

Tupton Primary School

Queen Victoria Road, New Tupton, Chesterfield, S42 6DY

Inspection dates

12–13 March 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress and achieve well across a range of subjects, including reading, writing and mathematics.
- Children get off to a good start in the Early Years Foundation Stage.
- Teaching is good because staff know their pupils well and use information about what they know and can do to plan learning that is matched to their abilities. This supports pupils' good progress.
- Good teaching and support for pupils who need extra help, such as disabled pupils and those who have special educational needs, and pupils eligible for government funding, ensure that all groups make equally good progress.
- Pupils feel safe and enjoy coming to school. Good improvement in attendance and positive attitudes to learning support pupils' good progress. Adults and pupils work together to make the school welcoming and harmonious.
- Pupils' learning is enriched through their exposure to a wide variety of subjects that are taught creatively and through educational visits, residential trips and pre-school and after-school clubs.
- The headteacher drives school improvement. She is supported well by governors and staff, knows the school well and directly tackles underperformance. This has led to significant improvement in the quality of teaching and pupils' achievement since the last inspection.

It is not yet an outstanding school because

- Not enough pupils exceed nationally expected progress for achievement to be outstanding.
- Pupils do not have sufficient opportunities to read widely and write at length in a range of subjects to accelerate the development of their reading and writing skills.
- Pupils' progress in reading and writing is not as good as in mathematics.
- Not all teachers show consistently high expectations of what pupils can do, including the quality of their handwriting and presentation.

Information about this inspection

- Inspectors observed 14 lessons. Four of these observations were completed with either the headteacher or deputy headteacher. Inspectors also observed breaks and lunchtimes, and attended registration and assemblies.
- Discussions were held with parents, pupils, staff, governors, the headteacher and a representative from the local authority.
- Inspectors took account of 18 responses to the online questionnaire (Parent View). They also took account of 23 responses to the staff questionnaire.
- A wide range of documents was examined including samples of pupils' work, information about pupils' progress, the school's development plan and self-evaluation, local authority reports, records of any poor behaviour, and safeguarding documents.
- Inspectors listened to pupils read and observed reading lessons, including the teaching of phonics (the sounds that letters represent).

Inspection team

Sherry Gladwin, Lead inspector

Additional Inspector

Judith Tulloch

Additional Inspector

Full report

Information about this school

- The school is an average-sized primary school.
- There are below-average proportions of pupils from minority ethnic groups and well-below-average proportions of pupils who speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium is average. This is additional funding for pupils in local authority care, those known to be eligible for free school meals and those with a parent in the armed forces.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average, as is the proportion of pupils supported through school action plus or with a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school provides a daily breakfast and after-school club.
- The proportion of pupils who join or leave partway through their primary school education is above the national average.

What does the school need to do to improve further?

- Make more teaching outstanding and further raise achievement in reading and writing by:
 - providing more opportunities for pupils to read widely and write at length in a range of subjects
 - ensuring that all teachers show consistently high expectations of what pupils can do, including the quality of pupils' handwriting and presentation.

