

Tupton Hall School

Station New Road, Old Tupton, Chesterfield, S42 6LG

Inspection dates 4–5 March 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Sixth form provision		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Although the large majority of students now make the progress expected nationally for their age in English and mathematics, too few exceed expected progress.
- The quality of teaching, while improving, has not been strong enough to support good progress in English and mathematics.
- The work teachers set in lessons does not always challenge students of all abilities to achieve well. As a result, some students lose focus, do not complete their work or present it carelessly.
- Teachers' marking does not consistently help students to improve their work.
- Staff do not use the school behaviour policy consistently well to promote good behaviour and attitudes to learning.
- Some students do not attend sufficiently regularly to achieve well.
- The targets leaders set for teachers' performance are not all always clear or measurable.
- Not all Middle leaders, such as those in charge of subjects, routinely check the quality of teaching or students' progress thoroughly. They are not contributing enough to improving teaching or achievement.
- Some remaining gaps in achievement between different groups of students are not narrowing quickly enough in Key Stage 4.

The school has the following strengths

- The sixth form is good. Students achieve well because teaching is better than in the main school.
- Teaching is improving rapidly throughout Key Stages 3 and 4 and the pace of students' progress is increasing.
- Students feel safe in school and display a good understanding of how to keep safe.
- The school promotes students' spiritual, moral, social and cultural understanding well.
- Students who study on work-related courses away from the school site achieve well.
- The governing body checks and challenges robustly the rate of improvement in teaching and students' progress, holding the school to account well.

Information about this inspection

- The inspectors observed teaching and learning in 44 lessons. They observed 11 lessons jointly with either the headteacher or another member of the senior leadership team.
- The inspectors talked with students during lessons and at break and lunch times. They met formally with four groups of students to find out their views about the quality of education they receive.
- The inspectors held meetings with senior and subject leaders, members of the governing body and a representative from the local authority.
- The inspectors looked at a variety of documentation, including information about the achievement of all groups of students in the school. They checked the school's improvement plan and its impact on driving improvement, including in the sixth form. The team examined samples of students' work, checked records of their attendance and behaviour, and reviewed policies to help keep them safe.
- In carrying out the inspection, the inspectors took into account the 57 responses to the Ofsted online questionnaire (Parent View) and the 38 responses to the Ofsted questionnaire for staff.

Inspection team

Lynne Blakelock, Lead inspector	Additional Inspector
Ena Stansfield	Additional Inspector
Julie Bennett-Driver	Additional Inspector
Christine Wake	Additional Inspector
Robert McDonough	Additional Inspector

Full report

Information about this school

- The school is much larger than most secondary schools. It serves the village and surrounding communities. The number of students is falling, reflecting a trend in the local population.
- Most students are of White British heritage and almost all speak English as their first language.
- The proportion of disadvantaged students supported through the pupil premium is above average. The pupil premium is additional government funding for students who are known to be eligible for free school meals or looked after by the local authority.
- The proportion of disabled students and those who have special educational needs is just below average.
- The school meets the government's current floor standards, which are the minimum expectations for students' attainment and progress in English and mathematics by the end of Year 11.
- The school works in partnership with the Chesterfield, Bolsover and Staveley Learning Community to strengthen, for example, the curriculum and leadership.
- Fifty students in Key Stage 4 study work-related qualifications at Chesterfield College. A very few also attend other alternative providers such as the Claycross Community Farm and New Directions, an equestrian centre.
- The school does not enter any students early for GCSE examinations.
- A third of the staff have joined the school in the last two years, including new leaders for science, design and technology, and modern foreign languages. The senior leadership team has been expanded to meet the school's needs in improving the quality of teaching.

What does the school need to do to improve further?

- Improve teaching, accelerate students' progress and improve their attitudes to learning by:
 - giving work to students of all abilities that challenges them and enables them to achieve their best
 - showing students through marking exactly what to do to make further progress, and checking that they respond to guidance provided
 - insisting that students always complete their work and present it neatly
 - ensuring that students fully understand the link between attendance and progress
 - applying the behaviour policy consistently across the school.
- Strengthen the impact of leadership on students' achievement, particularly in Key Stage 4, by:
 - improving the progress of boys, disabled students and those who have special educational needs, and disadvantaged students, so all groups achieve equally well
 - developing and extending the skills of middle leaders and making them fully accountable for their impact on students' performance
 - providing performance targets for teachers that are always clear and measurable.

