

# Swanwick Hall School

Derby Road, Swanwick, Alfreton, Derbyshire DE55 1AE

## Inspection dates

26–27 March 2019

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Requires improvement</b>
Personal development, behaviour and welfare	<b>Requires improvement</b>
Outcomes for pupils	<b>Requires improvement</b>
16 to 19 study programmes	<b>Requires improvement</b>
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- In 2018, pupils' attainment and progress by the end of key stage 4 across a range of subjects, while improving, were below average.
- The progress made by boys and disadvantaged pupils in key stage 4, while improving, is not yet good enough.
- The behaviour and attitudes of a significant minority of pupils are not consistently good. Pupils' attitudes towards their learning, particularly that of boys, are not always positive and there are instances of low-level disruption.
- The attendance of pupils, particularly disadvantaged pupils, is not consistently good. The proportion of pupils regularly absent from school has been above the national average for the past two years.
- Pupils, parents and carers say that the proportion of lessons taught by temporary staff is high. Pupils say that this affects their enjoyment of learning.
- The quality of teaching, learning and assessment is inconsistent within and between different curriculum subjects. Teaching does not routinely inspire and enthuse pupils in their learning.
- Some teachers do not have high enough expectations of what pupils are able to achieve, particularly boys and the most able pupils.
- Students in the sixth form do not make the progress of which they are capable. In 2018, progress was below the national average.
- The range of non-academic opportunities for students in the sixth form is too narrow.

### The school has the following strengths

- Pastoral care is effective. Pupils report that they feel safe and well cared for. A large majority of parents agree.
- The arrangements for the safeguarding of pupils are effective, including leaders' alertness to extremist views and informing pupils how they can keep themselves safe in the community and when online.
- School and trust leaders have taken effective action to improve teaching and subject leadership, despite recent challenging circumstances. These changes have resulted in improvements in pupils' outcomes over time.
- The range of extra-curricular activities is a strength of the school. Pupils report their appreciation of these opportunities.

## Full report

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

- Improve the effectiveness of leadership and management by ensuring that the additional funding provided through the pupil premium further improves the attendance and academic achievements of disadvantaged pupils.
- Improve the quality of teaching and pupils' progress by ensuring that:
  - pupils are engaged in learning activities which enthuse and inspire them to want to learn more
  - teachers have consistently high expectations of what pupils know and can do, providing them with learning tasks which challenge and deepen their understanding, particularly for boys and the most able pupils
  - disadvantaged pupils receive consistent support so that they can make the progress of which they are capable
  - the proportion of lessons taught by temporary staff is reduced.
- Improve pupils' behaviour and attitudes by ensuring that:
  - the school's policy for managing behaviour is applied consistently by staff and followed by all pupils
  - all staff have consistently high expectations of pupils' behaviour and conduct through the day and eliminate instances of low-level disruption during lessons.
- Improve the effectiveness of the sixth form by:
  - ensuring that all teachers plan learning which enables all students to apply their understanding at a greater depth so that they make at least good progress
  - developing the range of students' non-academic activities and personal development so that they are well prepared for life in modern Britain.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Leaders have taken effective action to improve standards following pupils' weak outcomes in 2016. These actions have supported year-on-year improvements in academic progress for all pupils, including those who are disadvantaged.
- A clear vision for the future of the school has been shared with all staff, underpinned by the school's ethos of inclusion. Staff morale is positive. The large majority of parents who responded to Ofsted's survey would recommend the school.
- The support and investment from the Two Counties Trust have been effective in supporting the improvements at the school, including financial support for improving the school environment, the development of the school's curriculum and the quality of teaching and learning. The actions of the trust have supported leaders' improvement in pupils' overall rates of progress.
- The leadership of the curriculum is effective and the curriculum is broad and balanced. All pupils follow an appropriate suite of subjects at key stages 3 and 4, including the opportunity to learn from a wide range of options, such as astronomy and engineering. Leaders ensure that pupils now follow a suitable number of qualifications.
- There is a good range of extra-curricular activities which complement pupils' formal curriculum. Pupils say that they appreciate these opportunities, which include working towards the sports leader's award, learning Japanese, fundraising for charity and angling. Some pupils have successfully participated in the national angling championships.
- A well-planned and coordinated programme of professional development, within the school and more widely across the trust, is having a positive impact on improving the quality of teaching. Examples include strategies to develop pupils' knowledge, recall and application of higher-level vocabulary. However, it is too soon to see the full impact of these initiatives on further strengthening pupils' academic outcomes.
- External support from the trust has been positive in improving the effectiveness of subject leaders. This has contributed to the recent strengthening of curriculum planning and the quality of teaching, learning and assessment. However, leaders have yet to ensure that all pupils' learning experiences are consistently good.
- Leaders' strategies to promote pupils' spiritual, moral, social and cultural development are effective and strengthening. For example, provision for religious education ensures that all pupils learn from experiential visits to different places of worship. Visits to the theatre also support pupils' cultural, as well as academic, development. Pupils are actively encouraged to make decisions about how they can raise funds for a range of different charities.
- The leadership of the provision for pupils with special educational needs and/or disabilities (SEND) has strengthened. As a result of closer support and an improving picture of engagement with parents, these pupils are beginning to make better progress. Leaders are making better use of the Year 7 literacy and numeracy catch-up

