times.

At the end of Key Stage 1 and by the time they leave the school in Year 6, pupils' attainment is broadly average in reading and writing. The attainment in mathematics of Year 6 pupils currently in the school is a term ahead of expected levels. All groups of pupils make satisfactory progress from their starting points. Some are making accelerated progress, particularly in Years 5 and 6. The proportion of pupils achieving the higher levels in English and mathematics has increased this year. In recent years, attainment in English and mathematics for Year 6 pupils and for boys in particular has lagged behind similar pupils nationally. Inspection evidence indicates that gaps have closed or are closing significantly. As a consequence of interventions that

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provide well-targeted support, disabled pupils and those with special educational needs, make good progress.

All parents and carers who responded to the questionnaire say their children are achieving well. Inspectors found that although achievement overall is satisfactory, pupils' attainment and their rates of progress are rapidly increasing. Recent substantial improvements in pupils' achievement are due to better teaching that ensures pupils are taught reading, writing, mathematics and communication skills explicitly through 'basic skills' lessons. In addition, the work they are set is more closely matched to their needs and all groups of pupils demonstrate positive attitudes to learning in lessons.

Quality of teaching

Parents and carers are overwhelmingly of the view that their children are taught well and that the school is meeting their needs. Inspection evidence shows that teaching is satisfactory and improving, but that its quality varies. In all lessons observed, good relationships supported learning. Adults regularly praise and encourage pupils and value their contributions. They ask pupils searching questions which help to consolidate and extend their thinking. Teaching assistants provide good support for disabled pupils and those with special educational needs in small-group work and in whole-class lessons. They use a range of interesting resources that encourage pupils to practice and master the skills they need.

In the good lessons, teachers regularly provide pupils with opportunities to discuss and share their ideas with each other. The use of partner working has been particularly effective in improving writing. In a Year 3 and 4 lesson, pupils shared and clarified their ideas prior to writing. This enabled pupils to improve the descriptive quality of their writing by adding adjectives to make it more interesting. Teachers make good use of technology to enhance learning. For example, in a Year 5 and 6 lesson, pupils used a thesaurus on netbook computers to widen their vocabulary choices and enliven their sentence writing when compiling a newspaper report. In some other lessons, time is not used consistently well and the pace of learning slows. Teachers' introductions and explanations are sometimes too long and pupils are not as actively involved in learning as quickly as they could be.

Teachers' marking of pupils' work identifies what they have done well and provides precise information about what they need to do to improve. In a Year 4 and 5 lesson, pupils made accelerated progress when they were given opportunities to respond to teachers' written feedback and were encouraged to focus on their own particular learning targets in lessons. This good practice was not consistently applied in other classes.

Behaviour and safety of pupils

Pupils' behaviour makes a good contribution to learning so that lessons proceed with very few interruptions. Typically, around the school, pupils are polite, considerate

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and helpful. At the breakfast club, pupils enjoy chatting to their friends, play well together and are supportive of each other. The views of parents, carers and staff are highly positive about the standard of behaviour in school. A very small minority expressed concerns about whether the school deals effectively with incidents of bullying. Inspectors found, and school records show, that teachers consistently apply the school's policy of promoting and rewarding good behaviour. Pupils are confident that their concerns will be dealt with quickly on the very rare occasions when they experience unkindness, usually as a result of playing competitive games at break times. They say they feel safe at all times, a view supported by parents and carers, and insist that there is no bullying of any type now.

Pupils' moral and social development is promoted well. Older pupils say that behaviour has very much improved over the past few years. Two boys explained that their own behaviour is now good and how they are more focused on learning because the school has helped them to control their anger. Rates of attendance are average and improving as a result of rigorous monitoring by senior leaders.

Leadership and management

Significant improvements have taken place since the previous inspection two years ago and the school is well placed to continue to improve further. The headteacher, with good support from the governing body, has secured a cohesive leadership team sharply focused on raising standards and improving outcomes for pupils. Staff morale is high and their views are represented by the comments of one member of staff who wrote, 'I feel honoured to be part of this school'. Leaders have a precise view of the school's strengths and areas for development through rigorous self-evaluation. They regularly monitor and evaluate the effectiveness of its actions on pupils' achievement. Under the headteacher's determined leadership, previously low attainment has risen significantly and is now broadly average. Pupils' behaviour and safety are now good. The headteacher has inspired leaders at all levels to develop their areas of responsibility. Staff are keen to improve their skills. Through regular performance management and professional development, the quality of teaching is improving. However, not enough of the good practice that currently occurs is shared among staff.

Members of the governing body are increasingly visible in the school community and provide good support and challenge to the staff. Robust systems and procedures ensure safeguarding requirements are fully met to keep pupils safe. All members of the school community are fully committed to ensuring any form of discrimination or inequality is tackled robustly. As a result, the school promotes equality well, ensures any gaps in attainment are closing rapidly and includes all pupils in all activities.

The school's revised curriculum is broad and balanced and has revitalised teaching. It is more attuned to pupils' needs so that they are well prepared and develop the basic skills that they will need in the future. Increasingly, pupils are provided with opportunities to use and apply their knowledge and skills in reading, writing and communication in other curriculum areas and to reflect on important issues. A history

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topic discussion about Jesse Owens in the Olympic Games of 1936, enabled pupils to reflect on and discuss racist issues and the values of perseverance in the face of adversity in a mature and enquiring manner. A class assembly deepened pupils' thinking about winning and losing. Such activities foster pupils' curiosity and promote their spiritual, moral, social and cultural development particularly well.

Parents and carers, who returned the parent questionnaire, are delighted by the many positive changes that have taken place and say their children are eager to start school in the morning. One comment, typical of parental views, was, 'We have seen lots of changes for the better and a vast improvement within the school'. Almost all parents and carers said they would recommend the school.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



9 July 2012

Dear Pupils

Inspection of Tupton Primary School, Chesterfield, S42 6DY

On behalf of the inspection team, I would like to thank you for making us feel welcome when we came to visit your school recently. We enjoyed meeting and talking to many of you. Your school provides you with a satisfactory education and helps you make satisfactory progress in your learning overall. We were especially impressed by the way in which you behaved in school and in lessons. Those of you who talked to us were, rightly, proud of your school and the many improvements that have happened over the past few years. You have helped that to happen by being polite, friendly and helpful to each other and to the adults that care for you.

Recent changes are already helping you to make better progress. Those in charge are doing a good job of leading the school. In our discussions, you were very clear that there is no bullying at Tupton Primary. However, you explained that on very rare occasions when people fall out with each other, adults listen to your views and help you to sort things out. As you know, there is always room for improvement, so we have asked the headteacher, governors and staff to make some changes to make sure you make even better progress. We have asked them to make sure:

- all of you make good progress each and every year
- children in the Early Years Foundation Stage are able to move freely for learning between indoor and outdoor areas
- teachers help you to get actively involved in learning as quickly as they can in lessons
- teachers give you time to look at their marking and help you to work towards your improvement targets in lessons
- your teachers work together to share what works best for you.

You can help by doing the very best that you can every day. We wish you every success in the future.

Yours sincerely

Sarah Warboys
Lead Inspector

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