

Cambridge Education  
Demeter House  
Station Road  
Cambridge  
CB1 2RS

T 08456 40 40 40  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Direct T 01223 578500  
Direct F 01223 578501  
risp.inspections@camb-ed.com



04 June 2009

Mrs Procter  
Headteacher  
Tupton Primary School  
Queen Victoria Road  
New Tupton  
Chesterfield  
Derbyshire  
S42 6DY

Dear Mrs Procter

### Special measures: monitoring inspection of Tupton Primary School

Following my visit with Georgie Beasley and John Foster additional inspectors, to your school on 13–14 May 2009, I write on behalf of Her Majesty's Chief Inspector to confirm the inspection findings.

The visit was the first monitoring inspection since the school became subject to special measures December 2008. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory

Newly qualified teachers may not be appointed

This letter and monitoring inspection report will be posted on the Ofsted website.

I am copying this letter and the monitoring inspection report to the Secretary of State, the chair of governors and the Strategic Director for Derbyshire.

Yours sincerely

Andrew Cook  
Her Majesty's Inspector

Special measures: monitoring of Tupton Primary School

Report from the first monitoring inspection on 13 – 14 May 2009

## Evidence

Inspectors observed the school's work, scrutinised documents and met with the headteacher, groups of pupils, a group of governors and a representative from the local authority.

## Context

Since the last inspection the school has appointed a deputy headteacher who took up her post in January 2009. At the time of the monitoring visit two classes were being taught by temporary teachers. Year 6 SATs were taking place and so inspectors did not observe any Year 6 lessons.

## Achievement and standards

Since previous inspection the procedures for assessing pupils' attainment have improved. Arrangements for tracking their progress are now in place though these are at an early stage of development. Tracking does indicate that most standards in Years 3 to 6 are low. Throughout the school targets have been introduced in an effort to raise standards. While the targets are used to move learning forward, they are aimed at groups of pupils and, as such, do not always meet the learning needs of individual pupils. Standards seen in lessons and in pupils' books in Years 3 to 6 are below average.

Progress since the last inspection the areas for improvement:

- 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 – satisfactory

## Personal development and well-being

Pupils' behaviour is satisfactory in lessons. Their behaviour sometimes deteriorates when the pace of lessons is slow or when they start independent or group work. In contrast when teaching is matched carefully to pupils abilities they are more engaged and attitudes to learning are good. Attendance continues to be in line with national figures.

## Quality of provision

During the visit, no inadequate teaching was seen. Most lessons were satisfactory. Good teaching was seen in the Early Years Foundation Stage and in Year 5. In satisfactory lessons, teachers worked hard to engage pupils using a range of teaching strategies and methods. However, pupils did not always complete enough work in lessons because the expectations of what they should have completed in the time available were too low and not made clear enough. In most lessons teachers did not expect enough from pupils either in level, quality or amount of work, especially for higher achievers. The school has only recently formalised the provision for pupils with learning difficulties and disabilities. While their needs are met to some extent through targeted support from teaching assistants, the school's leadership is not sure whether these pupils are receiving the effective support they need to make expected and better progress.

The children in the Early Years Foundation Stage continue to get a good start to their education through a varied range of activities both indoors and out. Adults were using assessment information well to decide which children needed to work in some small groups together to boost specific skills. In activities that the children chose themselves, the quality of teaching was more varied. In the Nursery, adults did not always decide beforehand which pupils they would target for support during these times, and so learning was satisfactory. Effective support for children who need extra help to learn in both Nursery and Reception ensured they made good progress in the lessons observed. Problem solving activities challenged the children to think things through for themselves and so they learned from their mistakes and their successes.

The school has implemented a target-setting system that is developing a more specific focus on the aspects of reading, writing and mathematics curriculum to be taught each term. Targets are too general and sometimes focus on what pupils will do rather than what they will learn. They do not detail sufficiently well the specific steps pupils need to take to achieve the target. Consequently, most pupils know what they have achieved at the end of each term, but are not clear about what they need to do to move to the next level.

