

# Glossopdale School

Newshaw Lane, Hadfield, Glossop SK13 2DA

## Inspection dates

2–3 October 2018

<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

- Leaders have not taken swift and effective action to improve leadership and the quality of teaching in mathematics so that pupils make secure progress.
- Too few disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) make the progress that they should across a range of subjects.
- Leaders' plans for improvement are not sharp enough. Their checks on the success of these plans are not effective.
- Leaders do not use their checks on pupils' achievement well enough to bring about the necessary improvement in pupils' progress.
- Not all safeguarding records are as precise, accurate or detailed as they should be.
- Leaders have not used additional funding to promote the progress of eligible pupils effectively. Governors do not check well enough on leaders' use of this funding.
- The quality of teaching is inconsistent. Teachers' expectations are not routinely high enough.
- Teachers do not use questioning consistently to deepen pupils' learning. Too few pupils participate in whole-class discussion.
- Teachers do not use information about pupils' abilities and skills effectively to set suitably challenging work, or to provide pupils with sufficient support in their learning.
- Disadvantaged pupils and pupils with SEND do not attend school as well as other pupils. They are more likely to be excluded from school.

### The school has the following strengths

- The school is calm and orderly. Pupils conduct themselves well and have good relationships with their peers.
- New leaders are bringing about improvements to their areas of work.
- Pupils' spiritual, moral, social and cultural understanding is developed very well.
- Sixth-form students make good progress in both academic and vocational studies.
- Leaders have designed the curriculum well to meet the needs of all pupils.

## Full report

In accordance with section 44(2) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

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

- Improve the effectiveness of leadership and management by ensuring that:
  - leaders' evaluations of all aspects of the school's work are sharply focused and used to inform the school's improvement plan
  - leaders' plans to improve the progress of key pupil groups, including disadvantaged pupils and pupils with SEND, have clear, measurable outcomes
  - leaders use additional funding effectively, including pupil premium, funding for pupils with SEND and the Year 7 catch-up funding, to raise the achievement of eligible pupils
  - the school's systems for the assessment and monitoring of pupils' progress provide leaders with accurate information to inform their plans for improvement
  - all leaders, including subject leaders, monitor and improve the quality of teaching and learning within their areas of responsibility
  - leaders and governors rigorously and regularly review records of safeguarding concerns, to ensure that they are precise, accurate and detailed.
- Improve the quality of teaching, learning and assessment, especially in mathematics, by ensuring that all teachers:
  - have high expectations of what all pupils can achieve
  - provide well-targeted support to disadvantaged pupils and pupils with SEND so that they catch up with other pupils
  - use accurate and realistic assessment information to set pupils work that provides sufficient and appropriate challenge
  - develop their questioning skills so that they consistently check and deepen pupils' knowledge and understanding.
- Improve pupils' personal development, behaviour and welfare by:
  - reducing pupils' absence, persistent absence and temporary exclusions, particularly of disadvantaged pupils and pupils with SEND.

## Inspection judgements

### Effectiveness of leadership and management

### Inadequate

- Leadership and management is inadequate because leaders have been too slow to stop the decline in the progress of disadvantaged pupils and pupils with SEND.
- Leaders have not brought about the necessary improvements in mathematics. Pupils continue to underachieve in this subject, meaning that too many pupils are not prepared sufficiently for the next stage in their education or training.
- Until recently, leaders have not used additional funding effectively to ensure that disadvantaged pupils make the progress that they should. Leaders' response to a recent external review has led to some improvement in disadvantaged pupils' achievement in key stage 3. However, such improvement has yet to take place in key stage 4.
- Leaders' evaluation of the quality of the provision and their plans for further improvement lack the necessary precision. Leaders do not evaluate the impact of the actions that they take to secure further improvement well enough. As a result, leaders' plans are not bringing about the necessary improvements quickly enough.
- Until recently, leaders did not have a precise view of how much progress pupils were making across all subject areas. Leaders have recently put in place more rigorous checks on the quality of teaching and pupils' progress. However, the actions that leaders take as a result of these checks do not always focus on the areas of greatest weakness, such as the progress of disadvantaged pupils.
- Leaders do not use additional catch-up funding effectively to support pupils who have previously fallen behind with their numeracy skills. Pupils catch up more quickly with their literacy skills.
- Recent appointments to the leadership team have brought additional capacity to make improvements. These leaders are beginning to have an impact, improving the quality of teaching and leading to improved outcomes for pupils in some subjects, for example in English, science and technology.
- The joint special educational needs coordinators know pupils' needs well. They work closely with pupils with SEND and their parents to increase their attendance. However, support for these pupils has not enabled them to make better progress than that seen previously.
- Leaders have provided teachers with appropriate training, including individual support plans, to improve the quality of teaching and learning. This is leading to greater consistency in teaching and learning across the curriculum.
- Representatives of the local authority have accurately identified weaknesses in the school. The support that these representatives have put in place for the school's leaders has yet to bring about the necessary improvements.
- Leaders have begun to provide effective support to ensure that greater proportions of pupils attend regularly. There are signs of improved overall attendance as a result.
- Leaders at all levels work effectively with teachers, pupils and parents to reduce the incidences of poor behaviour in the school. Strategies to support pupils who are at risk of

