

# Inspection of Whittington Green School

High Street, Old Whittington, Chesterfield, Derbyshire S41 9LG

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Inspection dates: 8 and 9 February 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Previous inspection grade	Requires improvement
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## **What is it like to attend this school?**

This school is an inclusive, caring learning community. Pupils learn from staff who know them well and strive to meet their needs. Staff challenge pupils to be more than they thought they could be. The school provides opportunities and experiences that show pupils just how much potential they have.

Pupils know that the school has high expectations of their learning and conduct. Most behave well and treat each other with respect. Pupils said how much they value the positive relationships they have with staff. They learn in a calm, orderly environment.

Pupils benefit from strong pastoral care. They feel safe in school. They know that they can go to the student support centre with any worries they may have, including bullying. Pupils said that staff take their concerns seriously and help them to sort them out.

Pupils can discover and develop their talents and interests at clubs including sign language, craft and manga clubs. Anyone can be physically active by joining badminton, fitness or basketball club. Pupils learn to value their local area through visits, such as to the town library and Revolution House museum. They celebrate each other's achievements in assemblies and the 'Whittington Whisperer' newsletter.

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

Leaders have worked with considerable commitment and determination to improve this school. They want every pupil to believe they can be successful in education and in life. They have designed a curriculum to achieve this. Knowledge, skills and cultural capital are at the heart of the curriculum.

In most subjects, leaders have thought carefully about what they want pupils to learn and when. They have considered the approaches they will take to ensure that pupils learn and make secure progress. In these subjects, teachers give pupils tasks that help pupils to learn the important knowledge securely before moving on. Some subjects are less well planned.

Most teachers give pupils feedback that helps them to improve their work. They adapt their teaching to ensure that pupils can keep up or catch up with their peers. At the end of key stage 4, pupils' progress matches national averages. The exception to this, last year, was in mathematics. Leaders have taken effective steps to address this.

Pupils with special educational needs and/or disabilities (SEND) receive high-quality support. Leaders ensure that pupils and parents are included in planning and reviewing provision. They ensure that teachers get clear, useful guidance and training. Teachers value this information highly and most use it effectively to support pupils to achieve well.

Leaders prioritise reading. Staff encourage pupils to read widely. They make sure that pupils read a wide range of challenging, diverse texts. Leaders have introduced

a whole-school approach to developing pupils' vocabulary. Pupils who need help to read more accurately or fluently get the right support and they grow in confidence.

Most pupils behave well and work hard. They are punctual and attend well. Staff reward them for doing so. Teachers apply the behaviour policy consistently. Form tutors help pupils to reflect on and take responsibility for their behaviour and attendance. Pupils who need help to improve their behaviour or attendance benefit from effective support.

The curriculum for personal development is new. It is well-planned but it is not yet well-established. Pupils' learning about some aspects of personal, social, health and economic education (PSHE) is superficial. Leaders have clear plans to address this.

Leaders focus on providing pupils with opportunities and experiences that broaden their horizons. They ensure that pupils learn about the range of options available to them in education, training and employment. Pupils do sports and activities they would not otherwise have the chance to try. They learn to lead and contribute to their community as sports leaders, ambassadors, 'bagel shack' volunteers and student librarians.

Governors are committed to the school. They ensure that leaders give them the information they need to perform their duties well. As a result, they have an accurate view of the school's effectiveness.

Staff and leaders describe the school as a community. Staff are happy and proud. They share leaders' mission to improve pupils' life chances. They value the support and encouragement of leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

The safeguarding team has considerable expertise. They prioritise open, supportive communication with pupils and their families. Leaders are tenacious in ensuring that pupils get the right help. They have high-quality partnerships with external agencies. They know the risks that pupils might face in the local area.

School leaders provide safeguarding staff with the support they need to continue to do their work well. They ensure that staff are well-trained to carry out their duties.

Pupils learn how to stay safe, including online. They learn about what makes a healthy relationship. They learn about risks, including railway safety and crime.

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

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

- In some subjects, the curriculum is not yet fully developed. Leaders have not thought carefully about precisely what pupils must know in order to be successful in the next stage of learning. Where this is the case, teachers do not focus on ensuring that pupils learn the important knowledge before moving on. Leaders must ensure that, in all subjects, teachers know what to teach and when. They

must ensure that teachers' approach to teaching and assessment supports pupils to secure the important knowledge and understanding before moving on.

- The curriculum for personal development is new. Some pupils do not securely learn all of the important knowledge in the PSHE curriculum. Leaders should continue with their plan to improve the teaching of PSHE so that pupils consistently learn the important knowledge they need to prepare them for life in modern Britain.

## 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

<b>Unique reference number</b>	112958
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10268356
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Community
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	541
<b>Appropriate authority</b>	Local authority
<b>Chair of governing body</b>	Bryan Midgley
<b>Headteacher</b>	Tracey Burnside
<b>Website</b>	<a href="http://www.wgs.derbyshire.sch.uk">www.wgs.derbyshire.sch.uk</a>
<b>Date of previous inspection</b>	20 January 2022, under section 8 of the Education Act 2005

## Information about this school

- The school uses the services of one registered alternative provider.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education 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 third routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued 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 representatives of the local authority. She also held a meeting with governors.

- Inspectors scrutinised a range of documents, including those relating to safeguarding, behaviour and attendance.
- Inspectors carried out deep dives in English, history, mathematics, physical education and Spanish. For each deep dive, inspectors visited lessons, spoke with curriculum leaders, reviewed curriculum plans and reviewed pupils' work. They also spoke with pupils and teachers.
- Inspectors visited other lessons and tutor time.
- An inspector listened to pupils read.
- The lead inspector visited 'the house', the school's attendance support provision.
- An inspector spoke to a representative of the alternative provider used by the school.
- Inspectors observed pupils at various times of the school day, including at breaktime and lunchtime. They also visited clubs.
- 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
Peter Gilbride	Ofsted Inspector
Javier Sanchez-Garcia	Ofsted Inspector

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