

# Tibshelf School

## Inspection report

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<b>Unique Reference Number</b>	112949
<b>Local Authority</b>	DERBYSHIRE LA
<b>Inspection number</b>	311066
<b>Inspection dates</b>	1–2 October 2007
<b>Reporting inspector</b>	Tony Beaver

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

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<b>Type of school</b>	Comprehensive
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	747
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Beckingham
<b>Headteacher</b>	Mr Peter Crowe
<b>Date of previous school inspection</b>	10 January 2005
<b>School address</b>	High Street Tibshelf Derbyshire DE55 5PP
<b>Telephone number</b>	01773 872391
<b>Fax number</b>	01773 590386

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<b>Age group</b>	11-16
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## Introduction

The inspection was carried out by four Additional Inspectors.

## Description of the school

Tibshelf is smaller than most secondary schools. It is a comprehensive school with more boys than girls. Average numbers claim free school meals. The vast majority have White British backgrounds. The percentage with learning difficulties and/or disabilities is broadly average, but more than usual have a statement of special educational need. The school is a specialist for sport, and holds awards for anti-bullying, basic skills development health, citizenship, Investor in People and International Schools. The school is a 'hub school' for Creative Partnerships in its area.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is an improving school. It has improved greatly since its last inspection in January 2005 and its capacity to improve further is good. The school judges its effectiveness to be good, and it is correct in that evaluation. It gives good value for money. It is inclusive of every student and makes great efforts to ensure that all needs are met.

The headteacher, governors and senior leadership team lead the school well. They are supported effectively by middle management and all share a common aim - to raise achievement further. Increasingly challenging targets have been set, particularly over the last year, and staff and students are gaining the confidence to raise their performance. Students make good progress to reach above-average standards by the end of Year 9. Good progress in Key Stage 4 is reflected in rapidly rising standards from average in recent years. Results in GCSE examinations rose substantially in 2007, when the school gained its best-ever results. Most subject results compared well with the top 25% of schools. Students' achievement in mathematics is exceptional, but performance is not wholly consistent across all Key Stage 4 subjects.

Improved results and good progress are partly a result of students' positive attitudes and good personal development. They behave very well in class and around the school. The school is orderly and positive in its determination that all students will achieve their best. Individuals excluded from other schools succeed at Tibshelf. The large majority of students enjoy school because they feel the staff are working for them and want them to do well. Students show maturity in understanding how to stay safe and healthy, and their appreciation of community responsibility is exceptional. The school sponsors a Sri Lankan partner school, and some students undertake challenging activities in that country on behalf of the community there. Such commitment illustrates students' strong moral, social and cultural responsibility.

The quality of education is generally good. Although much teaching is good and contributes well to students' achievement and progress, there is too much variation in quality and, consequently, it is satisfactory overall. Work in some lessons does not challenge every student, and marking and feedback at classroom level are not consistently effective in helping students to improve. The curriculum is very good and contributes significantly to the good progress that students make. It gives all students learning opportunities well suited to their needs and, therefore, every chance to achieve well, whatever their level of ability. Learning is enriched exceptionally well by a very wide range of residential and other extra-curricular activities that students describe and undertake with enthusiasm. All are cared for exceptionally well, and the systems to speed their progress are helpful.

The school's leaders and managers at all levels have a powerful commitment to the school and know students well. The school's performance is monitored and evaluated closely and accurately. There is clear vision and strong determination to improve the quality of education to ensure that all students achieve their best. Specialist status for sport is a major benefit and very well managed to enrich the learning and education of all students, well beyond sport itself. The school's success gives it the confidence of parents and it is oversubscribed. It works closely with educational partners to enrich students' learning and well-being. Leaders have done much to improve the accommodation, but much of it remains poor is unhelpful to learning. This effective school deserves much better.

## What the school should do to improve further

- Make teaching and learning of consistently good quality or better to enable students to reach high standards in every subject.
- Make marking and feedback to students on their work more effective in helping them to understand how to reach their best standard.
- Sustain the successful efforts to improve the accommodation.