Inspection judgements

The leadership and management requires improvement

- The progress of students is not fast enough throughout the school, especially in English and mathematics. Middle leaders are not all checking achievement and teaching sufficiently comprehensively and thoroughly in their areas to ensure good progress of all groups of students.
- The headteacher has made many changes to improve the school, particularly to improve teaching, and the staff support them. The governing body has provided good support in making difficult decisions about staffing. Fifty of the staff are new to the school since the last inspection. It has taken some time for the changes to take effect, especially in English and mathematics, but they are coming through securely now.
- The leadership of teaching is effective overall. Considerable training and support for staff are paying off in the much-improved picture of teaching and students' accelerating progress, particularly through Key Stage 3. Teachers' performance targets are helping to quicken improvements in teaching because they are generally well matched to the school's priorities. However, they are not all measurable or have clear goals for the teachers to reach. Teachers are not awarded pay rises unless they meet all of their targets.
- The senior leadership team, which supports the headteacher well, has been restructured and extended. Named leaders are now responsible for aspects such as literacy and the progress made by different groups. These changes have not yet had enough impact, particularly in terms of improving the progress of students who have special educational needs throughout the school.
- Astute leadership of the sixth form has led to good improvements, supported by staff's accurate knowledge of the students' abilities and consistently good teaching.
- Senior leaders check their whole-school areas of responsibility comprehensively through good use of data and analysing students' progress. They understand the need for this to be always clearly presented and accessible to all. They know that remaining gaps in achievement between different groups of students must be narrowed more quickly, especially in Key Stage 4.
- Disadvantaged students are making quicker progress, especially in Key Stage 3. The gap is wider further up the school. The leader responsible is now making sure that specific help and guidance are available to fill gaps in students' learning from previous years, but this has not yet had a full impact.
- Middle leaders are developing their roles. They observe teaching and check students' work. Not all middle leaders, such as those in charge of subjects, routinely check the quality of teaching and students' progress thoroughly to pick up inconsistencies in teaching and learning because they do not yet all have the necessary skills or training.
- Leaders' strategies are leading to better attendance and behaviour, but not yet enough to support good achievement for all students.
- The school is being helped by its partnership with the Chesterfield Community. The schools work together to strengthen teaching and learning and subject leadership.
- The school values parents, encourages communication between home and school, and prides itself on responding quickly to parental enquiries and concerns. Student progress review days give parents the chance to be involved in setting their children's targets and discussing their progress with the staff.
- Leaders check the curriculum regularly to make sure that it matches students' abilities and aspirations and their personal as well as academic development. Students like the after-school activities, including the revision classes and the chances to go on visits. They are well informed about their career options and the skills they need for higher education and the world of work. They understand their roles as young citizens and know all about British values through the democratic processes the school uses and the sense and

rightness of obeying the law it promotes.

- While the school values all of its students equally, their variations in achievement show that not all students have an equal chance of success. Leaders make sure there is a culture of respect in the school and do not tolerate discrimination of any kind.
- The school enables all students to develop well their spiritual, moral, social and cultural understanding through the curriculum and daily events. They understand the diversity of society and how it benefits the country.
- The school's safeguarding procedures meet requirements and are effective. Leaders keep a close check on the safety, attendance and achievement of the students who study on other sites.
- The local authority checks the school's work regularly and is aware of the sustainable improvements being made, including in the accuracy of data about students' progress. Consultants provide support for teaching in English and mathematics, and for leaders, to help drive the school forward more quickly.
- **The governance of the school:**
 - The governing body is effective in challenging leaders because it is knowledgeable about the school's work. Its action plan shows governors' accurate understanding of what needs to improve.
 - Governors ask the headteacher and staff lots of questions in order to, for example, find out why some improvements have taken longer to come through. They understand data about the achievement of students, which adds depth to their questioning. They invite leaders to their meetings to tell them about performance in their subjects or areas. They carry out 'learning walks' and meet with students to find out for themselves how well the school is improving.
 - The governors see the importance of performance targets in improving teaching and standards. They will only support the appointment of effective teachers and expect the best from them all in their determination for teaching to improve further. Although they know that teaching overall is not good, they ensure support is provided for teachers who need help to meet their targets.
 - The governors know about how the pupil premium money is spent and its impact on narrowing performance gaps. They make sure the budget balances and insist on value for money when considering the school's requests.

