

Inspection of Tupton Primary and Nursery Academy

Queen Victoria Road, New Tupton, Chesterfield, Derbyshire S42 6DY

Inspection dates: 18 and 19 October 2023

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

The headteacher of this school is Katherine Richards. This school is part of Redhill Academy Trust, which means that other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Andrew Burns, and overseen by a board of trustees, chaired by Simon Healy.

What is it like to attend this school?

This is a school where pupils do their best. They work well together in class and play happily together at playtimes. They look out for each other. When a pupil has no one to play with, other pupils invite them to join their games. Pupils give their full attention in lessons. They are keen to talk about their learning. They soak up knowledge.

Since joining the multi-academy trust, expectations of what pupils can achieve have risen significantly. The school's vision is 'pride in everything we do'. This is underpinned by the values of partnership, respect, independence, determination and enjoyment. The school has high ambition for every pupil. It wants pupils to be confident communicators and independent learners who are excited about their future. The school plans carefully to make sure that pupils are well prepared for the next stage in their education, both academically and personally.

Relationships between adults and pupils are built on trust and mutual respect. Staff are dedicated to providing the best possible education for pupils. Parents appreciate the care and support their children receive. One parent commented, 'This is the best decision I have made sending my child to this school.'

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

The school has designed a well-organised and interesting curriculum that covers a broad range of subjects. The most important knowledge that pupils need to know across the curriculum is clear. From Nursery to Year 6, this is broken down into smaller steps of learning so that pupils' knowledge builds up in a logical order over time. Each subject is led by a skilled curriculum leader. These leaders are committed to ensuring that each curriculum meets the needs of all pupils. Curriculum plans are in the process of being reviewed so that the changes needed to achieve this can be made. This work is not yet complete.

Pupils learn to communicate their learning well. They use subject-specific vocabulary to talk about their work. This commitment to developing language begins as soon as children start at school in the early years. Children in the Reception Year use 'now' and 'then' to sort the toys they play with today from the toys they played with as babies. In history, Year 4 pupils use 'cavalry', 'legions' and 'disciplined' to discuss the Roman army. Pupils in Year 5 routinely explain the meaning of 'algorithm', 'simulation' and 'abstraction' in their computing lessons.

Teachers know precisely what they need to teach and when. Their subject knowledge is strong. They present new learning to pupils clearly. Teachers provide learning activities that help pupils to remember the intended learning. They regularly check that pupils remember what they have been taught. Teachers step in quickly when pupils have not understood the intended learning or have misconceptions.

The school is highly inclusive. Pupils with special educational needs and/or disabilities (SEND) are identified without delay. Their needs are well known. They receive the support they need to access the full curriculum. Pupils with SEND keep up with their peers and play an active part in school life.

Teaching pupils to become fluent and confident readers is a priority. The school has trained staff to be reading experts. Staff are well equipped to teach phonics. They spot pupils who do not keep up with the reading programme and extra help is put in place. Staff choose the books that pupils read with care to match the sounds they know. Pupils experience the joy of listening to stories. They are encouraged to read at home. Pupils talk about the books they love.

Pupils' personal development is a strength of the school. Pupils have rich and varied experiences beyond the academic. Pupils develop the characteristics they need to make a positive contribution in their school and their local community. They become young leaders. They learn to take initiative. They develop empathy for the lives of others, for example pupils participate in wheelchair basketball. Pupils learn to respect and value people who are different to them.

The trust has provided effective support for the school during its tireless efforts to improve the school. Governors work closely with the school. They know the many strengths of the school and hold the school to account for future improvements. They are proud of what the school has achieved.

Staff appreciate the training they have been given. They feel valued. They agree that their well-being and workload has been considered. Staff say that the school is a happy and purposeful place to work.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school is reviewing its curriculum plans to ensure that they meet the needs of all pupils. This work is not yet fully complete. There is more to be done to ensure that plans have been adapted so that every pupil can do as well as they can. The school must ensure that these reviews are completed, and continue to monitor how well the adaptations made are enabling all pupils to know and remember the intended curriculum.

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

Unique reference number	147022
Local authority	Derbyshire
Inspection number	10288377
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	231
Appropriate authority	Board of trustees
Chair of trust	Simon Healy
Headteacher	Katherine Richards
Website	www.tupton.derbyshire.gov.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school joined Redhill Academy Trust in July 2019. When the predecessor school, Tupton Primary and Nursery School, was last inspected by Ofsted it was judged to be inadequate overall.
- The school does not use any alternative provision.

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.
- Inspectors met with the headteacher, deputy headteacher and other members of the school's senior leadership team. The lead inspector met with three

representatives of the trust, including the chair of trustees and chief executive officer, and five governors, including the chair of governors.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and computing. For each deep dive, inspectors held discussions about the curriculum, visited lessons, spoke to teachers and pupils from the lessons visited and looked at samples of pupils' work.
- An inspector observed pupils in Year 1, 2 and 3 reading to a familiar adult.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views 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' interests first.
- The views of parents were considered via the responses to Ofsted Parent View and parent questionnaire. An inspector also spoke to parents at the start of the school day.
- The views of staff and pupils were considered through discussions and responses to surveys.

Inspection team

Caroline Poole, lead inspector

His Majesty's Inspector

David Buckle

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023