## Achievement and standards

### Grade: 2

Students enter the school with attainment close to that expected nationally, but many have weak literacy skills. Standards are above average in Key Stage 3 and students' literacy skills improve. Results in the Year 9 national tests are regularly above average overall. Performance in mathematics is well above average, and science results are close behind. Results in English have been behind those of mathematics and science, but improved to match the other two subjects in 2007.

In Key Stage 4 in 2007, the average standards gained in 2006 rose substantially, as shown in the GCSE results. Almost two in every three students gained five or more GCSE A\* to C grades. Almost half the year group gained five or more higher grades including English and mathematics. The vast majority gained five or more graded GCSE results. Although current progress and achievement are already good overall, in Key Stage 4, not every subject achieves as well as the best. Further improvement in standards rests on reaching full consistency in the quality of teaching and learning.

Students are currently making good progress, especially in mathematics, where achievement is exceptional. Progress is assisted not only by much good teaching, but also greatly accelerated by management's effective direction and use of targets, and a helpful curriculum that has expanded to meet the needs of every student, including those for whom mainstream courses are not appropriate. Additionally, the school's specialist status supports students' progress and achievement well beyond sport itself. For example, progress and standards in literacy, especially in the capacity to write at length, are quickened by sport-college activities and students' reflection and recording of these. Improved standards in literacy were shown in higher English results in both the Year 9 national tests and in GCSE examinations in 2007. Students respond well to these expectations and opportunities, and their positive attitudes and good behaviour further help them to make good progress and achieve well. Those with learning difficulties and/or disabilities are supported helpfully to make good progress, in line with that of others.

The academic targets set by the school are challenging but realistic. Specialist school targets are the same as those for the whole school, and specialist subject targets are usually achieved.

## Personal development and well-being

### Grade: 2

Students' increasingly mature spiritual, moral, social and cultural development gives them a good understanding of different cultures and beliefs. They behave well in lessons and in breaks because relationships are very good among students and with the staff. A very large majority of students enjoy school. Attendance is average, and there is little truancy. Students know how to stay safe and healthy. For example, they eat healthily partly because the comprehensive sports programme leads them to improve their physical fitness. They participate in a wide range

of physical activities through lessons and in many extra-curricular games and sports. They learn successfully how to stay safe from the good personal, social and health education curriculum, to which they respond positively. An outstanding feature is the contribution that students make to improving the school and wider community. For example, the fundraising of individuals to finance visits to Sri Lanka to undertake community service there has a positive impact on the attitudes of every student. All are determined to make a lasting difference to people affected by the tsunami. Within the school itself, school and sports council representatives make significant improvements to the quality of school life. Students successfully learn essential skills of literacy and numeracy and other skills, such as problem-solving through enterprise activities. These skills stand them in good stead for the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory, and have good features. Teaching contributes significantly, but not exclusively, to students' progress and enjoyment of learning. Teachers are competent subject specialists, and their command of their subjects assists students' knowledge and understanding. They manage classes well because their relationships with students are very good. Students respect teachers and respond well in class. Many lessons run at a brisk pace, and students are often involved in assessing each other's work sensibly and helpfully. Teachers use resources to good effect in the best lessons and use a good range of methods to engage students' interest. The quality of teaching is not consistently good. Work is not always fully adapted to meet the full range of students' needs, and does not always stretch every student, especially in classes of wide ability. Marking of work often does not give students the advice they need to enable them to improve. Students with learning difficulties and/or disabilities are taught as well as others. When teaching assistants support in classrooms, these students achieve well.

### **Curriculum and other activities**

#### **Grade: 2**

The weaknesses identified in the curriculum at the time of the last inspection have been remedied. Close links with primary schools ensure that students make a smooth transition into Year 7. There is good provision for students with learning difficulties and/or disabilities. In Key Stage 3, a broad range of subjects covers national requirements and gives students the additional opportunity to study electronics or a second modern foreign language. The Key Stage 4 curriculum meets the needs of all students very well and helps them to make good progress and achieve well. Thanks to its very effective links, the school adds a wide and expanding range of vocational courses to the well-balanced core of academic GCSE subjects. The curriculum is flexible enough to provide personal programmes, for example of work-based learning, for individuals for whom the regular mix of academic and vocational courses is unsuitable. This experience helps students to find enjoyment in learning outside the classroom. Links with Creative Partnerships enrich students' learning experience throughout the school. The range of extra-curricular opportunities is outstanding. Students benefit from a wealth of sporting opportunities, trips and residential experiences, which make a major contribution to their personal development and sense of community responsibility. The school's specialist status enriches the curriculum considerably and greatly assists in raising students' achievement.

