

Inspection of Dronfield Henry Fanshawe School

Green Lane, Dronfield, Derbyshire S18 2FZ

Inspection dates: 11 and 12 July 2023

| Overall effectiveness | Good |
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| The quality of education | Good |
| Behaviour and attitudes | Outstanding |
| Personal development | Outstanding |
| Leadership and management | Good |
| Sixth-form provision | Outstanding |
| Previous inspection grade | Outstanding |

What is it like to attend this school?

Dronfield Henry Fanshawe School is a calm and pleasant school. Pupils are responsible, resilient and reflective learners. Behaviour at the school is exceptional. Relationships between staff and pupils are extremely positive. Pupils are respectful. Bullying is rare and is dealt with swiftly by leaders. As a result, pupils say that they feel safe and happy here. Pupils have a positive attitude to their education. As a result, attendance is high.

The school's core value of 'success with care' is at the heart of everything it does. Leaders have high expectations of all pupils, including those with special educational needs and/or disabilities (SEND). The school meets the needs of most pupils. Leaders are working hard to improve this further.

Pupils enjoy an array of opportunities to learn about the wider world. For example, some pupils have visited France and Iceland to learn about diverse cultures. Pupils value the many positive cultural experiences that the school provides.

Parents appreciate the work the school does to support their children to do well. One parent stated, 'I can see that the staff work really hard.'

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

The school's curriculum is broad and ambitious for all pupils, including pupils with SEND. Leaders have worked hard to ensure that the curriculum is well sequenced. They have thought carefully about the knowledge and skills they want pupils to learn. For example, in English, leaders have chosen rigorous and challenging texts. Pupils in key stage 3 learn about ancient Greek literature and biblical stories. They also learn about a variety of Shakespeare's plays. This enables pupils to analyse texts accurately and to write with increasing confidence.

Teachers' subject knowledge is strong. Leaders provide subject-specific professional development opportunities to staff. As a result, teachers explain key concepts clearly. They ask questions that help pupils to develop their understanding. Pupils achieve well. For example, in mathematics, teachers model solutions and pupils have regular opportunities to discuss their work. Pupils produce work of a high quality. They love learning mathematics.

Teachers use 'pupil passports' that provide information to help them to remove barriers to learning for pupils with SEND. However, this practice is not yet fully embedded across the curriculum. Consequently, some pupils with SEND do not achieve as well as they could.

Leaders identify reading as a priority. There is a love of reading at the school. Pupils who need help to improve their reading receive effective, extra support. When learning to read, pupils try hard and are not afraid to make mistakes. As a result,

pupils are becoming more confident. One pupil joyfully stated, 'I can now read the Sheffield United FC matchday programme.'

The curriculum for pupils' personal development is very impressive. The school focuses on six 'big ideas'. These are six areas where pupils learn how to be well-rounded and respectful citizens. As a result, leaders have ensured that pupils are very well prepared for life in modern Britain. For example, as part of developing their debating skills, pupils discuss current affairs, such as the gender pay gap. Pupils have a wide range of opportunities to develop their leadership skills. Pupils feel that they have a voice and that leaders respond to their needs. Pupils learn to be active citizens by contributing to their school and community. They participate enthusiastically in an extensive range of enrichment activities, such as the pet club, the school productions and the engineering club. Leaders have implemented a strong careers programme. This includes work experience, employer engagement and appropriate, independent careers advice.

The sixth-form provision is a real strength of the school. Leaders of the sixth form are ambitious for all students. Expectations are high, and students strive to meet the expectations set. Teachers in the sixth form give effective feedback that helps students to learn more. They adjust their plans to meet students' needs, including those with SEND. As a result, students achieve exceptionally well and are very well prepared for their next steps. Students are positive about their sixth form. One student stated, 'I am proud to be a student here.'

Those responsible for governance share leaders' vision for the school. They are knowledgeable about the needs of the school. They support and challenge leaders well. Leaders, in turn, are supportive of staff. Staff, including teachers at an early stage in their careers, feel supported.

Safeguarding

The arrangements for safeguarding are effective.

Staff work together to ensure that pupils are safe. Staff receive effective safeguarding training, including how to identify pupils who are at risk of abuse or neglect. Staff know how to report any concerns. Leaders take swift action to support pupils.

Pupils learn how to keep themselves safe. For example, they learn about the risks that are pertinent to their local area, such as county lines drug trafficking.

The school's single central record meets statutory requirements.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, pupils with SEND do not receive the support they need to access the curriculum successfully. This means that some pupils with SEND do not acquire the knowledge they need to achieve well. Leaders should ensure that all pupils with SEND receive consistently effective support so that they can all achieve their potential.

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

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| Unique reference number | 112969 |
| Local authority | Derbyshire |
| Inspection number | 10240539 |
| Type of school | Secondary comprehensive |
| School category | Voluntary controlled |
| 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 | 1,872 |
| Of which, number on roll in the sixth form | 345 |
| Appropriate authority | The governing body |
| Chair of governing body | Dr Alan Thomas |
| Headteacher | Martyn Cooper |
| Website | www.dronfield.derbyshire.sch.uk |
| Dates of previous inspection | 16 and 17 November 2021, under section 8 of the Education Act 2005 |

Information about this school

- The headteacher joined the school in 2019.
- The school uses the services of four unregistered alternative provisions.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 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 second 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 carried out deep dives in English, history, physical education, mathematics and art. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- Inspectors met with senior leaders, subject leaders, groups of staff and governors.
- Inspectors met formally with groups of pupils. They also spoke with pupils in their lessons and around school. Inspectors observed pupils' behaviour at social times.
- Inspectors met with the leaders responsible for the provision of SEND, behaviour and attendance, reading, pupil premium and personal development.
- Inspectors met with leaders responsible for the school's sixth form and visited sixth-form lessons. They reviewed samples of sixth-form students' work and spoke formally and informally with sixth-form students.
- Inspectors scrutinised the school's safeguarding arrangements. They spoke with staff and pupils about safeguarding. The lead inspector reviewed the school's safeguarding records and the school's single central record.
- Inspectors took account of the views of pupils and staff through formal and informal meetings. They also considered the responses to the pupil and staff surveys, and to the Ofsted Parent View questionnaire, including free-text responses.

Inspection team

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|--------------------------------|------------------|
| Adrian Rollins, lead inspector | Ofsted Inspector |
| Mike Pride | Ofsted Inspector |
| Jenny Brown | Ofsted Inspector |
| Louisa Morris | Ofsted Inspector |
| Michelle Farr | Ofsted Inspector |

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