Inspection judgements

The achievement of pupils is good

- Children start in the Nursery with skills and abilities below those typical for their age. They make good progress, and enter Reception with skills and abilities closer to those usual for their age. Gaps in their learning continue to close throughout Reception, ensuring they are prepared well for entry to Year 1.
- Pupils continue to make good progress during Key Stage 1. In 2013, progress in reading and mathematics was particularly good, and attainment rose in these subject areas and in writing. The work in pupils' books, alongside predictions for 2014, show that the upward trend in recent years is set to continue.
- In 2013, fewer pupils than expected achieved the required standard in the national phonics screening check in Year 1. Current Year 1 pupils are making good progress and the majority are on track to achieve the standard expected. The results of retakes in Year 2 were above average and pupils are now secure in their understanding and use of phonics.
- Pupils' performance in the national tests and assessments at the end of Key Stage 2 in 2013 was broadly average, with some variation in reading, writing and mathematics. Pupils did best in mathematics, but not enough pupils exceeded nationally expected progress in any subject. Standards were affected by the number of pupils joining and leaving partway through Key Stage 2, and the larger size of the Year 6 group. Nevertheless, pupils who had been in the school from Nursery through to Year 6 had generally made good progress, as did those who joined during Key Stage 2.
- School information shows that the very large majority of pupils in all year groups are now making at least expected progress, and an increasing proportion are making better-than-expected progress in reading, writing and mathematics. The proportion of pupils currently in Year 6 who are on track to exceed expected progress in 2014 is much higher than previously.
- More-able pupils, disabled pupils and those who have special educational needs make good progress because teachers skilfully plan learning and match work closely to their ability levels. Similarly, pupils from minority ethnic groups and those who speak English as an additional language make progress which is at least as good as that of other pupils in the school.
- In 2013, pupils in Year 6 for whom the school receives additional funding through the pupil premium were about half a term ahead of their classmates in reading, but two terms behind in writing and mathematics. Gaps in attainment are closing because of good use of the pupil premium funding to help pupils make better progress. Currently, eligible pupils are progressing at least as well as their classmates.

The quality of teaching is good

- Teaching has improved strongly since the last inspection. Teachers are passionate about pupils making good progress. They combine their good subject knowledge and understanding of how pupils learn with the good level of information they have about each pupil to plan interesting and enjoyable learning experiences. Pupils benefit from work that has been carefully designed to match their different abilities and are therefore making more rapid progress.
- Regular checking of pupils' progress identifies those who are either falling behind or not

performing in line with their targets. Good levels of support are provided for all pupils of all abilities, including the most able. Teachers and teaching assistants generally show that they have high expectations of what pupils can achieve, including standards of handwriting and presentation, but this is not always the case.

- Teaching in the Early Years Foundation Stage and Key Stage 1 is particularly creative and exciting. It stimulates children's curiosity and spurs them on to want to learn more.
- Teachers and teaching assistants question pupils with skill to check their knowledge and understanding and move it on. They quickly assess gaps in pupils' learning and reshape explanations and tasks so that pupils of all abilities work with clarity and confidence. Pupils are keen to learn, respond eagerly and provide answers that show good recall and thought.
- Reading, writing, communication and mathematical skills are taught well. However, pupils do not progress as quickly in reading and writing as they do in mathematics. Pupils do not have a wide range of opportunities to read widely and write at length but when they do occur, reading and writing skills improve.
- Teachers set and mark pupils' work regularly and accurately. Marking is particularly good in literacy books. Teachers identify what pupils need to do to improve their work and show how this can be done. Pupils value these comments and told inspectors that they find them helpful. Teachers regularly check that pupils do their corrections and this, too, is helping to improve standards.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils are welcoming, friendly and polite. In lessons they show positive attitudes to learning, listen to each other and to adults, and follow instructions quickly and sensibly so that time is used efficiently.
- Adults and pupils are respectful towards each other. They work together to create a harmonious and caring community. Older pupils take on responsibility as buddies and play leaders to help younger pupils. The playground is safe and pupils participate in a range of games and activities organised by mid-day supervisors and play leaders.
- On entry to the school, many children lack some key skills and confidence. Good teaching, careful assessments of what children know and can do, and well-directed use of funding support their physical, personal, social and emotional development, and help to improve their speaking and listening skills. Staff provide compassionate care and help children to build confidence so that they develop strong collaborative skills.
- The school's work to keep pupils safe and secure is good. Safeguarding meets statutory requirements. Pupils feel safe and enjoy coming to school. The school works with external agencies like the fire service and police to make pupils aware of internet and road safety. Pupils know how to keep themselves and others safe in school and out of school.
- Pupils are able to distinguish between right and wrong. They can explain different types of bullying, including racist, physical and homophobic bullying. They are confident that teachers will swiftly deal with bullying, should it arise.
- Relationships are good. Staff model the school's values and manage behaviour consistently well, so the environment is calm and purposeful. Staff use good systems to record and report any

unacceptable behaviour. They listen to pupils and take time to understand and resolve the behavioural issues that occasionally arise.

