

Tupton Primary School

Inspection report

Unique Reference Number	112641
Local Authority	Derbyshire
Inspection number	348894
Inspection dates	29–30 June 2010
Reporting inspector	Andrew Cook HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	241
Appropriate authority	The governing body
Chair	David Wallis
Headteacher	Lynsey Hunter
Date of previous school inspection	10 December 2008
School address	Queen Victoria Road New Tupton Chesterfield
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Age group	3–11
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Introduction

This inspection was carried out at no notice by two of Her Majesty's Inspectors and one additional inspector. Eight teachers were observed teaching with inspectors and 12 lessons were seen. Meetings were held with governors, the headteacher and deputy headteacher, and a representative from the local authority. Inspectors spoke with groups of pupils and parents. They observed the school's work, and looked at the school's assessment data and other documentation that recorded and evaluated work to improve the school.

The inspection team reviewed many aspects of the school's work. It looked in detail at what the school was asked to improve at the time of the previous inspection, which was to:

- raise standards and achievement for children in Key Stage 2
- provide more able children with opportunities to work independently and give high quality support for those who need additional support
- ensure all teachers set challenging targets and give children 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 and hold teachers to account.

Information about the school

Tupton Primary school was placed in special measures in December 2008, when inspectors found that the school was failing to provide its pupils an acceptable standard of education. Following that inspection, the school has been monitored by inspectors who have made regular visits. There has been a significant turnover of staff in the last 18 months. The headteacher was appointed in January 2010 and the school also has a new deputy headteacher and three new teachers.

The number of pupils on roll has fallen since the previous inspection. Most pupils are White British. The proportion of pupils with special educational needs and/or disabilities is similar to the national average. The proportion of children eligible for free school meals is below the national average.

There is onsite before and after school childcare provision called @Pitt Stop which was not inspected at the time of this inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

This is an improving school where pupils enjoy learning. The new headteacher is leading with determination the work to drive up standards and the quality of teaching. Work done so far has established a culture of optimism and determination to improve further. In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures

Since the previous inspection, there have been significant improvements in pupils' achievement, the quality of teaching and the guidance pupils are given in their academic work. Children make good progress in the Early Years Foundation Stage, as do pupils with learning difficulties in all year groups. In Years 1 to 6, pupils' progress is satisfactory. In some classes, it is good. The standards pupils achieve are low but improving strongly. There is a rising proportion of good teaching, and some pupils are benefiting from outstanding teaching. One of the reasons for the improvements in teaching and learning is the focus on making sure that the work given to pupils is matched to their ability and sparks off their interest and enthusiasm. Teachers' planning clearly identifies the challenge and independent work for the most able as well as the challenge and support for those who are having difficulties. Teaching assistants work well with small groups but do not always model how to be enthusiastic about learning. Teachers are increasingly making lessons more enjoyable for pupils through activities which bring learning alive. Activities such as the 'Big Writing', which encourages pupils to be writers, and researching on the new computer notebooks, have all made a positive difference. There are good plans in place to rewrite the curriculum plans to build on this developing practice. Underpinning the work pupils do is the helpful feedback teachers give children through marking. Coupled with the discussions which teachers have with pupils about their work, this means that assessment is now satisfactory. As a result, most pupils are confident about what they have learned and what they need to do next. The pupils feel safe in school. Their behaviour is improving and many are keen to do well. Over the last year, there have been many more sports activities and teams which pupils can join. These include the impressive street dancing that Year 5 were practising on the second day of the inspection.

The rapid improvement the school has made in the last six months demonstrates its good capacity to improve further. The leadership team and governors have robustly dealt with weaknesses. They are now aiming higher and their realistic evaluation of the schools' work puts them in a good position to do this.

What does the school need to do to improve further?

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- Increase the proportion of good and better teaching in order to raise standards to average and above by:
 - ensuring that teaching always builds on what pupils already know
 - ensuring that all teaching assistants engage with pupils in a way that encourages them to enjoy learning.
- Making the curriculum more focused on what skills and knowledge children need to learn by:
 - rewriting curriculum plans so that they promote enjoyment and enrichment
 - continually checking that the curriculum offered is broad and balanced
 - matching the curriculum, including any work that is done, to support vulnerable groups, to the learning needs and interests of children
 - building on and replicating the significant improvements that have taken place in the subject areas of physical education and information, communication and technology (ICT)
 - systematically evaluating the curriculum, involving pupils, parents, governors and staff
 - increasing the opportunities that pupils have to visit places of educational interest
 - increasing the opportunities for pupils to develop culturally.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

The progress pupils make in lessons is satisfactory. Because many of the children have not always experienced good teaching during their time at Tupton, they still have some gaps in their learning. As a result, the standards they attain are low. This will be the case for the current Year 6 who are predicted to attain below average test results in English. The good news is that now that pupils' progress is back on track, standards are rising. Most striking is the good progress made by pupils with special educational needs and/or disabilities.

As well as pupils' progress there have great strides in improving the following outcomes: Inspectors saw for themselves pupils enjoying lessons. In the best lessons, pupils were eager to have a go, do their best and finish their work. In a minority of lessons, some pupils needed reminding to stay on task and pupils' books show that there are times when they could do better.

Pupils' moral and social development has been helped by the improvements to how behaviour is now managed. Some pupils, who need extra help, respond well to the support they get in nurture groups and their behaviour and attitudes improve over time. Although pupils' cultural development is improving, pupils do not benefit from learning

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about the rich diversity of traditions and cultures in the United Kingdom.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

The quality of teaching has improved. It is now always satisfactory with an increasing proportion that is good. During the inspection, outstanding teaching was seen where the teacher:

- skilfully introduced a mathematics lesson explaining exactly what the pupils were expected to learn
- challenged pupils throughout the lesson with work that was interesting and carefully matched to their ability
- kept a really good pace to the lesson because she was enthusiastic and role modelled enjoyment in learning
- finished the lesson by helping pupils to understand what they had learned and left them with the start of a new challenge to think about.