poor behaviour are successful for many, although there are still some pupils who do not conform to leaders' expectations.

- Wide-ranging experiences support pupils in developing their spiritual, moral, social and cultural awareness. A well-planned approach weaves together form-tutor activities and a personal development programme. Inspectors observed an inspiring assembly on the theme of 'giving back', relating the work of an international charity to pupils' own lives. The 'Glossopdale Way' encourages all pupils to become responsible citizens.
- Leaders have a clear curriculum intent, including a variety of academic and vocational courses to meet the needs of all pupils. When it is necessary, leaders provide pupils with additional support and a curriculum that is better suited to their needs or interests.
- Teachers who are new to the profession receive effective support from subject leaders and other teachers.
- Leaders work effectively with local primary schools to ensure that the transition of pupils into Year 7 is successful.
- Leaders have ensured that the new school facilities offer a vibrant learning environment for the pupils. Pupils value these changes. They treat the facilities with respect and conduct themselves well around school.
- It is recommended that newly qualified teachers can be appointed to the school.

### **Governance of the school**

- Governors have not provided sufficient challenge to ensure that leaders plan strategically to bring about rapid and sustained improvements in pupils' outcomes.
- Governors have not held leaders rigorously to account for the additional funding that the school receives for disadvantaged pupils, for pupils with SEND or for pupils who arrive at the school having fallen behind in literacy and numeracy.
- Members of the governing body are committed to the school. The governors bring a wide range of experience and skills to their roles.
- An external review of the governing body, which governors commissioned, provided them with precise recommendations to improve their work. Governors were quick to act on these.
- In particular, the review has ensured that governors now know how to hold leaders to account. They have a growing understanding and appreciation of the school's strengths and weaknesses. However, these improvements are recent.
- Governors know their responsibilities and support leaders in keeping pupils safe.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Safeguarding leaders have a detailed understanding of safeguarding issues. Staff receive regular safeguarding training and are aware of issues that may affect pupils in school, including 'Prevent'. Staff know the importance of making timely referrals to those responsible for safeguarding when they have concerns about a pupil.

- Pupils are taught about issues such as online safety, mental health awareness and bullying through 'super-learning' days. They learn about issues such as radicalisation, extremism and county lines. Pupils who are particularly vulnerable receive focused and timely support.
- The vast majority of pupils who responded to the Ofsted survey said that they feel safe in school. Parents agree.
- Leaders work well with a range of external agencies to ensure that pupils about whom they have a concern receive appropriate support. Leaders raise concerns with the local authority regarding any pupil who goes missing from education.
- Leaders follow appropriate and secure processes when checking adults before they begin to work or volunteer at the school.
- Leaders keep secure safeguarding records. However, there are occasions when these records are not comprehensive.

### **Quality of teaching, learning and assessment**

### **Requires improvement**

- The quality of teaching is variable across and within year groups and subjects. Teaching does not allow all pupils to make secure progress by the end of Year 11.
- Too often, the teaching of mathematics is not effective. The work that pupils complete in mathematics lessons lacks challenge or requires pupils to use basic number skills that they either do not have or cannot apply.
- Some teachers do not have high enough expectations of pupils. They do not set work that meets pupils' needs and provides sufficient challenge. When this is the case, some pupils do not engage fully and fail to complete their work to an acceptable level.
- Teachers do not use questioning well enough to check pupils' understanding or explore their ideas thoroughly.
- Not all pupils, particularly boys, take pride in the presentation of their work.
- The use of additional adults in lessons is variable. The support for pupils with SEND does not always allow them to make strong progress.
- In some subjects, including in English and science, teachers set tasks that meet the needs of the pupils. The most able pupils receive work that is challenging, for example through 'gold challenges', while the least able and pupils with SEND receive effective support. Teachers' enthusiasm and effective planning inspire a culture of curiosity in the pupils' learning.
- A new whole-school system to provide pupils with feedback about their learning is having a positive impact. When teachers use it effectively, pupils revisit their learning, correcting their errors and misconceptions.
- Teachers make the most of opportunities to challenge stereotypes. For instance, in a form period, Year 7 pupils discussed Black History Month. Pupils are tolerant and understanding of others who may be different from them.
- Pupils who read to an inspector did so with confidence, using their phonic skills to decipher more difficult words. Pupils say they enjoy reading a variety of books, and that teachers promote reading well. Strategies to help Year 7 pupils to catch up with their literacy are increasingly successful.

