

# Inspection of Heritage High School

Boughton Lane, Clowne, Chesterfield, Derbyshire S43 4QG

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Inspection dates: 11 and 12 October 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Requires improvement

The headteacher of this school is Debbie Elsdon. This school is part of The Two Counties Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Wesley Davies, and overseen by a board of trustees, chaired by Karen Potts.

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

This is a school where all staff want the very best for their pupils. They have high aspirations and promote the school's values of 'ambition, teamwork, honesty and kindness'. Pupils are polite and friendly. They engage with adults well.

Most pupils feel safe and happy at the school. They know that there are trusted adults with whom they can speak about any problems that they might have.

The school has high expectations for everyone. There are clear routines, rewards and consequences. The vast majority of pupils do their best to meet these expectations. Pupils conduct themselves well in and around school. Pupils say that there are occasional instances of poor behaviour, but these are quickly dealt with by staff.

Pupils benefit from a range of after-school extra-curricular activities, such as dance fitness, drama, cookery and a wide range of sports clubs, including the popular girls' football club. There is an active student leadership team, which enables pupils to support and run activities in the local community. Pupils are proud to hold these positions and appreciate them as they learn valuable skills as well as knowing that they are making a positive contribution to their wider community.

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

The school has designed a well-sequenced, ambitious curriculum. It has identified the important knowledge that pupils need to know and remember. Subject leaders have identified the core content. They have ensured that the curriculum is progressive. This means that pupils build on what they know. In 2022, pupils' progress and attainment at the end of key stage 4 did not yet reflect the impact of the improvements leaders have made to the curriculum.

Teachers have strong subject knowledge. There is a consistent and effective approach to teaching through the school's 'Heritage way' and 'Heritage lesson structure'. Lessons start with a 'do now' task to check pupils' prior knowledge and understanding. Teachers check what pupils know and demonstrate what they need to do. When this is done well, it is effective. However, there are times when expectations are not clear, so some pupils do not always complete tasks. There are some occasions when teachers do not use assessment purposefully enough to identify pupils' misconceptions. The school knows that some aspects of the curriculum need further development.

Staff prioritise reading. They encourage pupils to read widely. Pupils who do not yet read with confidence and fluency receive timely and effective support. All pupils are encouraged to develop a love of reading. Teachers have selected books that are diverse and enhance pupils' academic and personal development.

The school makes sure that teachers receive clear advice about how to meet the needs of pupils with special educational needs and/or disabilities (SEND). Most teachers adapt their teaching so that all pupils get the support they need to access the curriculum successfully.

Relationships between pupils and staff are positive. Most pupils behave well in their lessons and around school. Staff give frequent reminders to pupils about the school's expectations of their conduct. Most pupils have positive attitudes to their learning. Most pupils complete the work set in lessons. However, some pupils frequently excuse themselves from lessons for short periods. They miss out on important aspects of their learning. Leaders have plans to address this concern. Pupils attend well.

Pupils benefit from well-planned provision for their personal development. The school's personal, social and health education periods, assemblies and 'morning guidance' activities all help pupils to prepare well for life in modern Britain. Pupils understand the protected characteristics. They know what they mean for them in their lives.

Most staff are happy and proud to work at the school. Most staff feel that the school considers their workload and well-being. However, some staff feel that workload needs to be considered more fully. Those responsible for governance provide effective oversight of the school's work to continue to improve provision for the pupils of Heritage High.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- Some aspects of the curriculum need further development, especially regarding teachers' consistent use of assessment to identify gaps and misconceptions in pupils' knowledge. Staff must ensure that assessment processes and the delivery of the curriculum in all subjects are of equally high quality so that pupils learn as well as they should.
- Too many pupils frequently excuse themselves from lessons. They miss out on important aspects of learning. The school should ensure that it implements plans to address this concern as soon as possible.

## 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children 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>                   | 10298520                                                             |
| <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> | 992                                                                  |
| <b>Appropriate authority</b>               | Board of trustees                                                    |
| <b>Chair of trust</b>                      | Karen Potts                                                          |
| <b>CEO of the trust</b>                    | Wesley Davies                                                        |
| <b>Principal</b>                           | Debbie Elsdon                                                        |
| <b>Website</b>                             | <a href="http://www.heritage.ttct.co.uk">www.heritage.ttct.co.uk</a> |
| <b>Dates of previous inspection</b>        | 25 and 26 February 2020, under section 5 of the Education Act 2005   |

## Information about this school

- The school is part of the Two Counties Trust.
- The school uses five 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.

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, other school leaders and members of the governing body and trust.
- The inspectors carried out deep dives in these subjects: English, mathematics, science, physical education, modern foreign languages and computer science. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, spoke to teachers, spoke to groups of pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the view of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interest first.
- The inspectors observed pupils' behaviour in lessons and around the school site during breaktime and lunchtime.
- The inspectors spoke with groups of pupils and staff. An inspector considered the responses to Ofsted Parent View, Ofsted's online survey, and to the staff survey.

### **Inspection team**

|                              |                         |
|------------------------------|-------------------------|
| Dawn Ashbolt, lead inspector | His Majesty's Inspector |
| Martin Rowe                  | Ofsted Inspector        |
| Mohamed Patel                | Ofsted Inspector        |
| Mark Rhatigan                | Ofsted Inspector        |
| Matthew Fearn-Davies         | His Majesty's Inspector |

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