

# Tupton Hall School

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

## Inspection dates

3–4 May 2017

<b>Overall effectiveness</b>	<b>Inadequate</b>
Effectiveness of leadership and management	<b>Inadequate</b>
Quality of teaching, learning and assessment	<b>Requires improvement</b>
Personal development, behaviour and welfare	<b>Requires improvement</b>
Outcomes for pupils	<b>Inadequate</b>
16 to 19 study programmes	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is an inadequate school

- Successive cohorts of pupils have underachieved at this school. The standards they reach and the progress they have made by the time they leave Year 11 are considerably below national averages.
- Leaders have not taken swift and effective action to improve pupils' progress in a range of subjects, including English and mathematics.
- Leaders have not ensured that funding to support disadvantaged pupils is used effectively to help these pupils to catch up.
- Pupils who have special educational needs and/or disabilities make slower progress than other pupils nationally. Leaders have not ensured that teachers support these pupils effectively in subjects throughout the school.
- Leaders do not evaluate the impact of all aspects of the school's work robustly enough. They are therefore unable to amend strategies to ensure that pupils make faster progress.
- Teachers do not have high enough expectations of what pupils, particularly boys and the least able, can achieve. Pupils are not consistently challenged.
- Leaders have not ensured that all teachers follow agreed practices. This means that the necessary improvements to teaching, learning and assessment have not happened quickly enough.
- Teachers do not always support pupils to develop positive and effective attitudes to learning. Some groups of pupils are not fully committed to their learning.
- Teachers do not consistently use questioning to deepen pupils' learning. Misconceptions are not fully explored and too many pupils get away without participating in discussions.

### The school has the following strengths

- The sixth form is a strength of the school. Strong leadership and effective teaching support students to make good progress.
- Pupils generally behave well in lessons. They are polite and their conduct is orderly.
- Recent improvements to some aspects of middle leadership and better teaching are beginning to accelerate pupils' progress, particularly in English and mathematics.

## Full report

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

### What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by ensuring that leaders:
  - take action more swiftly to tackle areas in need of improvement
  - account carefully for the allocation of additional funding and evaluate its impact on pupils' progress, particularly those who are disadvantaged and those who have special educational needs and/or disabilities
  - hold teachers to account closely and check that they are following agreed practices
  - evaluate carefully the impact of the school's work and amend strategies accordingly.
- Improve the quality of teaching, learning and assessment by ensuring that all teachers:
  - have high expectations of what pupils are able to achieve
  - plan activities that challenge all pupils
  - plan activities that challenge and engage pupils so that they are supported to become more effective learners
  - use questioning to facilitate greater discussion and exploration and to involve all pupils to develop their reasoning and to deepen their understanding.

An external review of the school's use of the pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management

### Inadequate

- Leaders have not demonstrated their capacity to bring about improvement since the last inspection. They have been too slow to tackle the school's weaknesses.
- Leaders have not taken action quickly enough to improve the quality of teaching throughout the school. Although recent actions have begun to improve the quality of teaching in some areas, teaching has been weak for too long. This means that pupils have made inadequate progress for several years.
- Leaders have not ensured that all staff follow agreed whole-school practices. For example, not all teachers have adopted the whole-school approach to lesson planning. Leaders have not ensured that examples of effective practice, such as the 'first questioning and first marking' approach advocated by the mathematics department, are shared throughout the school.
- Disadvantaged pupils and those who have special educational needs and/or disabilities have made very poor progress in recent years. Leaders have not effectively evaluated the strategy being used so that they can improve the quality of education provided for these pupils.
- Leaders do not have a clear overview of how the pupil premium funding is allocated to support disadvantaged pupils. They are, therefore, unable to evaluate effectively its impact on these pupils' progress, and they are not able to amend and adapt their strategy so that disadvantaged pupils make faster progress. This, in turn, means that they are unable to provide the information that governors need to hold leaders to account for this aspect of the school's work.
- Leaders have not ensured that there is a consistent culture of high expectations throughout the school. This is particularly the case for lower-ability groups, where teaching is weaker and expectations of the least able pupils are too low.
- The leadership of the provision for pupils who have special educational needs and/or disabilities is inconsistent. Specialist provision, such as the enhanced learning faculty, is well led. However, leaders have not ensured that teachers consistently meet the needs of these pupils across different subjects and in all year groups. Expectations are too low, the pupils are not well supported and they do not make sufficient progress. Leaders have not ensured that additional funding to support pupils who have special educational needs and/or disabilities is used effectively.
- Leaders have amended the curriculum to ensure that it offers courses that meet pupils' varied needs. A wide range of subjects is available in key stage 4, extending beyond academic courses to include vocational courses, such as painting and decorating, and bricklaying. Pupils are able to study a range of modern foreign languages: French, German and Spanish.
- A wide range of extra-curricular activities is available. Leaders report that these are well attended, but attendance is not monitored so leaders are unable to identify any groups of pupils who may not be benefiting from these opportunities, or who may need additional support in taking them up.

