

Inspection of Tupton Hall School

Station New Road, Old Tupton, Chesterfield S42 6LG

Inspection dates: 30 November and 1 December 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Sixth-form provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils are proud of their school. It is a school rooted in the community. Pupils are happy and feel safe. Pupils have warm relationships with staff. They know that staff care about their education and well-being. Leaders expect pupils to treat everyone with kindness and respect, and they do. Pupils said that everyone can be themselves. Pupils do not worry about bullying. It is rare and staff deal with it quickly.

The school has high expectations of all pupils. Most pupils work hard and behave well. In lessons, most teachers explain things clearly and give pupils the help they need. Reading is important in this school. The school has a programme designed to help all pupils to read well so that they can learn well. Students in the sixth form enjoy their experience. Staff encourage and support them to be ambitious about their next steps in life.

Pupils have opportunities to be leaders and have influence in their school. Staff listen to their views and make changes. The school provides a wide and varied range of clubs and activities through the 'Enrich @ THS' programme. Sport, music, drama, board games, arts and crafts are all popular with pupils.

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

Leaders have brought about significant improvement at this school. They focus on providing a supportive, calm learning environment where each pupil can do their best. They have designed an ambitious curriculum. Pupils in key stages 3 and 4 study a suitable range of subjects. Students in the sixth form choose from a wide range of academic courses. A small number of pupils in key stage 3 follow the 'foundation pathway'. These pupils study the full curriculum, appropriately adapted to meet their needs. This is a strength of the school's provision.

With effective support from senior leaders and the trust, subject leaders have thought carefully about the curriculum. They have identified what they want pupils to know and be able to do. They have set out the order in which pupils will learn key knowledge and when they will have a chance to revisit it. Leaders continue to develop and improve their curriculum.

In most lessons, teachers share clear explanations. They make sure that pupils understand how new learning connects to what they have learned before. They check pupils' understanding before moving on. However, some teachers do not present information clearly. Sometimes pupils do not understand what to do. Not all teachers identify gaps and misconceptions in pupils' learning, so they do not address them. Leaders are providing effective support to these staff to improve their practice.

The provision for pupils with special educational needs and/or disabilities (SEND) is strong. The SEND team works well with pupils and their families. Teachers value the information and advice they receive from the special educational needs coordinator. Pupils receive the right support in lessons and they participate fully in the curriculum.

Leaders prioritise reading. They have designed a reading curriculum to support and encourage all pupils to read well. Pupils in key stage 3 read every day. Leaders ensure that the books pupils read are appropriate to help improve their reading. Leaders identify pupils who need additional support. They have set up a new phonics programme to meet pupils' needs.

The sixth-form curriculum is broad and ambitious. Students value the positive relationships they have with staff. In most courses, teachers' subject knowledge is strong. Assessment is consistent and effective. Students receive appropriate advice and guidance about their next steps in education, training or employment. Leaders have set out an effective programme for personal development in the sixth form. Most students engage well with this.

Pupils know and understand leaders' high expectations of their conduct and effort. There is a clear behaviour policy. Most staff apply it consistently and pupils appreciate this. Low-level disruption is usually dealt with swiftly and fairly. Pupils receive rewards for doing the right thing. Leaders provide effective support to pupils who need help to behave well consistently.

Leaders identify pupils who do not attend school as often as they should. They work with pupils and their families to improve pupils' attendance. This work is beginning to have a positive impact. However, leaders recognise that there is more to do to reduce rates of absence.

Leaders ensure that improvements are sustainable. They provide staff, including those new to teaching, with high-quality training and development opportunities. The school receives good support from the trust and the local academy board. Governors share leaders' commitment to the school and the community.

Safeguarding

The arrangements for safeguarding are effective.

There is a culture of vigilance and care in this school. Staff are well trained and know their duties well. Pupils know they can speak to staff if they are worried. They trust staff to help and support them. Pupils learn to keep themselves and others safe, including online.

Leaders are knowledgeable and skilled. They are alert to the risks that pupils may face. They ensure that pupils get the support they need, including from the school counsellor and nurse. Leaders make extensive use of the external agencies and organisations available, to help their pupils.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Not all teachers present information clearly. Some do not routinely check pupils' understanding. They do not identify gaps and misconceptions before moving on. Leaders must ensure that all teachers give clear explanations. They should ensure that teachers check that pupils have a secure understanding of the key knowledge before moving learning on so that pupils learn as well as they should.
- Some pupils do not attend school as often as they should. Pupils who are vulnerable are absent more often than others. They are missing out on learning. Leaders should continue their efforts to improve attendance so that pupils attend school and make the most of the learning opportunities the school provides.

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.

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	146099
Local authority	Derbyshire
Inspection number	10257098
Type of school	Secondary Comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	1,556
Of which, number on roll in the sixth form	316
Appropriate authority	Board of trustees
Chair of trust	Simon Healy
Headteacher	Andrew Knowles
Website	www.tuptonhall.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school opened and joined the Redhill Academy Trust in October 2019.
- The school uses one registered alternative provider and six unregistered alternative providers.
- The school uses the Derbyshire Reintegration Centre run by the Redhill Academy Trust. A small number of pupils who need to improve their behaviour attend this centre for short-term support.
- 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 graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school 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.
- Inspectors held meetings with senior leaders, other leaders, staff and pupils.
- The lead inspector held a meeting with the chief executive officer of the trust and members of the local academy board.
- Inspectors scrutinised a range of documents, including those relating to safeguarding, behaviour and attendance.
- Inspectors carried out deep dives in art, English, history, mathematics and physical education. As part of the deep dives, inspectors visited lessons, spoke with curriculum leaders, reviewed curriculum plans and reviewed pupils' work. They also spoke with pupils and teachers.
- Inspectors visited lessons and challenge time. They listened to pupils read.
- The lead inspector visited the Derbyshire Reintegration Centre and spoke to a representative from the alternative providers used by the school.
- Inspectors observed pupils at various times of the school day, including at breaktime and lunchtime.
- Inspectors considered the views of pupils, parents and staff through discussions during the inspection and the Ofsted surveys.

Inspection team

Aoife Galletly, lead inspector	His Majesty's Inspector
Dave Gilkerson	His Majesty's Inspector
Farhan Adam	Ofsted Inspector
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