

Tupton Primary School

Inspection report

Unique Reference Number	112641
Local Authority	Derbyshire
Inspection number	310960
Inspection dates	10–11 December 2008
Reporting inspector	Rajinder Harrison

This inspection of the school was carried out under section 5 of the Education Act 2005.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	261
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr David Wallis
Headteacher	Mrs Christina Procter
Date of previous school inspection	7 June 2004
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Queen Victoria Road New Tupton Chesterfield Derbyshire S42 6DY
Telephone number	01246 862191
Fax number	01246 863 212

Age group	3–11
Inspection dates	10–11 December 2008
Inspection number	310960

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a larger than average sized primary school. Most pupils are of White British origin, but a very small proportion represents a diverse range of minority ethnic backgrounds. The percentage of pupils with learning difficulties and/or disabilities is average. Their needs cover a wide range, but are mainly speech and language, behavioural and moderate learning difficulties. Very few pupils have a statement of special educational needs. The school has, in its Early Years Foundation Stage, a Nursery with 34 children who attend part-time in addition to the Reception class. Children start in the Nursery with knowledge and skills that are below the levels expected for their age. The school has been receiving additional support from the Local Authority for nearly two years.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 4

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

The school has improved the provision for children in the Early Years Foundation Stage since the previous inspection so that they now make a good start to their learning. Elsewhere the school fails to provide an acceptable standard of education because teaching, particularly in Key Stage 2, is not good enough to ensure pupils make adequate progress in their learning. Efforts to improve teaching have been ineffectual. As a result, standards are well below average at the end of Year 6 and too many pupils are underachieving. Leadership and management are inadequate and are not able to secure the improvements required to raise standards and achievement.

Children make steady progress in the Nursery. Through good teaching and challenging activities their progress accelerates in the Reception class, so that by the end of their Reception year they reach average standards and attain the early learning goals in all but their literacy. In Years 1 and 2, teaching is generally satisfactory and pupils make sound progress, although the more able pupils fail to achieve as well as they should. In the 2008 teacher assessments, standards at the end of Year 2 were above average in reading, and slightly below average in writing and mathematics. The unvalidated data from 2008 shows that standards in Year 6 are below average in mathematics and well below average in English and science; a considerable decline from their Key Stage 1 performance. Pupils in the current Key Stage 2 classes are falling behind their expected targets year on year. The school's data shows an unacceptable level of underachievement among all pupils, but particularly the more able. A general lack of challenge, low expectations and ineffective planning in teaching, results in pupils' inadequate progress through Years 3 to 6. Pupils with learning difficulties and/or disabilities receive additional support, but this support is not effective in helping them to achieve satisfactorily.

Although there is some satisfactory teaching in the school, the quality of teaching is inadequate overall. In too many lessons, teachers fail to use their assessment information to match work closely to pupils' needs. As a result, all pupils frequently undertake the same tasks, regardless of their ability. Expectations of the more able are not high enough, and pupils who need additional help often find the tasks too difficult. Teaching does not provide enough opportunities for pupils, particularly the more able, to work independently in order to extend their skills. The school's new curriculum is satisfactory and organised appropriately, highlighting projects that link subjects, but it has not yet had a positive impact on learning and progress. The school's targets are not challenging enough to raise standards. Too many pupils fail to develop key skills to the levels required to prepare them adequately for the future.

Pupils' personal development is satisfactory. The headteacher and staff provide a calm, friendly environment where pupils feel safe. The school supports individual pupils who face difficult social and emotional issues particularly well. Behaviour is satisfactory and pupils enjoy school. They have a satisfactory understanding of living safe and healthy lifestyles. They make a good contribution to the local community but the school does not do enough to promote links with communities in the wider world. While all child protection procedures are secure, including

those to check the suitability of people who work in the school, overall care, guidance and support arrangements are inadequate. Not enough is done to help pupils make satisfactory progress in their learning as they do not have the academic guidance they need to understand what they need to do to improve their work.

The school's view of itself is generally over optimistic. Leaders have not tackled the issue of pupils' underachievement and consequently standards are declining. Sound procedures are in place to track and monitor pupils' progress and identify where they fall behind but this information is not used well enough to raise standards and achievement. Senior managers analyse this information to set targets and allocate additional support, but fail to check that all teachers challenge pupils appropriately. Subject leaders do not check that pupils build successfully on their previous learning. The monitoring of teaching is regular but weak. Procedures to evaluate provision generally lack rigour and not enough is done to ensure all teachers adopt school guidelines, for example regarding planning and marking. The school failed to reach any of the targets it set itself for 2008. Governors are involved in checking the school's performance and question senior managers through regular meetings. While very supportive, they have not held teachers to account regarding pupils' progress.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Good teaching and effective welfare arrangements help children make a good start to their learning and personal development. Routines are established quickly so that children settle well and form good relationships. Staff take appropriate account of children's individual needs and support them sensitively within a safe and secure environment. Staff develop good relationships between home and school and encourage parents to support their children's learning at home.