funding. A higher proportion of pupils are able to catch up with their peers by the end of Year 7 than has been the case in previous years.

- Pastoral leadership is a strength of the school, particularly in the care extended towards vulnerable pupils who may find themselves in difficulty. The arrangements for safeguarding are effective. Pupils report that they feel safe and well cared for. The overwhelming majority of parents who responded to Ofsted's survey agree.
- Leaders have ensured that the additional funding provided through the pupil premium is used appropriately. Disadvantaged pupils' progress has improved annually over the past three years. Leaders recognise, however, that the progress of these pupils remains a priority.
- Leaders continue to develop the school's programme for careers education, advice and guidance. All pupils benefit from access to impartial careers advice and the proportion of pupils progressing into further education, employment or training has improved markedly over the last two years.
- Newly qualified teachers are positive about the support they receive from leaders as they commence their professional careers.
- Leaders have yet to ensure that the leadership of the sixth form is fully effective in strengthening students' academic achievements. The opportunities for students' personal development and the range of non-academic activities are not strong enough.

### **Governance of the school**

- The governance of the school is effective and has been strengthened through the support of the trust. Governors are skilled and knowledgeable. They know the strengths and areas for further development well. Governors are well informed and committed.
- Governors are ambitious for the school and are keen to see the progress made by all pupils improve rapidly.
- Governors are increasingly holding senior leaders to account and asking challenging questions of them. They have strengthened links with a range of leaders across the school and make regular visits to check on the progress being made against the school's development priorities.

### **Safeguarding**

- The arrangements for safeguarding are effective. Pupils report that they feel safe. Parents agree that pastoral care and safeguarding are positive features of the school.
- Leaders and governors ensure that all the necessary checks are made on the suitability of staff to work with young children. These checks also include ensuring that all staff understand the school's child protection policy.
- Vulnerable pupils, including children in the care of the local authority, are well cared for. Leaders keep a close eye on these pupils and work effectively with external agencies to ensure that they are kept safe.
- The designated safeguarding lead is well supported by a team of appropriately trained

staff. Members of this team engage well with parents to help them understand a range of issues, including radicalisation and extremism.

- All staff receive appropriate training on safeguarding processes and procedures. They understand what to do if they have any concerns about a pupil's well-being. The leader for safeguarding regularly analyses the range of issues that are presented and uses this information to inform the personal development curriculum.

### Quality of teaching, learning and assessment

### Requires improvement

- Although the quality of teaching is improving, there are inconsistencies in how effectively teachers challenge pupils and promote deeper thinking and understanding. Sometimes, teaching is moved on too quickly before the understanding of all pupils has been secured.
- Expectations of what pupils know and can do are not consistently high, particularly for boys, disadvantaged pupils and the most able. Many pupils work on the same learning activities and, as a result, some do not make the progress of which they are capable.
- While the subject knowledge of teachers is generally good, it is not used consistently well to enthuse or inspire pupils in their learning.
- Pupils and parents express frustration at the high proportion of lessons taught by temporary staff. Pupils report that this affects their enjoyment of learning.
- Teachers do not consistently ensure that pupils learn from, or respond to, feedback in line with the school's recently revised policy. Pupils report that they are not always given sufficient time to improve the quality of their work.
- The completion of work and the quality of presentation are variable, particularly for boys. In extended pieces of written work, the use of subject-specific vocabulary is often underdeveloped.
- The relationships between pupils and their teachers are mostly positive. Pupils in subjects including engineering, history and physical education are keen to do well in response to the engaging nature of the learning activities, which are complemented by high challenge and support. In a Year 11 engineering lesson, for example, pupils have been inspired over time to want to do their best. Some pupils have pursued engineering apprenticeships as a result of their learning experiences.
- Subject leaders are making concerted efforts to improve their curriculum planning and resources. Together with external support provided by the trust, teachers are now receiving greater support and direction. Therefore, the quality of teaching is improving at the school, although it is not yet fully consistent. It is too soon to see the impact of recent professional learning on the further strengthening of pupils' outcomes by the end of key stage 4.