Teaching throughout the school has improved because:

- teachers now plan work that is matched to pupils' different abilities

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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- teachers talk less in lessons so that pupils have enough time to get on with group or independent work
- expectations are now more challenging
- work is more practical, avoids worksheets and aims to get pupils enthusiastic about learning
- teaching assistants are used to support different groups of pupils.

The good practice that exists has not been replicated across the school. There is more work to do on improving the way teachers adjust their teaching to how well pupils are learning. In some introductions to lessons, teachers do not pick up what pupils already know and so teaching is not flexible enough to move on quickly even if it means abandoning lesson plans. When pupils are struggling, teachers do not always respond by going over again, maybe in a different way, explanations or questions so that they fully grasp what it is they have to learn. Teaching assistants are effective in many classes but there are occasions when a lack of enthusiastic pace or clarity in explanation slows children's learning.

The curriculum is improving, with more thought being given as to how to make lessons interesting and exciting. For example, Year 4 pupils learned about the Vikings by setting up a 'settlement' on the school field. Weekly timetables now include a range of subjects, including two hours of physical education, which was not the case at the time of the previous inspection. Teachers are beginning to plan lessons which help pupils to see links between subjects like history and geography. There has been a significant improvement in the use of computers and other technology which is helping pupils to build their key skills. School leaders have recognised that the curriculum needs to improve although pupils, parents and governors have not been involved in any evaluation. The curriculum plans that teachers work from are old and do not reflect the more effective teaching styles that are now taking place. Visits to places of interest are now beginning to be used to enrich the curriculum, for example, giving pupils experiences that promote cultural development.

Inspectors spoke with a number of parents who were all positive about the school. They appreciate how approachable the headteacher and teachers are and how information about how well their children are progressing is shared. Some parents would welcome an opportunity to talk about homework and whether the online 'Education City' option is working. Children get plenty of opportunities to prepare for their move to secondary school. Just before the inspection, for example, Year 6 children were taught a science lesson by teachers from a local secondary school where they dissected a cows' lungs and heart.

These are the grades for the quality of provision

<p>The quality of teaching Taking into account: The use of assessment to support learning</p>	3
	3
<p>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</p>	3

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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The effectiveness of care, guidance and support	3
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How effective are leadership and management?

There have been some key leadership roles that have led this school out of special measures.

Since taking up her appointment, the headteacher has very successfully driven up the quality of teaching and learning across the school. She has taken tough decisions based on insightful evaluations and high expectations.

The deputy headteacher has role modelled effective teaching and led improvements in the teaching of English which are now seen in pupils' better progress.

The co-ordinators of physical education and ICT have acted swiftly and decisively, focused on what needed to improve and persisted in getting things right.

The governing body has remained focused on holding the school to account and tackling those issues that held the school back.

The morale amongst staff has improved. There is a realistic appreciation of the further work needed to move the school from satisfactory to good. Senior leaders, for example, know that leaders at all levels are not sufficiently involved in the work to improve teaching.

There has been a focus on raising standards across the school for all pupils. Work done to improve provision for pupils with learning or behaviour difficulties, which has seen progress for these pupils improve, demonstrates the school's effective work to help those falling behind academically to catch up to where they should be. Safeguarding procedures are effective. The school actively works to make the school a safe place for children. Although the school promotes attitudes and behaviours that understand, empathise with and contribute to the local community and beyond there are good plans to extend this work.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3

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The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The nursery and reception classes provide children with a safe and well-equipped environment to learn in. Children play and learn well together. Relationships between adults and children are good and children's behaviour is managed well. Teaching is often good. In the reception class, for example, the teacher knows her children well and ensures children learn through interesting activities. At times, teaching assistants miss opportunities to role model enthusiasm about learning and, as a result, children are not always inspired or sufficiently challenged. Children make good progress and leave the reception class with skills and abilities in line with or above those expected for their age. Leadership of the early years has resulted in children making good progress. However, the focus of school improvement work since the previous inspection has been understandably focused on Key Stage 1 and 2. As a result, provision in the Early Years Foundation Stage has remained good but there has been little to move it forward. Co-ordination between the nursery and reception class ensures that organisation and management tasks are dealt with well but action plans do not identify how improvements can be made to the overall provision.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

No questionnaires were distributed, as this was originally a section 8 inspection.

Responses from parents and carers to Ofsted's questionnaire

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



1 July 2010

Dear Pupils

Inspection of Tupton Primary School, Chesterfield, S42 6DY

I am writing to let you know that when we visited your school recently, we decided that it no longer required special measures. We made this decision because we found that the headteacher and all of the staff have made so many good changes to your school that it is now a place where you can learn.

We were really pleased to hear so many of you tell us how much you enjoy school and how you are finding more lessons interesting. We thought all of the extra sports activities you are now enjoying are great as well as all of the new computers that you can use in class.

We judged your school to be satisfactory but we think it could improve even more. We have asked your headteacher and all of the staff and governors to work hard to make sure that:

- the standards you achieve by the time you reach the end of Year 6 improve; this means that all of you need to work a little harder so that by Year 6 your achievement is good
- in most of your lessons you enjoy good and outstanding teaching
- the activities you do in lessons are interesting and exciting.

Keep on enjoying school. Remember to thank all those, including your friends in class, that help you learn.

Andrew Cook

Her Majesty's Inspector

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