

Chapel-en-le-Frith High School

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

Inspection dates

15–16 May 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is a good school

- The headteacher and senior leaders lead with a clear moral purpose. They are skilled and are committed to further improving this inclusive school.
- Governors promote an ethos of high aspirations for pupils. They support and challenge leaders to make the school even better.
- Pupils' outcomes are good. Pupils' attainment is well above average in English and mathematics.
- Pupils at the end of Year 11, in 2018, made progress that was average overall. Pupils currently at the school make good progress in most subjects.
- Disadvantaged pupils are catching up with their peers. However, many do not fulfil their potential.
- Pupils with special educational needs and/or disabilities (SEND) make good progress from their starting points.
- The curriculum is well planned at both key stages 3 and 4. There is a good balance of academic and vocational subjects to meet pupils' needs.
- Pupils' spiritual, moral, social and cultural development is very strong. They benefit from a wide range of experiences and opportunities.
- Pupils say, 'Staff go the extra mile for us.'
- Teaching is good overall. Teachers have strong subject knowledge and plan interesting activities that largely engage pupils in their learning.
- Pupils typically experience good-quality teaching during their time in school.
- Pupils are proud of their school. They are loyal to the school and greatly value their time here.
- Pupils' behaviour is outstanding. They are diligent and committed to their learning. Pupils show respect for each other and their teachers.
- Pupils' conduct during the inspection was seen to be impeccable, both during lesson and social times.
- Pastoral support is a key strength of the school. Pupils say they feel safe and that bullying is extremely rare.
- There is a strong commitment to equality and diversity. Difference is acknowledged and celebrated.
- Overall, pupils' attendance is above average. However, a few pupils do not attend school regularly enough.
- The school's safeguarding arrangements are highly effective.
- Leaders lack precision in their analysis and evaluation of the progress pupils make.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by developing useful ways to monitor pupils' progress and use this information to both support and challenge pupils to achieve even higher standards.
- Ensure that teaching and learning are consistently strong across the school so that all pupils achieve their potential, especially disadvantaged pupils and those supported by the additional Year 7 catch-up funding.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders have a clear vision for the school and its place within the local and wider community. This vision is lived out daily. Leaders are ambitious for each pupil, wanting to enrich their lives and ensure that they receive a high standard of education.
- Senior leaders have a realistic understanding of the school's strengths and weaknesses. The school development plan links to an accurate self-review process. Priorities for further improvement are accurately identified.
- Senior leaders have developed sustainable leadership capacity in the school. The shared approach to leadership means that teams of staff work well together to embed improvements.
- Middle leaders work alongside senior leaders and are supported in their professional development. They are enthusiastic and care deeply about pupils and the school. As a result, they very effectively lead teams of curriculum and pastoral staff.
- The curriculum is focused on preparing pupils well for success and the next stages in their education, training or employment. The curriculum in both key stages is broad and balanced and is responsive to pupils' needs. It provides a wide range of subjects as well as relevant academic and vocational options in key stage 4.
- Leaders use targeted funding well to support pupils' learning. They have ensured that the pupil premium funding has brought about some improvement in the progress and attendance of disadvantaged pupils. The additional funding is also used to support pupils' well-being. However, disadvantaged pupils' progress remains a focus for further improvement.
- The Year 7 catch-up funding is used in different ways to improve literacy. However, leaders do not sharply evaluate the effectiveness of spending to determine next steps for improvement. Neither have they focused sufficiently on improving pupils' numeracy.
- Additional funding for pupils with SEND is used well to improve their attainment. The leadership of SEND is proactive and focused on meeting the varied needs of pupils. As a result, pupils with SEND in the school and the enhanced resource provision benefit from very positive and aspirational teaching and support and make strong progress.
- Leaders have a system for tracking the progress of current pupils and have an accurate view of current pupils' outcomes. However, the lack of precise and sharp analysis means that leaders do not have a clear appreciation of the attainment and progress made by some groups of pupils. As a result, the needs of different groups of pupils are not recognised.
- This is a highly inclusive school. Work to support pupils' spiritual, moral, social and cultural development is a strength of the school. Staff consistently demonstrate a strong moral purpose, which has a direct impact on pupils' sense of right and wrong and of belonging. Socially, pupils are provided with varied opportunities to serve the local community. For example, as seen when a group of pupils successfully led and managed the Castleton visitor centre for a day.
- A wide range of extra-curricular opportunities and purposeful educational visits enrich

pupils' learning. Pupils spoke with passion about their trips and visits. Residential experiences include an annual visit to Auschwitz in Poland, as well as visits to France, Spain, Italy and Holland. During the inspection, some pupils with SEND attended a camping expedition to extend their independent living skills.