Teachers are consistently planning must, should, could and aim higher targets to guide learning in all lessons. Some teachers used these better than others to pitch learning at the different ability levels in classes. In the good lessons observed, teachers effectively shared targets with pupils at the start of lessons and then gave feedback when targets were reached. In these lessons, pupils were clearer about what they had learned and why. Teaching assistants were effective in lessons because they were able to support pupils' learning due to the more consistent use of must, should, could and aim higher targets.

Teachers' marking nearly always gives clear feedback about precisely what pupils have done to achieve the learning target, but only a few go on to regularly give precise guidance on how they can improve further. The youngest pupils have "target

cards" with individualised targets which they change with adults when they have been achieved or if they find them too difficult. As a result, they have a good understanding of what they need to remember to do to make their work better.

Progress since the last inspection on the areas for improvement:

- Provide pupils, particularly the more able, with more opportunities to work independently and give consistent high quality support for those who need additional help – inadequate
- 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 – satisfactory

### Leadership and management

Following the previous inspection the school has continued to receive a high level of support from the local authority and a local headteacher. Much of this support has been directed at assisting the headteacher in the strategic planning and leadership of the school. Reliance on this level of intervention and support means that the school's own leadership has been slow to take the lead in rigorously monitoring the school's work.

A detailed monitoring plan has been set up which clearly identifies when monitoring will take place. Not all formal lesson observations have resulted in a clear judgement about the quality of teaching and so it is difficult for leaders to measure any improvements. 'Learning walks', where observations are conducted for shorter periods of time, have been undertaken by subject leaders often with local authority staff. Reports from these are brief but do raise some helpful actions for improvement.

The deputy headteacher has made a good start to contributing to the leadership and management of the staff. She brings a sense of clarity to her role that has begun to analyse weaknesses in the quality of teaching and the main issues related to pupils' progress.

Using assessment data the literacy and numeracy co-ordinators have met with individual teachers to set targets for groups of pupils. Some of the key objectives, which act as the targets, are too broad and not easily measurable. For example, 'to continue to practice mental maths questions,' and 'to improve vocabulary use in writing,' fail to give leadership measurable indicators. These targets have only recently been set and as yet no review of the progress made has taken place so the impact of this action on standards is unknown.

Following the previous inspection the governing body has sensibly deployed four governors to lead the monitoring of progress the school is making against the key issues identified. Governors are now much more robust in challenging the leadership of the school to provide evidence of improvement. For example, governors have

persisted in asking for assessment data that clearly identifies the progress children are making. Although there has been an improvement in the way data has been presented, governors have not been given any analysis of the progress made by the most able children or those who need extra support. This lack of information limits the governors' perception of how well the school is doing.

At a progress meeting held in March senior school leaders, governors and local authority representatives were rightly concerned about the quality of leadership and management of provision for children with special educational needs. The support these children are given has not been well organised and the impact not measured. This role is now being shared by the headteacher and the special educational needs co-ordinator but no impact of this arrangement is evident.

Progress since the last inspection on the areas for improvement:

- 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 class – inadequate

#### External support

The impact of the local authority's support has been satisfactory. Most of the actions that are outlined in the local authority action plan have been followed through. There has been some delay in supporting the school subject leaders in analysing a recent audit of standards, the outcome of which would provide further evidence as to how much progress the school is making.

Local authority advisers have provided a good range of training and supported teachers in developing a number of potentially effective teaching strategies. The impact of this work can be seen in a more consistent approach to teaching even though there remains some variability in how effectively those strategies are used. Training for teaching assistants on target setting and learning was very well received and has improved the way teaching assistants work.

The headteacher has received one-to-one support from another local headteacher who is a 'National Leader in Education'. Support activities have ranged from joint working on monitoring activities to visiting other schools to see good practice. This support has been very structured and has offered good guidance for the headteacher.

#### Priorities for further improvement

- raise the expectations teachers have for the level of work pupils, especially the more able, should be working at as well as the quality and amount they should complete in a lesson
- make evaluations of teaching more robust
- Make targets for identified groups more measurable so that at the review stage teachers can be held to account