### Personal development, behaviour and welfare

### Requires improvement

#### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.

- Pupils are well supported by staff with regard to their mental and emotional well-being. Pupils know who they can talk to if they need additional support or advice.
- Leaders promote the spiritual, moral, social and cultural development of pupils well. For example, pupils have opportunities to explore their understanding of different faiths, complemented by trips and visits to contrasting places of worship. Pupils are also active in raising funds for charities such as Age UK and Children in Need. Pupils appreciate being involved in decision-making about how to raise funds and which charities they could support.
- Pupils report that they feel safe at school. The large majority of parents who responded to Ofsted's online survey agree, as do school staff.
- School records of bullying indicate that the incidence of bullying is low. The majority of pupils who spoke with inspectors confirmed this. They say that they feel confident that any issues of bullying would be dealt with effectively by staff.
- Pupils are taught to stay safe through a thoughtfully planned programme of personal development. This includes how to stay safe online, personal safety, healthy minds and healthy relationships.
- Pupils on alternative curriculum provision are making improved progress because of the tailored support they are now receiving. Leaders have ensured that pupils are following appropriate courses and make regular checks to ensure that pupils are kept safe.
- There is a very broad range of extra-curricular activities which further promote pupil's personal development. Examples include sports leaders, dance awards, charity fundraising, yoga and fishing, including participation in the national angling championships.

## **Behaviour**

- The behaviour of pupils requires improvement. Pupils' attitudes towards their learning are not consistently positive.
- Pupils' levels of concentration are not consistent. In most lessons, pupils follow teachers' instructions promptly. However, when learning activities are not sufficiently engaging or set at the right level, pupils lose focus and low-level disruption sometimes occurs.
- Pupils' conduct around school is mostly orderly, although some pupils, particularly boys, can be too boisterous. Pupils say that the school's behaviour policy is not consistently applied.
- Most pupils are punctual to their lessons. However, a significant minority are not. This was particularly evident during the afternoon sessions between tutor time and the last lesson of the day.
- Currently, the proportion of pupils absent from school is slightly higher than the national average. The proportion of pupils regularly absent from school is above the national average, particularly for disadvantaged pupils. Leaders have recognised this and are taking steps to improve this position.
- The proportion of pupils receiving exclusions for poor behaviour is low.

## Outcomes for pupils

## Requires improvement

- In 2018, attainment across a range of subjects, including English and mathematics, was below that of other pupils nationally. The proportion of pupils gaining a strong pass in English and mathematics has been below the national average for the last two years.
- The overall progress made by pupils in 2017 and 2018 was below that seen nationally. However, since 2016, the overall progress made by pupils has risen year on year. Pupils have made stronger progress in subjects which form the English Baccalaureate and humanities, in particular. Progress in English and mathematics is less strong.
- In 2017 and 2018, the overall progress made by boys, the most able pupils and disadvantaged pupils was below the national average. However, the progress made by disadvantaged pupils has improved annually since 2016, including for current pupils.
- Although school records indicate some improvement in overall progress made by current Year 11 pupils, progress in English and mathematics remains below average.
- The Year 7 catch-up funding is having a positive impact on some pupils' reading, writing and mathematical skills. Those pupils identified for extra support are benefiting from a specific programme of learning activities, although the progress these pupils are making in reading is not consistently strong.
- Pupils with SEND are beginning to make better progress than in previous years in key stages 3 and 4. This is because of the closer support and monitoring these pupils are now receiving.
- A small number of pupils attend alternative provision. These pupils are attending well. Their academic progress is closely tracked and most are making the progress leaders expect of them.
- In 2018, the proportion of pupils securing appropriate places for their next steps in education, employment or training increased and was above the national average. This reflects the support and guidance pupils receive to inform them of the options available.