- There is a tangible sense of mutual care and respect across the school. The school's commitment to valuing inclusion and diversity is embodied in very positive relationships. Pupils speak very confidently about the sense of community within and across the school.
- British values are embedded through teaching, and social and cultural events. The learning for life programme provides varied opportunities to deepen this learning. Pupils are well prepared for life in modern Britain.
- Staff feel valued and are proud to be part of this school. They appreciate that leaders consider their well-being, especially when making significant changes within the school.
- Parents and carers who responded to the school's own survey of parents' views overwhelmingly believe the school is well led and managed.

Governance of the school

- Governance is very effective.
- Members of the governing body fulfil their statutory responsibilities well. They are ambitious for the school community and support senior leaders by monitoring improvements. They regularly visit the school and monitor actions to address improvement priorities.
- The governing body has a clear vision for an inclusive school. Governors aim to provide the best education, raising pupils' aspirations and enhancing life chances for all pupils.
- Governors hold school leaders to account well. They bring a wide range of experiences and skills which they also use to support leaders.
- Governors undertake regular training, including safeguarding training. They monitor safeguarding arrangements well.

Safeguarding

- The arrangements for safeguarding are effective.
- Staff are vigilant and understand that safeguarding is everyone's responsibility. They receive regular training related to their safeguarding responsibilities. Regular updates ensure that they know how to report their concerns to designated safeguarding leaders. Staff are mindful of the needs of pupils and respond to any concerns swiftly.
- Leaders are trained in safer recruitment. Procedures for checking the suitability of staff, volunteers and visitors meet requirements. Details are kept up to date on a single central record.
- Leaders with specific safeguarding responsibilities know pupils well. They work well with a range of external agencies, parents and carers to ensure that pupils receive appropriate support and are kept safe.
- Pupils are taught how to be safe in different situations. Those who met with inspectors

said they feel safe and value the care given by staff. Pupils are confident that they can talk to an adult if they have any concerns and that they will be dealt with appropriately.

- Overwhelmingly, parents who responded to the school's own survey of parental views said that their children are happy and safe at school.

Quality of teaching, learning and assessment

Good

- Teachers have high expectations of pupils. Learning takes place in an atmosphere that is respectful, purposeful and productive. This has resulted in almost all pupils having positive attitudes to learning.
- Teachers plan lessons well and resourcefully to meet most pupils' needs. They sequence learning well and demonstrate good knowledge of their subjects. Pupils respond very well to the learning activities that teachers plan. As a result, most pupils make good progress over time.
- Teachers use questioning to effectively assess, secure and deepen pupils' knowledge and understanding. Often teachers' questioning provides a higher level of challenge for pupils. For example, inspectors saw Year 8 pupils being challenged to write in the style of Dickens using a cohesive device. These pupils were challenged to think about their chosen semantic field when redrafting and improving their Dickensian writing.
- Teachers ensure that pupils' behaviour in lessons is focused and attentive. The relationships between staff and pupils are excellent. Pupils apply themselves well to their learning and show pride in their work. Consequently, most pupils make strong progress from their starting points.
- Additional adults are deployed well to work with targeted pupils across the main school and within the enhanced resource provision. They are suitably trained. They liaise with teachers to ensure that they can maximise their role and their impact in lessons. Their relationships with pupils are productive. They skilfully check on pupils' learning and reassure them. As a result, the pupils they support make good progress.
- Teachers set homework in line with the school's policy and expectations. The range of activities they set provide opportunities to extend, deepen and consolidate learning.
- Where teacher feedback is most effective, pupils take time to respond to the feedback and commit themselves to improving their work. In these situations, pupils value the oral and written feedback they receive. However, the school's assessment and feedback policy is not applied consistently, especially in relation to those aspects focused on improving pupils' literacy.
- Leaders have developed assessment systems which monitor and evaluate pupils' progress. This assessment is accurate. However, teachers do not consistently use this information to plan for the needs of some pupils.
- Reports that teachers send home to parents contain useful information about pupils' recent progress. Parents are provided with opportunities to support their children. For example, a series of information evenings help them to understand how to help with preparation for examinations.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- The school's values are very well embedded in the day-to-day life of the school. Pupils have an excellent understanding of the importance of equality and diversity in society and have established a harmonious school community.
- Pupils undertake various responsibilities and volunteer in the local community. They successfully participate in a range of activities, including competitive sports and the Duke of Edinburgh's Award scheme.
- Pupils speak positively about the wide and enriching range of extra-curricular activities in which they can engage. Participation levels are high. Such provision makes an excellent contribution to supporting and improving pupils' physical, emotional and mental health.
- Pupils are aware of the many risks they may face when online and in their local community. For example, pupils spoke knowledgeably about keeping themselves safe from risks that the school has accurately identified.
- Pupils who spoke with inspectors said that bullying is extremely rare. Pupils know what bullying is and they have every confidence that when it does occur, staff deal with it swiftly and effectively. Pupils are confident to share any concerns or worries they may have with an adult.
- Leaders provide excellent careers information and guidance for pupils. This enables pupils to choose the most appropriate course at the end of key stage 4. Consequently, year-on-year, almost all pupils stay in education or training after Year 11.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils are very polite and well-mannered. They are self-confident and considerate as well as being thoughtful and articulate in expressing their views.
- There is consistently calm and orderly conduct throughout the school. Pupils move around the school very sensibly and are very considerate and respectful of staff, each other and visitors.
- Leaders and teachers have high expectations of behaviour. The pupils' behaviour, in lessons, and around the school, is outstanding. At social times, pupils conduct themselves maturely. In lessons, incidents of pupils disrupting learning are very rare.
- Leaders have established robust and clear procedures to support full attendance. Overall pupils' attendance is above the national average. The small proportion of pupils who are persistently absent is reducing year-on-year.
- The number of fixed-term exclusions has declined in recent years and is below the national average for secondary schools. Exclusions are used appropriately. Pupils who move into the school, having been excluded elsewhere, are largely successful in improving their behaviour, attendance and progress.