Leadership and management are good. All staff work together to plan teaching and learning. The curriculum is organised well and because many children start with below average levels of language, this area is given high priority. Children enjoy learning and are happy to attempt tasks on their own. They particularly like imaginative play and independent time where they develop their ideas and discover things for themselves. A good balance of adult-led tasks and those that children choose for themselves, encourage children to try new things. The new outdoor area provides a valuable resource and is increasingly used to support all aspects of learning, particularly creative play. Staff make sure that children try everything, and gently guide them through activities they sometimes find challenging, for example, writing. Staff assess children's progress carefully and use this information well to plan future work and provide high levels of challenge for those who are more able.

What the school should do to improve further

- Raise standards and achievement, particularly in English, mathematics and science in Years 3 to 6, by ensuring that assessment information is used in teaching to challenge all pupils at the right level.
- Provide pupils, particularly the more able, with more opportunities to work independently and give consistent high quality support for those who need additional help.
- Ensure that all teachers set challenging targets and give pupils clear guidance as to how well they are doing and what they need to do to improve their work.
- Make sure that leaders at all levels monitor the school's work rigorously and hold teachers to account for the progress pupils make in their classes.

Achievement and standards

Grade: 4

Pupils' overall progress is satisfactory at Key Stage 1. It is better in reading than writing and mathematics, where standards are lower. In Years 3 to 6, the rate of progress is inconsistent from class to class and is now inadequate overall. Too many pupils underachieve, because teaching is not demanding enough. Standards are particularly low in English and science because pupils have too few opportunities to write at length or to work independently, for example, on investigations. The introduction of suitable word-building strategies in the Early Years Foundation Stage and Key Stage 1 is developing pupils' literacy skills but it is too early to measure the improvement. Throughout the school, too few pupils attain the higher levels in national tests because expectations of the more able are too low. Consequently more able pupils do not make enough progress. Pupils who find learning difficult, also make inadequate progress because support in lessons is inconsistent and learning tasks are not matched well enough to their particular needs.

Personal development and well-being

Grade: 3

Pupils' spiritual, moral, social and cultural development is satisfactory. Pupils enjoy school and attend regularly. They form good relationships and trust the adults that work with them. They are polite and friendly and willingly help others. While most behave well and listen attentively, a few become restless and distracted where lessons lack interest and challenge. They say there is hardly any bullying now because teachers deal with it effectively. They have a satisfactory understanding of the importance of exercise and eating the right foods to maintain a healthy lifestyle. They are aware of the dangers of drug and alcohol abuse and how to stay safe. Pupils take on responsibilities willingly. For example, playtime helpers look after younger pupils and school council members make decisions regarding the new behaviour policy. Through their involvement in village events, for example, the carnival, and by fund raising, they make a satisfactory contribution to the community. Despite some of these positive attributes, pupils' preparation for their future lives and education is limited by the relatively low attainment in their basic literacy and numeracy skills.

Quality of provision

Teaching and learning

Grade: 4

Where teaching is at least satisfactory, teachers plan appropriate activities, offer relevant challenge and use teaching assistants effectively to help pupils make satisfactory progress. However, in too many lessons, particularly in Years 3 to 6, pupils do not learn enough because the pace of learning is too slow and expectations of what pupils can do are not high enough. Pupils of all abilities frequently do the same tasks regardless of their individual learning needs because teachers fail to use the assessment information to challenge each pupil appropriately. As a result, many pupils make inadequate progress. Teachers tend to set pupils specific tasks rather than more open-ended work which would allow them to explore and discover for themselves. More able pupils quite rightly say they could do harder work but they have too few opportunities to develop their own ideas and strategies, for example to solve problems. Teaching assistants are not always deployed effectively enough in lessons to support learning.

Pupils who find learning difficult regularly experience whole class sessions that are sometimes too challenging and as a result, they fail to make enough progress.

