

# Inspection of Heritage High School

Boughton Lane, Clowne, Chesterfield, Derbyshire S43 4QG

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Inspection dates: 25–26 February 2020

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Previous inspection grade

Not previously inspected under section 5  
of the Education Act 2005

## **What is it like to attend this school?**

Pupils enjoy positive relationships with their teachers and other staff. They know that their teachers want them to do well. Pupils, including those with special educational needs and/or disabilities (SEND), feel well supported in lessons. The curriculum provides lots of opportunities to learn about a wide range of subjects. However, not all pupils study the full range of subjects in sufficient depth. This means that some pupils miss out on some aspects of the curriculum.

Pupils feel well supported by pastoral staff. They know there are people in the school who will help them if they have any worries or problems. Most pupils say that, although bullying does occur, it is usually dealt with effectively. Pupils feel safe in the school. Pupils respect those who are different to themselves.

Pupils are keen to meet leaders' high expectations of their behaviour. Most pupils behave very well. The few pupils who struggle to manage their own behaviour are well supported. They value this help.

Pupils appreciate the opportunity to take on leadership roles. They are proud to be part of the 'surfers against sewage' environmental group.

Most pupils enjoy coming to the school. However, some pupils do not attend regularly.

## **What does the school do well and what does it need to do better?**

Pupils begin to study their GCSE subjects in Year 9. This means that pupils do not study the full curriculum throughout Years 7 to 9. Pupils do not study some subjects in sufficient depth during key stage 3. They miss out on some parts of their education. The curriculum at key stage 4 offers an extensive range of subjects, meeting pupils' needs and interests.

Most subjects, including those that pupils study at key stage 3 only, are well planned. Plans set out what pupils should know and by when. Activities build on pupils' prior knowledge. This helps pupils to know and remember more. This is particularly effective in subjects that pupils study throughout their time at school, for example English, mathematics and physical education (PE). In some subjects where pupils study material at less depth, pupils cannot always recall basic facts and knowledge.

Teachers have good subject knowledge. Many use this to present their subject well. Teachers help pupils to develop their vocabulary by encouraging them to use subject-specific and technical terminology. They use questions to help pupils develop their understanding and deepen their knowledge. 'TECC' (teacher comment, extension, corrections, consolidation) sheets help pupils to identify misconceptions and to improve their work. Not all teachers are equally effective in delivering the

curriculum. They do not consistently apply the school's agreed strategies for teaching. The needs of disadvantaged pupils and those with SEND are not always met. Pupils have not achieved well by the end of Year 11 across a range of subjects in recent years. However, all pupils have gone on to appropriate education, employment or training. The achievement of all pupils, including those with SEND and disadvantaged pupils, is improving.

Most pupils have positive attitudes to learning. The curriculum helps them to develop independence and resilience. Pupils' personal development is promoted well. Pupils learn about topical issues and about diversity. They learn about how to stay safe and maintain healthy lifestyles. Pupils discuss and debate issues maturely. Older pupils appreciate their social development lessons and careers education. Pupils are well prepared for life in modern Britain.

Leaders have identified clear priorities to improve the quality of education. Senior leaders work collaboratively in a joined-up approach to school improvement. Training is well planned and focuses on the school's priorities to improve the quality of teaching. Senior leaders, including those from the trust, provide effective support to subject leaders. Subject leaders are taking greater responsibility for leading improvements and developing the curriculum than in the past. Leadership at all levels is improving rapidly. Nevertheless, many strategies are new and have not yet had time to embed.

Leaders consider staff's well-being and workload. Staff feel well supported by subject and senior leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have established a culture of safeguarding. The designated safeguarding leader (DSL) is extremely knowledgeable about safeguarding matters. She shares this knowledge with staff through regular training and updates. Staff know the signs which may mean a pupil is at risk of harm and recognise their responsibility to report any concerns.

The DSL is supported by a well-trained team. They make sure that pupils get the help they need quickly, providing much support in the school. Leaders involve external agencies when necessary.

The curriculum teaches pupils how to keep themselves safe, for example from child sexual exploitation and radicalisation.

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

### (Information for the school and appropriate authority)

- Leaders have recently introduced a two-year key stage 3. Pupils do not study the full curriculum throughout Years 7 to 9. Not all pupils study all subjects in sufficient depth. Leaders should ensure that the curriculum in key stage 3 is ambitious and enables all pupils to experience the full breadth and depth of all subjects.
- Leadership at all levels has improved. Several subject leaders are new. Many of the strategies and plans in place are recent. Senior leaders and those from the trust should ensure that leaders, at all levels, are supported and challenged effectively to embed the recent improvements and to bring about further improvements to the quality of education.
- Leaders have introduced new strategies to improve the quality of teaching. This has brought about improvements to many teachers' practice. Not all teachers consistently apply these strategies. Leaders should ensure that all teachers have the skills and knowledge they need to implement the curriculum effectively, particularly in relation to meeting the needs of vulnerable pupils. Leaders should ensure that all staff are implementing the curriculum well.
- Most pupils attend well. Some disadvantaged pupils and some pupils with SEND are persistently absent. Leaders should develop strategies to ensure that all pupils attend regularly.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	144391
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10121191
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	886
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Karen Potts
<b>Headteacher</b>	Richard Marlow
<b>Website</b>	<a href="https://heritagederbyshireschuk.wordpress.com">heritagederbyshireschuk.wordpress.com</a>
<b>Date of previous inspection</b>	Not previously inspected as an academy

## Information about this school

- Heritage High School converted to become an academy school on 1 April 2017. When its predecessor school Heritage High School was last inspected by Ofsted, it was judged to require improvement.
- The school joined the Two Counties Trust in April 2017.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher and other senior leaders, including the chief executive officer of the trust. I spoke by telephone with a member of the board of trustees.
- An inspector spoke by telephone with a representative of Rhubarb Farm.
- We undertook deep dives in English, mathematics, design technology, history and PE. These deep dives consisted of meeting with curriculum leaders, visiting lessons, examining pupils' work and meeting with teachers and pupils from the lessons we visited. We also met with subject leaders, visited lessons and looked at curriculum plans for a range of other subjects.

- I met with the DSL and the deputy DSL. I scrutinised a range of documents related to safeguarding, the school's single central record and the school's system for monitoring safeguarding concerns.
- We met with groups of staff and with pupils from all year groups.
- We considered the 43 responses to Ofsted Parent View and the 23 free-text comments. We considered the responses to the staff and pupil surveys.

### **Inspection team**

Deborah Mosley, lead inspector	Her Majesty's Inspector
Keval Thakrar	Ofsted Inspector
Rakesh Patel	Ofsted Inspector
Kathryn Hardy	Ofsted Inspector
Claire Shepherd	Ofsted Inspector

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