- The positive relationships between teachers and pupils create a calm and purposeful atmosphere in most lessons. Pupils work collaboratively with their peers, valuing each other's ideas and supporting each other's learning.

## **Personal development, behaviour and welfare**

**Requires improvement**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good.
- The majority of pupils adopt positive attitudes to learning and enjoy school. They take pride in their school and in their appearance. They respect their peers and trust their teachers. However, some pupils lack confidence in their abilities.
- Pupils know how to stay safe online and understand different types of bullying. Pupils, staff and parents agree that incidents of bullying are not common in the school. If bullying does take place, pupils are confident that an adult will quickly resolve the issue.
- Pupils take on leadership responsibilities through which they promote positive messages about welfare. For instance, 'anti-stigma ambassadors' have raised pupils' awareness of mental health.
- Leaders provide pupils with a detailed programme of independent advice and guidance in relation to careers, while all Year 10 pupils participate in a valuable week of work experience. The proportion of pupils who are not in employment, education or training at the end of Year 11 has steadily declined and was very low in 2018.
- A majority of parents who responded to the Ofsted survey, Parent View said that their children are safe, happy and well looked after at school. Many praised the pastoral care that their children receive.

### **Behaviour**

- The behaviour of pupils requires improvement.
- Attendance has been below the national average for the last four years. The attendance of disadvantaged pupils and pupils with SEND is too low.
- The proportion of pupils who are regularly absent, while above the national average, is beginning to decline. However, too many disadvantaged pupils and pupils with SEND are regularly absent.
- Exclusion rates are too high. More disadvantaged pupils and pupils with SEND are excluded than other pupils.
- The majority of pupils are well behaved. Some pupils said that they are occasionally concerned about the behaviour of other pupils in lessons and around the school. Inspectors observed low-level disruption in a small number of lessons.
- Almost all pupils arrive promptly at the beginning of the school day and are punctual to lessons. Most pupils arrive at lessons ready to learn.
- Pupils who complete courses with alternative providers attend and behave well. There are effective links between the school and the providers to check on pupils' progress, learning and safety.

## Outcomes for pupils

## Inadequate

- For too long, disadvantaged pupils have made inadequate progress across a wide range of subjects, including mathematics. This is particularly the case for the most able and those of average ability. The difference between the progress of current key stage 4 disadvantaged pupils and other pupils is not diminishing rapidly enough.
- Pupils do not achieve well in mathematics. Provisional information indicates that pupils' progress and attainment in mathematics declined further in 2018 when compared with 2017.
- Pupils with SEND do not make as much progress as other pupils. In 2018, the difference between the progress of pupils with SEND and other pupils increased compared with 2017, according to provisional information.
- Pupils' overall progress at the end of key stage 4 is broadly in line with the national average. However, the proportion of pupils who achieve a good pass in English and mathematics is below that seen nationally. In 2018, provisional information indicates that Year 11 pupils' attainment was well below average in a range of subjects, including geography, history, art and physical education.
- In English, pupils' outcomes are improving, including for those currently in Year 11.
- In 2018, the gap between Year 11 boys' and girls' progress closed. A recent focus by leaders on boys' achievement is starting to improve their outcomes.
- In Years 8 and 9, increased proportions of disadvantaged pupils are making stronger progress. The difference in attainment between disadvantaged pupils and other pupils is beginning to diminish.
- The vast majority of Year 11 pupils who left school in 2018 secured education or training placements. However, some pupils will not have accessed courses at the level of which they should have been capable, because they underachieved by the end of Year 11

## 16 to 19 study programmes

## Good

- Leadership of the sixth form is strong. The sixth-form leader has an accurate view of the provision's strengths and weaknesses and is aspirational for the students.
- Students in the sixth form make good progress, both in their academic and vocational studies, and achieve well. The proportion of students gaining the highest grades in 2018 increased in comparison to 2017. The school's performance information indicates that current Year 13 students are achieving well.
- Most teaching is good. Teachers have high expectations of students. Where teaching is strongest, teachers create positive environments, sharing their strong subject knowledge and challenging students to develop their independence and confidence.
- The sixth-form leader knows where teaching is not as strong and provides teachers with close support to improve their practice.
- Teachers offer students clear guidance which helps students to deepen their understanding and skills. Leaders provide well-targeted support to students who are not making as much progress as they should, which leads to improved achievement.