## Care, guidance and support

### Grade: 2

Students receive pastoral care of high quality. Well-trained staff ensure that the school's arrangements for child protection are robust. The school knows its students thoroughly and works hard to cater for their individual requirements. Exclusion rates are low, and any student at risk of exclusion is provided with a comprehensive system of support. The school works extremely well in a multi-agency approach to address the full range of students' needs. Teaching assistants are carefully deployed in class to help students with learning difficulties and/or disabilities. Staff take care to ensure students' health and safety around what are very old buildings. The gaps in risk assessment raised in the previous inspection have been filled. Very little bullying takes place and students say that any incidents are dealt with rapidly and effectively. Students feel that their views are listened to. Guidance and support are helpful to their progress. Targets for individual students are well determined and challenging. Students know what they are working towards and feel supported to make good progress

## Leadership and management

### Grade: 2

The headteacher and senior leadership team give clear direction to the school. They have taken decisive steps to ensure effective improvement and higher standards since the last inspection. There is a strong sense of purpose across the school to raise achievement. Leaders and managers monitor and evaluate the school's work realistically and accurately. Targets are used astutely. Managers are making them increasingly challenging to staff and students, as all gain confidence to reach higher standards. Consequently, standards improved significantly in 2007. Staff and students respond positively to the challenge because morale is high. Senior and middle managers are increasingly effective in improving teaching and learning, but they recognise that further improvement is achievable. The strong links that the school has forged with other educational providers enrich its provision. It is very popular and has the confidence of parents. Consequently, it is heavily oversubscribed. Leaders place exceptionally strong emphasis on equal opportunities and promote good standards of care. Financial management is very good. Full use is made of limited resources and accommodation that is altogether very poor in quality, and lacks enough specialist rooms for practical work. Governors have close knowledge of the school and support and challenge leaders effectively. Their vigorous efforts to improve the accommodation are proving successful. Leadership of the school's specialist status is outstanding. The specialism has a positive impact on all aspects of the school's work. It succeeds in raising achievement, for example in improving literacy. It helps students stay safe and healthy. It greatly adds to their personal development and self-confidence. It further ensures that the school is increasingly a hub of community activity.

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## Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

<sup>1</sup> Grade 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

2 October 2007

Dear Students

Inspection of Tibshelf School, Tibshelf, Derbyshire, DE55 5PP

Thank you all very much for your friendliness, help and courtesy during the recent inspection of your school. This letter gives you the results of the inspection.

Inspectors agree with those of you we had the opportunity to speak to that you have a good school. We were impressed with how well you get on together and that your relationships with your teachers and other staff are very good. The vast majority of you behave well and clearly want to learn and make a good effort to do so in lessons. Inspectors were very impressed with your sense of responsibility both to your school and to wider communities. We congratulate you all for the outstanding work you do in fundraising for your partner school in Sri Lanka, and those who go there to help and work for that community deserve great credit.

You make good progress and achieve well because of your own efforts, and because your school does a good job on your behalf. Last year's GCSE results were the school's best ever! Much of the teaching is good but in some lessons, the work set does not match the different abilities of every student. Inspectors also think you do not get enough feedback on how well you are doing with your work, and that marking should provide you with more information about how to make your work even better.

Those we spoke to said how much they enjoy the impressive range of extra-curricular opportunities that the staff put on for you, including residential experience. Inspectors think that the staff care for you very well and you said you have confidence to speak to them if you have a problem. Inspectors think your school's specialism in sport is making a very big contribution to your learning, both in and beyond sport itself. We think the buildings you have to use are poor, and there is not enough subject-specialist accommodation. However, we are very impressed that you make the best use possible of what is available, and we certainly think you and the staff deserve better.

We wish you every success for the future.

Yours sincerely

Dr Tony Beaver (Lead Inspector) and the inspection team