

Inspection of Springwell Community College

Middlecroft Road, Staveley, Chesterfield, Derbyshire S43 3NQ

Inspection dates: 14 and 15 June 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils know that teachers at this school have high expectations of them. As pupils arrive at the school in the morning, teachers greet them at the gate to help them start the day well. Pupils attend well and are punctual. Most pupils enjoy coming to school. They value the positive relationships they have with caring staff. Pupils feel safe and happy. Teachers support pupils to be kind and ambitious individuals.

Pupils know what bullying is. They say that it does happen. Some pupils lack confidence in reporting incidents of bullying and some types of derogatory language because they are unsure how well teachers will deal with it. Other pupils are more confident and know that there are staff, such as the student progress leaders, who will handle any problems. Behaviour around the school is calm. However, some pupils' attitudes to learning are not positive in lessons.

Pupils take part in 'memory morning' every week. This is an opportunity for them to revisit important learning in some subjects as a year group. These sessions have a positive atmosphere, with tutors circulating and encouraging pupils to show what they know. Some pupils with special educational needs and/or disabilities (SEND) do not yet benefit from a good enough quality of education.

Pupils and parents and carers value the clubs and extra-curricular activities this school provides to help pupils broaden their horizons and develop talents and interests.

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

Leaders have raised their expectations of what pupils can achieve at this school. They have made the curriculum more ambitious and ensured that pupils study a range of subjects for as long as possible. All subject leaders have identified the important bodies of knowledge that they want pupils to know by the end of key stages 3 and 4. Leaders are continuing to refine these plans, so that the most important knowledge is explicit.

Teachers have been trained to use teaching methods to help pupils know and remember more. In some subjects, such as English and history, teachers use their expert knowledge with these teaching methods. This helps pupils learn. Not all teachers know how to use these methods effectively. As a result, pupils do not develop their knowledge as well as they should.

Some pupils with SEND are not well supported to learn the ambitious curriculum. Leaders have not yet ensured that their needs are precisely identified and communicated to teachers. Some teachers do not meet the needs of pupils with SEND. Some pupils with SEND said: 'We get lost in lessons.' Leaders know what they must do to remedy this shortcoming. There is a clear and precise plan to address this.

Leaders have introduced a range of opportunities to help pupils enjoy reading and to become better readers. Some pupils at the early stages of reading are being well supported through an age-appropriate phonics programme delivered by trained staff.

The school is generally calm and orderly. Teachers help pupils to manage their behaviour and emotions. Many pupils commit to their studies and show positive attitudes to learning. However, the systems in place for managing pupils' behaviour are not always consistently applied by all staff. Some pupils said that lessons can become too noisy, and this can disrupt their learning.

Leaders ensure that the curriculum promotes pupils' personal development. Pupils learn about healthy relationships, knife crime and the protected characteristics. This helps them to stay safe. Pupils recognise and respect differing views. They reflect on a range of different moral issues. Pupils receive effective careers advice and guidance. They are well prepared to make the choices for their next steps.

Leaders have clear strategies and plans to improve the quality of education, including the provision for pupils with SEND. However, they have not communicated these well enough with parents. Staff are proud to work at this school. Leaders engage with staff and consider their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Staff are well trained and knowledgeable about safeguarding. They know how to spot the signs that a pupil may be at risk. Staff know how to refer any concerns about safeguarding to leaders through well-understood procedures. They are confident that leaders take appropriate and timely action in response.

Leaders have created further capacity in the school so they can give the earliest possible help when pupils need it. They keep detailed records of incidents, and actions taken to keep pupils safe. Leaders work in partnership with external agencies to support the most vulnerable pupils.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have communicated their expectations of teaching approaches. Not all teachers use these effectively. Some pupils do not learn as well as they should. Leaders must ensure that all teachers use the agreed approaches, so they enable pupils to know and remember more.
- Leaders take swift action when bullying or derogatory language is reported. However, some pupils are not always confident in telling staff about any bullying and derogatory language they experience. Some pupils believe that the action taken will not stop it happening. Leaders need to ensure that all pupils feel

confident to report their concerns, knowing that leaders will take swift and effective action.

- Leaders have not ensured that precise information about how to support pupils with SEND is available to teachers. Teachers do not have the most up-to-date information. They do not support some pupils with SEND in lessons effectively. Leaders must ensure that the needs of pupils with SEND are accurately identified and that teachers meet these needs.
- Some teachers do not routinely challenge all pupils to participate fully in lessons. As a result, some pupils do not commit to their studies and too often demonstrate off-task behaviour. Leaders should ensure that all teachers have high expectations of pupils and that pupils are supported to meet these.
- Leaders do not always communicate effectively with parents. Leaders need to ensure that they keep parents up to date with information about the school's work, in order to develop effective working partnerships with parents.

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 information from Ofsted Parent View 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

Unique reference number	147400
Local authority	Derbyshire
Inspection number	10243447
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	873
Appropriate authority	Board of trustees
Chair of trust	Karen Potts
Headteacher	Ian Wingfield
Website	www.springwell.ttct.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Springwell Community School is a part of The Two Counties School Trust.
- The school uses two unregistered alternative providers for a small number of pupils.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical qualifications and apprenticeships.

Information about this inspection

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

- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.
- The inspectors carried out deep dives in English, art, science and history. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers and pupils and looked at samples of pupils' work.

- Inspectors also visited a range of lessons in other subjects and looked at curriculum plans.
- Inspectors met with leaders responsible for: behaviour; personal development; the use of the pupil premium; the sixth form; children looked after; reading; and the provision for pupils with SEND.
- Inspectors observed break- and lunchtimes and spoke to pupils informally.
- Inspectors also met with groups of pupils to discuss their experiences in school.
- The lead inspector met with the designated safeguarding leads to discuss the actions taken to keep pupils safe. He reviewed a range of documents, including the school's single central record.
- Inspectors reviewed a range of documents, including the school's self-evaluation and subject improvement plans.
- The lead inspector met with representatives of the trust and members of the local academy board.
- The lead inspector met with the chief executive officer of The Two Counties Trust.
- Inspectors considered the responses to Ofsted Parent View, and the responses to the Ofsted staff and pupil surveys.

Inspection team

Rakesh Patel, lead inspector	Her Majesty's Inspector
Roxanne Fearn-Davies	Her Majesty's Inspector
Rachel Tordoff	Her Majesty's Inspector
Mark Rhatigan	Ofsted Inspector

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