## 16 to 19 study programmes

## Requires improvement

- The sixth form requires improvement because the overall progress made by students on level 3 courses is below average and has been for the past three years. The school's current performance information indicates a slight improvement, although it is similarly below average.
- The quality of teaching, learning and assessment requires improvement because it is inconsistent. While the subject knowledge of teachers is secure, the extent to which teachers successfully deepen students' understanding and challenge them to apply their knowledge is variable. Students report that their enjoyment of learning is variable. They also say that they are not as well supported in some subjects, such as business studies.
- The proportion of pupils completing their courses has been low in the past. Leaders have, however, recognised the need to improve the appropriateness of students' study

programmes and have acted to address this. Consequently, the retention of current students has strengthened.

- The range of non-qualification activities which students can participate in is narrow. Leaders have, however, ensured that all students participate in meaningful work experience during Year 12.
- Most students who have not secured a standard pass or better in mathematics by the end of key stage 4 are successful in doing so by the end of the sixth form.
- Students report that they would like more opportunities to engage in a wider range of activities which would help them prepare for life beyond their sixth-form studies. Leaders have recently developed the personal development programme, including more frequent visits by external speakers on themes such as road safety and personal finance.
- Leaders are developing the programme for careers education, advice and guidance. Students say that they are especially positive about the help and advice they receive for applications into higher education. However, they also report that they would like more information about the wider range of options open to them. A high proportion of students move successfully on to further education, employment and training.
- Students' conduct and behaviour are good. They are polite and helpful. They describe the sixth form as a happy and supportive community. Students are particularly appreciative of the additional academic and pastoral support they receive from staff when they seek it.



## School details

Unique reference number	142741
Local authority	Derbyshire
Inspection number	10057670

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

Type of school	Secondary
School category	Academy converter
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	1,117
Of which, number on roll in 16 to 19 study programmes	109
Appropriate authority	Board of trustees
Chair	Karen Potts
Headteacher	Jonathan Fawcett
Telephone number	01773 602 106
Website	<a href="http://www.swanwickhall.derbyshire.sch.uk/">www.swanwickhall.derbyshire.sch.uk/</a>
Email address	<a href="mailto:enquiries@swanwickhall.derbyshire.sch.uk">enquiries@swanwickhall.derbyshire.sch.uk</a>
Date of previous inspection	Not previously inspected

## Information about this school

- This school is larger than the average-sized secondary school.
- The school is part of the Two Counties Trust, which it joined in April 2016.
- The large majority of pupils are of White British heritage.
- The proportion of pupils in receipt of pupil premium funding is slightly below the national average.
- The proportion of pupils with SEND is broadly average when compared with national figures. The proportion of pupils who have an education, health and care plan is slightly above the national average.

- The school uses alternative provision for a small number of pupils. At the time of the inspection, these pupils attended the Breadsall and Kirk Hallam Support Centres, the Blend Youth Project, Baby People and Real Training.

## Information about this inspection

- Inspectors observed 44 parts of lessons across all key stages and in a wide range of subjects. Inspectors also visited several tutor time sessions and two assemblies.
- Inspectors spoke with pupils informally during the school day. Formal discussions were held with nine groups of pupils across all year groups, including the sixth form.
- Inspectors observed pupils' behaviour during lessons, around school and at break and lunchtime.
- Inspectors met with a range of school leaders, including the headteacher, associate headteacher and other members of the senior team with responsibility for safeguarding, the quality of teaching and learning, behaviour and personal development and the sixth form. Inspectors also spoke with the coordinator of provision for pupils with SEND and the leaders with oversight for the spending of pupil premium funding and Year 7 catch-up funding. Meetings were also held with a representative group of staff, subject leaders and newly qualified teachers. The lead inspector met with three members of the local governing body. He also met with the chief executive officer and the chair of the board of trustees of the trust.
- A range of documentation was examined, including the school's self-evaluation, the school improvement plans, pupils' performance information, behaviour and bullying records, a range of policies and the minutes of meetings of the local governing body.
- Inspectors looked at samples of pupils' work across a broad range of curriculum subjects in key stages 3 and 4.
- The lead inspector evaluated the 119 responses to Parent View, Ofsted's online survey, and the 50 responses to Ofsted's staff survey. There were no submissions to Ofsted's pupil survey. The lead inspector also considered the school's parent and pupil survey responses.

## Inspection team

Chris Stevens, lead inspector	Her Majesty's Inspector
Jane Burton	Ofsted Inspector
Steve Lewis	Ofsted Inspector
Kate Beale	Ofsted Inspector
Stuart Anderson	Ofsted Inspector

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