- Leaders have devised an appropriate sixth-form curriculum, including opportunities for students to receive more challenging work. Students engage in a variety of enrichment activities, including the Duke of Edinburgh's Award, first-aid training and a debating club.
- Sixth-form students' attendance is good.
- Students who resit their GCSE English and mathematics qualifications during their time in the sixth form make good progress. However, while all students who resat English in 2018 secured at least a standard pass, this was not the case for mathematics
- Students have very positive relationships with the teachers and the sixth-form leadership team. Students are supported well in their studies, both academically and personally.
- There is a wide range of personal development activities to raise students' aspirations. Leaders run 'issues days' throughout the year, at which students consider aspects such as health and well-being, and revision and study skills.
- Students in Year 12 appreciate the opportunity to take part in work experience. Leaders ensure that these placements are of value. All students receive one-to-one guidance on future career pathways. Students are prepared well for their next steps after school.
- The vast majority of students move on to sustained employment, education or training, including at university. Students who leave the sixth form before the end of their studies do so to take up valuable training opportunities.
- Safeguarding in the sixth form is effective. Leaders have established rigorous systems to monitor students' attendance, with students using identity cards to sign in and lanyards to identify them around the school site. Students are confident that they have someone to talk with about any concerns they may have.



## School details

Unique reference number	112957
Local authority	Derbyshire
Inspection number	10045232

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

Type of school	Secondary comprehensive
School category	Maintained
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	1067
Of which, number on roll in 16 to 19 study programmes	150
Appropriate authority	Local authority
Chair of governors	Julie Soboljew
Principal	Stephen Playford
Telephone number	01457 862336
Website	<a href="http://www.glossopdale.derbyshire.sch.uk">www.glossopdale.derbyshire.sch.uk</a>
Email address	<a href="mailto:splayford@glossopdale.school">splayford@glossopdale.school</a>
Date of previous inspection	1–2 March 2016

## Information about this school

- The school is an average-sized secondary school.
- In September 2018, the school moved into a new building on one site, having previously been across three separate sites. The school has a growing number of pupils on its roll.
- The proportion of disadvantaged pupils is average.
- The majority of pupils are of White British heritage. The proportion of pupils who speak English as an additional language is well below average.
- The proportion of pupils with SEND is below average. However, the proportion

- n who have an education, health and care plans is above average.
- The school uses The Toolbox and the Northern School of Plastering and Partitioning as alternative providers.

## Information about this inspection

- Inspectors observed learning in 47 lessons across a wide range of subjects and in all key stages, including the sixth form. Many lessons were jointly observed with senior leaders. Inspectors also observed form time and two assemblies.
- Inspectors looked at the work in pupils' books in a range of subjects.
- Inspectors held a range of meetings, including with senior and middle leaders and with teachers. Inspectors also met with a representative of the local authority and members of the governing body, including the chair of the governing body.
- Inspectors observed pupils' behaviour before school, during lessons and during breaktimes and lunchtimes.
- Inspectors spoke formally with pupils from key stage 3 and key stage 4 and students from the sixth form. Inspectors also spoke informally with other pupils.
- An inspector listened to pupils from Year 7 and Year 8 read.
- An inspector spoke with representatives from an alternative provider that pupils from the school attend.
- Inspectors scrutinised a wide range of documents relating to the school's provision, including: self-evaluation and improvement planning; minutes of the governing body meetings; plans related to additional government funding; behaviour, attendance and exclusion records; information about the attainment and progress of all pupils and students; safeguarding; and external reviews and information on the school's website. The lead inspector also checked the school's single central register and the school's system for recruiting staff.
- Inspectors evaluated the 116 responses to Parent View, Ofsted's online survey, including the 111 free-text responses.
- Inspectors considered the 51 responses to Ofsted's online questionnaire for staff and the 74 responses to Ofsted's online questionnaire for pupils and students.

## Inspection team

Rachel Tordoff, lead inspector	Her Majesty's Inspector
Annabel Bolt	Ofsted Inspector
Kim Bower	Ofsted Inspector
Tim Croft	Ofsted Inspector

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