- Pupils who sometimes display challenging behaviour are well supported. The school's good links with external agencies ensures they receive the support they need to help them manage their own behaviour. The school works sensitively with parents and carers, providing support and care for those in challenging situations. Parents and carers praised the school for the good level of support they receive.
- Attendance has improved on last year and is now broadly average. The school has successfully engaged parents and carers in the drive to improve attendance. The attendance of pupils eligible for the pupil premium compares favourably with the attendance of other pupils because of the good use of funding.

The leadership and management are good

- The school has made good progress in tackling all of the actions for improvement identified by the previous inspection. The headteacher drives school improvement and communicates high ambition for better teaching and achievement. The school has a clear plan for improving the quality of teaching and learning and raising pupils' attainment. Its evaluation of its own performance accurately identifies what it does well and where it needs to improve further.
- Staff, governors and parents are proud to be associated with the school. Staff performance is managed effectively, with close links between the targets set for teachers, key areas identified in the school improvement plan and the school's own evaluation of how well it is doing.
- School leaders, including those leading subjects, have improved the quality of teaching since the previous inspection. Good support from the local authority has helped to improve teaching so that it is now consistently good.
- Literacy is well taught throughout the school. Leaders have rightly identified reading and writing as areas for development in Key Stage 2.
- The curriculum covers the full range of subjects and promotes good spiritual, moral, social and cultural development. Pupils have a good understanding of what it means to be responsible citizens. Visitors attend school regularly to participate in assemblies and lessons. Residential trips, educational visits and sporting, artistic and technical clubs enrich learning.
- Communication with parents and carers is outstanding. Inspectors spoke to many parents who praised the school and felt that their children were happy and making good progress in their learning and development. The school has good relationships with parents. Staff are available at the beginning and end of each school day for parents to discuss their children's progress. Regular reporting keeps parents and carers abreast of developments. The school is very responsive to parents. One told inspectors that 'concerns are dealt with' effectively.
- The sports funding provided to primary schools is used wisely to improve the quality of physical education teaching and enhance the range of activities on offer. Specialist sports coaching is allowing teachers to teach as a team, gain better knowledge and skills concerning physical education and improve the quality of learning and performance for pupils.
- The pupil premium funding is used to provide a wide range of academic and pastoral support for the eligible pupils. The pastoral support has been particularly successful in reducing the level of

social and emotional difficulty among pupils at all key stages. It is carefully checked for effectiveness and has resulted in the pupils who receive it making good or better progress.

- The school successfully promotes equality of opportunity. For example, it ensures that pupils are taught that discrimination and harassment of any sort are wrong, and that pupils of all abilities and backgrounds make equally good progress.

■ **The governance of the school:**

- Governors are passionate and committed. They provide a good level of challenge and support to the school's leaders and convey high aspirations for all pupils. The governing body is well organised and meetings are well planned and recorded. Governors visit the school regularly, and individual governors are linked to subjects and areas of the school improvement plan. Governors closely monitor progress with initiatives in the school development plan and receive regular reports on pupils' progress to check that they are on target. They are knowledgeable and have a good understanding of the school's strengths and areas for development. Governors manage the financial aspects of the school with prudence so that staffing, resources and the learning environment support pupils' good progress. Staff performance targets, including those of the headteacher, are key components in driving school improvement and raising standards for pupils. Pay rises and promotions are based firmly on staff meeting their targets, which include ensuring pupils' good progress. Governors understand the value of good teaching and the contribution it makes to pupils' good progress.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	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.
Grade 2	Good	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.
Grade 3	Requires improvement	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.
Grade 4	Inadequate	<p>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.</p> <p>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.</p>

School details

Unique reference number	112641
Local authority	Derbyshire
Inspection number	430695

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	225
Appropriate authority	The governing body
Chair	Sarah Burton
Headteacher	Lynsey Hunter
Date of previous school inspection	5 July 2012
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