The behaviour and safety of pupils

requires improvement

Behaviour

- The behaviour of students requires improvement. The behaviour and attitudes to learning of some students vary between lessons. When work interests and involves them, they are attentive and learn well. In lessons where students are not motivated to learn, some of them get restless and waste learning time. The school has identified for itself a small numbers of students in Key Stage 3 whose attitudes to learning need to improve for them to achieve well.
- Many students, including those in the sixth form, are good ambassadors for the school in their conduct and attitudes. Students who study on other sites behave well.
- The students who have specific behavioural issues are supported well by the staff. Many are able to modify their words and actions because of the help they are given.
- Students typically move round the school sensibly. They are polite, welcoming and mature. However, in the corridors, some students are boisterous and loud. A few use unacceptable language.
- The behaviour policy is being used increasingly in lessons and round the school. However, some staff say that it is not consistently implemented across the school so that all students know the boundaries. The inspectors found this to be the case.
- Students, including those in the sixth form, say they like the school and the responsibilities with which

they are entrusted. The school council is a good vehicle for them to exercise their democratic rights. Students like their input into decisions about school uniform, changing the rewards system and the appointment of staff.

- The students have a real sense of justice. When Year 11 students sell prom tickets, they price them according to the attitude to learning that individual students have demonstrated.

Safety

- The school's work to keep students safe and secure is good. This is equally true for those who learn on other sites. Students and their parents say that the school is a safe place and is secure. Teaching is planned well to ensure that students have a good understanding of potential dangers and how to avoid them. This includes the dangers of extremism and radicalisation and the importance of using the internet safely.
- Students say there is some bullying but they do not see it as an issue because it is dealt with quickly. Students feel that the staff support them well whatever their worries. The school values them equally. They know that they should treat others the same whatever the differences in, for example, their sexuality and beliefs.
- Improving attendance is a current school priority and attendance rates overall are rising, although it is still below average and not yet high enough to support good achievement. The school now checks absences fully and focuses more on the attendance of disadvantaged students, who generally attend less well than other students.

The quality of teaching

requires improvement

- The quality of teaching is improving, but has not been consistently good enough to help students make good progress. Their work over time reflects this.
- Recently, there has been a rapidly improving picture of teaching throughout the school, especially in English and mathematics. However, some weaknesses remain. Students' work is sometimes too hard or too easy, which slows progress and can result in students becoming restless, and marking is not always sufficiently helpful in telling students the next steps to take. Teachers do not always make sure students respond to the guidance that is provided.
- Sometimes, teachers' expectations of the amount of work students should complete and their presentation are too low, so they do not learn as well as they can.
- When learning is more effective, students make rapid progress. In a Year 10 English lesson there was a hum of activity. The most-able students developed a very good understanding of the language techniques employed in two plays and how they compared. There was a strong focus on students developing their analytical skills, and they responded by showing a strong sense of responsibility and maturity.
- Expectations of students' work are increasingly high and students respond to them in their positive attitudes and desire to achieve well. In a Year 9 mathematics lesson, the teacher's skilful questioning and probing, and students' discussions with others of their findings, encouraged quick progress in substituting one value for another. Students are further motivated by challenging targets in English and mathematics, which they strive to achieve.
- Good support for individual students in lessons promotes their confidence as well as their mastery of key skills in English and mathematics. In an art lesson, for example, literacy skills were incorporated well so that the students used key words to describe a piece of art and to practise their literacy skills.
- The staff promote reading well across the school. Pupils read at the start of English lessons. The library is a delightful area which encourages students to read through vibrant displays, special events and books that suit the interests of them all.