Curriculum and other activities

Grade: 3

The curriculum covers the required subjects and is enhanced well through activities that include French. Appropriate emphasis is placed on developing literacy and numeracy skills. The curriculum has recently been developed to include linking subjects, such as history, geography and literacy, to offer more interesting approaches to extend pupils' knowledge and enquiry skills. However these initiatives have not had enough impact on learning and progress. While some teachers accommodate these changes well in their planning, a significant number do not allow enough time for pupils, particularly the more able, to work independently on their own projects. The curriculum is planned appropriately to ensure that new topics build on what pupils already know and can do and while relevant activities are planned for pupils who need additional support their delivery is not of a good enough quality. Provision for information and communication technology has improved and pupils use computers regularly to support their learning. A satisfactory personal, social and health education programme supports pupils' personal development. Many out-of-school trips, residential visits, activity days, visitors and clubs enrich learning and offer pupils experiences of life beyond the school.

Care, guidance and support

Grade: 4

The school's child protection and health and safety procedures are all secure, as are the procedures to ensure that adults who come into contact with pupils are vetted appropriately. Pupils are confident that adults in the school will listen to them if they have any worries. Pupils who have specific social, emotional or academic needs receive good support from external agencies but this is not consistent enough in lessons.

Academic guidance and support are inadequate. The school has appropriate systems to check each pupil's progress. The information is not used well enough to set pupils targets that reflect their attainment accurately or challenge their learning sufficiently. For example, pupils in the same class often all have the same targets. Frequently, they do not understand these targets, cannot explain what they have to do to achieve them or how they will recognise when they are successful. While pupils' work is marked regularly in most classes, marking does not always explain to pupils why their work is good or what they need to do to improve further. Teachers rarely check that pupils respond to any of the advice they receive through the marking in subsequent work.

Leadership and management

Grade: 4

Leaders and managers know that there are significant weaknesses in teaching and learning, particularly at Key Stage 2, but have not taken the rigorous action required to raise the performance of pupils and teachers. Consequently, pupils continue to underachieve. The school's assessment procedures identify where pupils are falling behind and all teachers have this information so that they can plan accordingly. Through additional support from the local authority, teachers have had relevant guidance and training to help improve their practice.

Despite this, a few continue to under-perform. In addition, some fail to follow the school's guidelines to ensure consistent practice. Leaders are not doing enough to hold these teachers to account for pupils' progress in their classes. Monitoring and evaluation procedures are weak at all levels and consequently standards declined considerably at Key Stage 2 in 2008 and pupils in Years 3 to 6 are currently performing well short of their targets for 2009. Governors are aware of declining standards and question the information provided by senior leaders regarding pupil progress.

The school's support for community cohesion is satisfactory. It has satisfactory links with parents, the local community and agencies to support pupils' well-being. Pupils are given the opportunity to explore other cultures and faiths through assemblies and other activities but have a limited understanding of the diverse communities in British society and the wider world.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well being?	3
The capacity to make any necessary improvements	4

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	4
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and/or disabilities make progress	4

¹Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	3
The extent to which learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	4
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	4

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively leaders and managers use challenging targets to raise standards	4
The effectiveness of the school's self-evaluation	4
How well equality of opportunity is promoted and discrimination eliminated	4
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

14 December 2008

Dear Pupils

Inspection of Tupton Primary School, Chesterfield, S42 6DY

You may remember that two inspectors visited your school recently. Thank you for making us welcome and for being so friendly and polite. I am writing to tell you what we found out. We enjoyed talking with you. Your behaviour is satisfactory and you work and play together sensibly. You explained how you raise money for charity and help in the village carnival and other local events. You said that you enjoy going on trips and that you have many friends at school. You try your best but we agree with those of you who said you could do harder work.

Some things about the school are good, such as the teaching and activities for children in the Nursery and Reception classes. Other things are satisfactory, for example your personal development and all the activities that the school organises for you. But we think your school needs extra help to improve so that you can do better in your work. We have asked the headteacher and the staff to do a number of things to improve your school. Inspectors will come back regularly to check how they are getting on.

The school can help you achieve higher standards in English, mathematics and science, especially in years three to six. We have said that they should make all your lessons interesting and give you work that really challenges you. Teachers and other adults also need to make sure that those of you who find learning difficult get the help you need to achieve more. Teachers need to check that as you move through each class, you do the right work to help you learn as much as you can. We have asked teachers to set you harder targets that you understand and that when they mark your work, they show you what you need to do to improve. All these improvements need to happen as quickly as possible. This means that the school's leaders need to check how well all the teachers and other adults who work with you are helping you to learn. This is why your school will have extra help. Once all these things are done, you will be well prepared to do even better.

There are things you could do to help too. For example, you could ask for harder work if it is too easy and follow the advice teachers give when they mark your work.

Thank you once again for helping us.

Yours sincerely

Rajinder Harrison

Lead Inspector