- Since the last inspection, leaders have introduced the expectation that teachers' performance is assessed in relation to the progress made by the disadvantaged pupils they teach. All teachers now have a performance management target linked to these pupils' progress. This has not yet had the required impact.
- Representatives of the local authority have accurately identified weaknesses in the school and they recognise that leaders have not made improvements quickly enough. They have offered appropriate support to leaders, for example by brokering support from a national leader of education to work with senior leaders. This work has not had a significant impact on bringing about the necessary improvements.
- The quality of middle leadership has improved recently. New middle leaders in a number of subjects are beginning to take greater responsibility for the quality of teaching in their areas. This is particularly apparent in English and mathematics, where subject leaders have promoted higher expectations of pupils among staff and are holding staff to greater account. This is bringing about improvements in the quality of teaching in these subjects but has not yet had sufficient impact on pupils' progress.
- Year 7 catch-up funding has been well used recently to support pupils so that they make faster progress in reading and mathematics. Leaders carefully evaluate the impact of this provision and amend it accordingly.
- The school provides adequately for pupils' spiritual, moral, social and cultural development. However, pupils say that the 'learning for life' programme is not consistently well delivered. As a result, not all pupils are fully prepared for life in modern Britain.
- The headteacher is aware of the school's areas of weakness and is beginning to bring about improvements. Staff, parents and pupils are keen to support him in realising these aims.
- Newly qualified teachers may be appointed.

### **Governance of the school**

- The governing body has not ensured that leaders have provided it with the relevant and detailed information that it needs. This means it is not able to hold leaders to account for the school's use of funding to support disadvantaged pupils and those who have special educational needs and/or disabilities.
- The governing body has ensured that the headteacher's performance management targets are sufficiently robust. Governors have the skills to hold leaders to account but it is only recently that they have had a positive impact on improving the quality of education provided by the school.
- Governors are committed to the school. They have a wide range of expertise and knowledge and ensure that they maintain an up-to-date understanding of education practice.

## Safeguarding

- The arrangements for safeguarding are effective. Leaders have ensured that staff receive up-to-date training. All staff recognise their responsibility in ensuring the safety and well-being of pupils.
- Records relating to safeguarding are well maintained and are detailed. Leaders make timely referrals when concerns arise, involving appropriate external agencies. They are tenacious in following up concerns.

## Quality of teaching, learning and assessment

## Requires improvement

- The quality of teaching, learning and assessment is inconsistent across and within subjects and year groups. For some time, teaching has not enabled cohorts of pupils to make enough progress by the end of Year 11.
- Teachers do not have consistently high expectations of what pupils are able to achieve. Expectations of boys and of pupils with lower prior attainment are particularly low. For example, poorly presented or incomplete work is not challenged. This limits these pupils' progress.
- Leaders have introduced a whole-school approach to planning that is beginning to support teachers to plan for different pupils' needs. It is not being used consistently throughout the school, however. This means that teachers do not consistently ensure that activities are matched to pupils' abilities. The most able pupils are not sufficiently challenged and the least able pupils are not effectively supported.
- Teachers do not apply the school's assessment policy consistently and the impact of teachers' feedback varies considerably. Where the policy is applied and pupils are encouraged to respond to feedback, they make stronger progress.
- Recently, leaders have introduced a whole-school approach to the structure of lessons. Again, adherence to this approach varies. Where this is followed, pupils are encouraged to reflect on their prior learning and make better progress.
- In some stronger practice, teachers use their understanding of what pupils have already achieved to plan activities that challenge them appropriately. Improved leadership in English and mathematics is ensuring that this is the case more consistently in these subjects.
- Some teachers' questioning does not give pupils the opportunity to explore or explain their understanding. Some teachers are too quick to move on and do not correct or explore misconceptions. They do not ensure that all pupils participate in discussions.
- Not all activities are planned to secure pupils' learning. Teachers are sometimes too quick to move on to the next task before pupils have been able to consolidate their understanding.
- Some teaching is much more effective. In these cases, teachers have strong subject knowledge, plan activities that challenge pupils and use questioning to develop pupils' reasoning skills. This is more prevalent in the most able groups and in the sixth form.
- The quality of teaching, learning and assessment in creative arts is a strength. Pupils are encouraged to develop their individual creativity and they produce work of a high