The achievement of pupils requires improvement

- Not enough students exceed nationally expected progress, especially in English and mathematics. The progress of different groups of students has been too variable and the gaps have not narrowed sufficiently quickly.
- Until recently, not enough students made the progress expected of them, particularly in English and mathematics, mainly because the quality of teaching was not consistently good enough. Standards have now risen and are broadly average in terms of the proportion of students achieving five or more A* to C grades, including in English and mathematics.
- Students enter the school with broadly average standards although there are variations from year to year. Predictions for Year 11 students this year show improvement in the proportion on track to achieve five or more GCSEs at grades A* to C, including in English and mathematics. The large majority are on track to make expected progress in English and mathematics. The work of Year 10 students and the pace of their progress in English and mathematics back up the school's predictions of higher attainment.
- Standards and the rate of students' progress are improving throughout the school due to better teaching, higher expectations of senior leaders and more rigorous systems to check how well students are learning. Effective systems for tracking students' progress are leading to quicker help and guidance being provided for students who find aspects of learning difficult.
- Students achieve well in subjects such as art, English literature, French and particularly humanities. Students do less well in, for example, design and technology.
- With the appointment of a leader and a team of teachers to coordinate the learning and progress of disadvantaged students, the attainment gap between them and other students is narrowing, albeit more slowly in Key Stage 4 than in Key Stage 3. This follows a widening of the gap in 2014 to more than a GCSE grade in English and nearly two grades in mathematics. The disadvantaged students were behind other pupils nationally by similar margins. Far fewer disadvantaged students achieved five or more grade A* to C grades, including in English and mathematics, than other students in the school. Their progress still requires improvement.
- The progress of disabled students and those who have special educational needs is improving lower down the school, where prompt identification of their needs is enabling the staff to help them to make quicker progress. In Year 11, the school knows their progress has slowed down overall and leaders are providing extra support. Students who show behavioural and emotional difficulties are making good progress in managing their behaviour.
- Boys perform less well than girls, particularly in Key Stage 4. However, as with other groups, the gap is narrowing quickly lower down the school, with only a small gap in Year 7. The school is thinking far more carefully about how boys like to learn and how to keep them involved, and this is starting to pay off in their accelerating progress.
- The achievement of the most-able students is quickening because in many lessons teachers are really stretching them to develop higher-level skills. Expectations of their effort and learning are also high.
- Students in Key Stage 4 who study on other sites achieve well because the work-related courses suit their aspirations and interests. They develop important skills for employment.
- Any students who had not reached the expected standards in English and mathematics by the end of primary school receive specific help to improve their reading, writing and mathematical skills. This year, a large majority have already reached the expected levels, showing an improvement from last year.
- Most students go on to join the sixth form, or into further education or training.

The sixth form provision is good

- The sixth form provides a good quality of education. Teaching has been good in the sixth form during the period of staff turbulence in the main school, and courses are well suited to the students' abilities and interests.
- Half of Year 12 students join from the school's Year 11. Those who join from other schools value the quality of their education in the sixth form. Almost all students stay on into Year 13. At the end of Year 13, all students go onto further or higher education or into training or employment.
- Most students who join Year 12 have achieved at least a C grade in English and mathematics at GCSE level. Any who have not study them until they have achieved the minimum C grade.
- Although standards were below average at AS level in 2014, students' progress in Year 12 was rapid. Students make good progress in Year 13, and in 2014 they reached standards by the end of Year 13 that were just above average. The school's accurate data show students' good progress this year.
- The students achieve particularly well in psychology and law. Design and technology is a weaker area.
- Students enjoy being in the sixth form. They behave maturely and are good role models to the younger students. Their attendance is good. They have developed good independent study skills.
- The improvements are due to the excellent leadership and management of the sixth form. The curriculum meets national requirements for the 16–19 study programme. The key strength is that the staff know the students well. They are guided and supported particularly well through regular checks and discussions about their progress and plans for the future. Students find the careers information and guidance helpful in explaining their options.

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	112933
Local authority	Derbyshire
Inspection number	453709

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

Type of school	Comprehensive
School category	Community
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1670
Of which, number on roll in sixth form	340
Appropriate authority	The governing body
Chair	David Skinner
Headteacher	Andy Knowles
Date of previous school inspection	5 March 2013
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