Outcomes for pupils

Good

- Since the previous inspection, the rates of pupils' progress have been largely average. However, in 2018, the rate of progress dipped slightly when compared with that of previous years. Leaders are taking effective action to address this dip and pupils currently at the school are making stronger progress.
- Pupils' attainment at the end of key stage 4 continues to rise each year. In 2018, attainment was higher than the national average in all key measures. It was also higher than pupils' attainment in 2016 and 2017. However, the attainment of disadvantaged pupils remains lower than that of other pupils nationally and of other pupils at the school.
- Inspectors sampled the work in pupils' books and examined the school's recent assessment information. This scrutiny demonstrated that most pupils make good progress. Pupils with SEND, both within the main school and in the enhanced resource provision, make strong progress.
- When disadvantaged pupils fall behind in their learning, extra support is put in place. The gap between disadvantaged pupils and other pupils within the school and nationally is closing. However, the progress of disadvantaged pupils remains a focus for improvement.
- Pupils are very well prepared for their next stages of life and education. Almost all pupils move on to carefully considered and worthwhile education, training or apprenticeships when they leave the school.

School details

Unique reference number	112932
Local authority	Derbyshire
Inspection number	10087401

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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	947
Appropriate authority	The local authority
Chair	Claire McEvoy
Headteacher	Simon Grieves
Telephone number	01298 813118
Website	www.chapelhigh.org.uk
Email address	enquiries@chapelhigh.org.uk
Date of previous inspection	4–5 February 2016

Information about this school

- The school slightly smaller than the average-sized secondary school.
- The proportion of pupils known to be eligible for support through the pupil premium funding is much lower than the national average.
- The proportion of pupils with SEND is below the national average.
- The proportion of pupils with an education, health and care plan (EHCP) is well above the national average. Most pupils who have an EHCP are supported within the enhanced resource provision, which is fully integrated as part of the whole school.
- The proportion of pupils from minority ethnic groups is much lower than the national average, with the vast majority of pupils being White British.

Information about this inspection

- Inspectors observed 43 lessons or parts of lessons. Senior leaders carried out some observations jointly with inspectors. Inspectors scrutinised pupils' work in books and sampled pupils' books in classes.
- Inspectors held meetings with the headteacher, senior leaders, leaders of subject departments, other leaders and members of staff. They spoke with groups of pupils.
- The lead inspector met governors, including the chair of governors.
- Inspectors spoke with pupils around the school. In addition, they evaluated the school's own survey of parental views.
- Inspectors observed the school's work and scrutinised several documents, including the school's self-evaluation, minutes of the meetings of the governing body, improvement plans, and school information on pupils' recent attainment and progress.
- Inspectors also considered behaviour and attendance information, policies and procedures relating to special educational needs, the pupil premium funding, the Year 7 catch-up funding, safeguarding and child protection.

Inspection team

Chris Davies, lead inspector	Her Majesty's Inspector
Stephen Long	Ofsted Inspector
Kathryn Hardy	Ofsted Inspector
Anne White	Ofsted Inspector
Ellenor Beighton	Ofsted Inspector

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