standard as a result. Pupils say that they enjoy learning in these subjects.

## Personal development, behaviour and welfare

**Requires improvement**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement. Teachers' expectations are too low for many pupils, so they do not gain enough from their experiences to develop into successful learners.
- Pupils do not consistently show a pride in achievement or a commitment to learning. In lessons where teachers ensure that their needs are met and provision is stronger, however, pupils respond positively.
- The 'learning for life' curriculum is delivered by tutors on a rolling programme. Inconsistency in the quality of teaching means that not all pupils benefit equally.
- The well-established 'aspire' provision continues to provide effective support for pupils who have emotional and behavioural needs. This has reduced the proportion of pupils who are excluded from school.
- Pupils understand how to keep themselves safe in a range of situations. For example, they learn about e-safety in lessons and understand how to protect themselves from potential risks when using the internet. Consequently, pupils feel safe at school.
- Pupils report that there are sometimes instances of bullying. The majority say that staff deal with it effectively, however. Pupils are particularly confident in the manner in which staff deal with cyber bullying.
- Pupils wear their uniform with pride. Staff and pupils say that the introduction of a new uniform has improved pupils' behaviour.
- Pupils who attend alternative provision off the school site are well supported to develop the skills and behaviour necessary for successful reintegration to the school.

### Behaviour

- The behaviour of pupils requires improvement. Generally, pupils behave appropriately in lessons. Where teaching does not interest or challenge pupils, however, they lose focus and engage in low-level disruption. A number of pupils reported that their lessons were disrupted by poor behaviour.
- Pupils' conduct around the school is generally orderly.
- Much work has been undertaken to support pupils to improve their attendance. Whole-school attendance has improved and is now in line with the national average. However, the attendance of disadvantaged pupils and those who have special educational needs and/or disabilities remains below the national average.
- The proportion of pupils who are temporarily excluded from school is in line with the national average.

## Outcomes for pupils

**Inadequate**

- Poor teaching has led to pupils consistently making slower progress than other pupils nationally in recent years. In 2016, pupils' overall progress was significantly below the national average. In English and science, pupils' progress was also considerably below that of other pupils nationally.
- For too long, disadvantaged pupils overall have not made enough progress. Their overall progress and that in English, mathematics and science was in the lowest 10% of all schools nationally in 2016. Leaders have not ensured that additional funding to support these pupils has been used effectively.
- Pupils who have special educational needs and/or disabilities, but who do not have an education, health and care plan, also make very poor progress. Their progress is in the lowest 10% of all schools nationally in English, mathematics, science and humanities.
- There is too much variation in the progress pupils make from their different starting points, particularly in English and mathematics. The most able pupils make better progress than the least able. This is because teachers' expectations are not high enough for pupils with low prior attainment. There are indications of improvements in English, however, where the Year 7 catch-up funding is being effectively used to support the least able pupils to make progress in reading.
- Boys make slower progress than girls do because teachers do not share high enough expectations of what they are able to achieve. Teachers do not consistently challenge male pupils when they produce work below the standard of which they are capable.
- The work in current pupils' books in English and mathematics shows indications of improved progress. This is particularly the case for the most able pupils, including the most able disadvantaged. This is as a result of improved leadership and stronger teaching in these areas than has been the case in recent years.
- Pupils who have an education, health and care plan make progress in line with national averages in most subjects.
- Current pupils are making better progress in subjects where teaching is stronger. For example, in art, pupils are effectively supported to produce work of a high standard.

