

Inspection of Chapel-en-le-Frith High School

Long Lane, Chapel-en-le-Frith, High Peak, Derbyshire SK23 0TQ

Inspection dates:	8 and 9 October 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Good

What is it like to attend this school?

Chapel-en-le-Frith High School is an inclusive school where pupils are happy. Pupils have positive relationships with staff, who know them well. The school has high expectations of pupils' learning and behaviour. Most pupils, including those with special educational needs and/or disabilities (SEND), enjoy their learning and achieve well.

Pupils feel safe in school. They are well cared for by staff. They know that there are adults they can talk to if they are worried. Pupils say that bullying is rare. They are confident that staff would resolve bullying issues if they did occur.

The school is calm and orderly. Pupils are polite. They are respectful of each other and staff. Most pupils behave well in lessons and demonstrate positive attitudes to learning.

The school provides a range of opportunities for pupils, including those in the specially resourced provision for pupils with SEND (specially resourced provision), to develop their talents and interests. Pupils enjoy participating in clubs such as football, netball and drama. Pupils take part in trips and the annual school show. Pupils also have opportunities to contribute to school life, including as a member of the school parliament or as a mental health ambassador.

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

The school's curriculum is ambitious. Most pupils study a broad range of subjects. However, the school is keen for more pupils to study a modern foreign language at key stage 4. The curriculum is well designed in all subjects. Staff have thought carefully about what pupils should learn. They want to broaden pupils' experiences and knowledge of the wider world.

Teachers have strong subject knowledge. They use this knowledge to explain things clearly. They choose tasks and teaching approaches that enable most pupils to learn well. Teachers check pupils' understanding, but this is not done consistently well. This means teachers do not always resolve gaps in learning and pupils' misconceptions quickly enough. As a result, some pupils, including some disadvantaged pupils, do not learn as well as they could.

Pupils with SEND, including those in the specially resourced provision, achieve well. They are well supported. There are clear procedures to identify pupils' needs. Teachers know pupils well and use this knowledge to adapt their lessons effectively for pupils with SEND.

Reading is prioritised. However, pupils who need additional support with reading, writing or communication do not always get the right help. This means that some pupils do not catch up quickly enough and some miss out on other opportunities.

Recent changes to the school's behaviour system have had a positive impact. Most pupils behave well in lessons and at unstructured times. Most work hard and want to do well. Pupils value the pastoral care that they receive. Most pupils attend well and are punctual.

The school's actions have led to improvements in the attendance of some persistently absent pupils.

Pupils study a carefully thought out 'learning for life' programme. This provides for pupils' broader development well. For example, pupils learn about healthy relationships, how to stay safe online and how to stay mentally and physically healthy. Pupils understand fundamental British values. They learn about equality and the importance of respecting others. Pupils have a good understanding of different faiths and cultures. The school's careers programme prepares pupils well for their next steps.

Staff are proud to work at the school. They receive regular training that develops their knowledge and skills. Leaders are considerate of staff workload and well-being.

Most parents have a positive view of the school. Some would like more communication. The school has begun the work to ensure this happens.

Governors know the school well and carry out their role diligently. Along with leaders, they are committed to the school's inclusive ethos. The school is led with integrity. A clear moral purpose underpins decisions made by the school. Leaders have an accurate oversight of the school's work. This is allowing them to take the right actions.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some teachers do not check pupils' understanding carefully enough. This means that gaps in pupils' learning, and any misconceptions they may have, are not identified and resolved quickly. As a result, some pupils, including some disadvantaged pupils, do not learn as well as they could. The school should ensure that teachers check pupils' understanding systematically so that any gaps and misconceptions are resolved.
- Some pupils who need help with their literacy do not benefit from timely or precise support. As a result, they do not catch up quickly enough and miss out on other subject experiences. The school should ensure that when necessary, pupils benefit from focused and swift help with their literacy so that they can access the full 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	112932
Local authority	Derbyshire
Inspection number	10347379
Type of school	Secondary comprehensive
School category	Maintained
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	943
Appropriate authority	The governing body
Chair of governing body	Andrew Semple
Headteacher	Simon Grieves
Website	www.chapelhigh.org.uk
Dates of previous inspection	15 and 16 May 2019, under section 5 of the Education Act 2005.

Information about this school

- The school has a specially resourced provision. It caters for pupils with moderate learning difficulties and/or complex needs.
- The school uses one registered and three unregistered alternative provisions.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships

Information about this inspection

Inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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.
- To evaluate the effectiveness of safeguarding, 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.
- Inspectors spoke with the headteacher, the deputy headteacher, the assistant headteachers and other leaders.
- Inspectors carried out deep dives in these subjects: art and design, geography, mathematics, modern foreign languages and science. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum and visited lessons in some other subjects.
- Inspectors visited tutorial sessions and assemblies.
- Inspectors met with groups of pupils from a range of year groups, including pupils with SEND. Inspectors spoke with pupils at breaktime and lunchtime.
- Inspectors visited lessons, spoke with staff and spoke to pupils in the specially resourced provision.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. Inspectors also considered the responses to Ofsted's staff and pupil surveys.
- The lead inspector met with members of the governing body.
- Inspectors observed pupils' behaviour at breaktimes and lunchtimes.

Inspection team

Damian Painton, lead inspector	Ofsted Inspector
Mel Wicks	Ofsted Inspector
Jo Ward	Ofsted Inspector
Jules Gordon	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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