### **16 to 19 study programmes**

**Good**

- The sixth form is a strength of the school. As a result of strong leadership and better teaching, students in the sixth form make considerably more progress than pupils in key stages 3 and 4. There is a strong ethos of high expectation and success.
- The sixth-form leadership team is well established and stable. Leaders are knowledgeable and have a clear understanding of the sixth form's strengths and areas in need of further improvement. They take decisive action to ensure that weaknesses are tackled quickly.
- Pastoral support is strong. Students are extremely positive about the support and guidance they receive. Leaders have ensured that students receive additional guidance from external experts. This is effective in supporting their progression on to their next stages of education, employment or training.
- Sixth-form teachers have good subject knowledge. They have a good understanding of students' needs and provide appropriate and challenging work that supports students

to make good progress. Students say that their teachers provide helpful feedback.

- The curriculum offers a wide range of academic courses. Currently, the sixth form offers only one non-A level course, a BTEC course in music.
- In 2016, achievements in academic courses were in line with national averages. The small number of students who entered vocational courses achieved results that were slightly below the national average for these courses.
- Attendance in the sixth form is improving and is above the national average. Students are rarely late; they enjoy their learning and are proud to be part of the sixth form.
- Leaders have ensured that there is a wide range of extra-curricular and enrichment activities. Students enjoy and appreciate these opportunities. Levels of participation are high.
- The majority of students who retake GCSE examinations in English and mathematics are successful in achieving a higher grade.
- The school meets the requirements of the 16 to 19 study programmes. Leaders have ensured that students are supported to undertake relevant work experience. Students' interests and needs are met because leaders are careful in securing placements that match students' aspirations and future plans.
- The students and parents who made their views known to inspectors are extremely positive about the quality of education provided by the sixth form.



## School details

Unique reference number	112933
Local authority	Derbyshire
Inspection number	10023084

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

Type of school	Secondary
School category	Community
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1552
Of which, number on roll in 16 to 19 study programmes	325
Appropriate authority	The governing body
Chair	David Skinner
Headteacher	Andy Knowles
Telephone number	01246 863127
Website	<a href="http://www.tuptonhall.derbyshire.sch.uk">www.tuptonhall.derbyshire.sch.uk</a>
Email address	<a href="mailto:enquiries@tuptonhall.derbyshire.sch.uk">enquiries@tuptonhall.derbyshire.sch.uk</a>
Date of previous inspection	4 March 2015

## Information about this school

- The school is larger than the average-size secondary school.
- The proportion of disadvantaged pupils is average.
- The proportion of pupils who are from White British backgrounds is higher than average.
- The proportion of pupils who have an education, health and care plan is slightly above average. The proportion of other pupils who have special educational needs and/or disabilities is below the national average.
- The proportion of pupils who speak English as an additional language is considerably

lower than average.

- A small number of pupils attend off-site provision at Junior Jigsaw and Positive 4 Young People (P4YP).
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress.

## Information about this inspection

- Inspectors observed learning in 45 lessons, some jointly with senior leaders. Inspectors also undertook short visits to classes during learning walks in subject areas.
- Discussions were held with senior and middle leaders, other staff, members of the governing body and a representative of the local authority.
- Inspectors looked at pupils' work in lessons and a sample of pupils' books.
- Inspectors observed pupils' behaviour during lessons, before school and at lunchtime.
- Inspectors observed pupils' learning and behaviour in an assembly and during registration.
- Inspectors heard pupils read and spoke with pupils in discussion groups and informally around the school.
- Inspectors scrutinised a wide range of documents, including the school's self-evaluation, its improvement plans, minutes of meetings of the governing body, information about the attainment and progress of all pupils, records relating to behaviour and safeguarding, and information on the school's website.
- Inspectors considered the 375 responses to Parent View, Ofsted's online survey, and the 89 free-text responses from parents. Inspectors also considered the 87 responses from staff and the 66 responses from pupils to Ofsted's surveys.

## Inspection team

Deborah Mosley, lead inspector	Her Majesty's Inspector
Phil Drabble	Ofsted Inspector
Laurence Reilly	Ofsted Inspector
Nigel Boyd	Ofsted Inspector
John Edwards	Ofsted Inspector

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