

# Inspection of Hope Valley College

Castleton Road, Hope Valley, Derbyshire S33 6SD

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Inspection dates: 24 and 25 October 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Sixth-form provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The principal of this school is Gaynor Jones. This school is part of Chorus Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Chris James, and overseen by a board of trustees, chaired by John Jex.

## **What is it like to attend this school?**

The school has high expectations of what pupils can achieve and of how they should behave. Most pupils live up to these expectations. Pupils enjoy school. They get along well together. Students in the sixth form said that the sixth form is like 'one big family'.

Pupils understand the school's system for dealing with poor behaviour of, 'chance, choice, consequence'. They said that this helps them to behave well. Pupils said that teachers are fair and consistent when dealing with any behaviour issues. Lessons are calm and orderly. Pupils feel safe in school. They know who they can talk to in school if they have any worries. Pupils behave well at breaktimes and lunchtimes.

There are a range of opportunities available to pupils for their wider development. Many pupils take part in the Duke of Edinburgh's Award scheme. Pupils also enjoy going to the library at breaktimes or lunchtimes to read and play board games. Pupils can contribute to the life of the school by being 'student ambassadors' and 'reading buddies.' Pupils enjoy attending different after-school and lunchtime clubs. For example, they go to jazz band, netball, Formula 1 club and the movie club.

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

There is an ambitious curriculum in place for all pupils, including those with special educational needs and/or disabilities (SEND). The school has raised the profile of modern foreign languages. As a result, more pupils are now choosing to study a language at key stage 4.

The school has ensured that teachers are clear about the knowledge pupils will learn and when. This helps teachers to deliver the curriculum well. As a result, most pupils achieve well.

Most lessons start with a recap activity to help pupils recall what they have learned. Pupils said that this helps them to remember key knowledge. However, some teachers do not always check that pupils complete these activities correctly. This means that gaps in learning are not always addressed and some pupils do not learn as well as they could.

Teachers explain new information clearly. They question pupils to develop their understanding. Sometimes, teachers do not check that pupils are using correct punctuation and spellings or that they present their work well. This means that some pupils repeat punctuation and spelling errors and do not always produce high-quality work.

The school is ambitious that all pupils have the knowledge and skills to read fluently. Staff use reading assessments well to identify pupils who need extra help to read. These pupils get regular support. This helps them to become more confident

readers. Pupils in key stage 3 have a weekly library lesson. This helps pupils to develop a love of reading.

The school identifies the needs of pupils with SEND well. Teachers get clear information on how to meet the needs of these pupils. Most teachers use this information well so that pupils with SEND can access the curriculum and achieve well. Pupils with SEND feel well supported by teachers.

The sixth form caters for a small number of students with SEND. The curriculum is well matched to their needs. Teachers know the students well. They ensure that students get individualised support when needed. Students experience a range of activities that support them being more independent. They do work experience, and some do work-based study programmes. This prepares them well for their next steps.

There is a clear system in place for dealing with any behaviour issues. There are positive relationships between staff and pupils. Pupils who need extra support to manage their behaviour get it. Most pupils have positive attitudes to learning. Staff know the barriers to regular attendance that some pupils have. These pupils then get support. As a result, some pupils' attendance is improving.

The school has planned well for pupils' personal development. Pupils learn how to stay safe online. They know how to lead healthy lifestyles. They understand that they should treat others who are different from them equally. Some pupils do not have a secure understanding of fundamental British values. This means they are not as well prepared for life in modern Britain as they could be. Pupils get effective careers advice and guidance. They are well prepared for the next stage of their education.

The school is well led and managed. Staff are proud to work at the school. They feel well supported. The trust and those responsible for governance have supported the school well and have ensured that there is capacity for further improvement.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Teachers use recap activities at the start of lessons to help pupils remember what they have learned. Not all teachers check that pupils have completed these activities correctly. This means that they do not always address gaps in learning. As a result, some pupils do not learn as well as they could. Teachers should ensure that they systematically check pupils' understanding so that they can address gaps in learning.

- Some teachers do not always have high expectations of how pupils should present their work. They do not always check that pupils are using correct punctuation or spellings. This means that some pupils make punctuation and spelling mistakes and do not always produce high-quality work. The school should ensure that all teachers model how pupils should present their work and make it clear to pupils the expectations for using correct punctuation and spelling.
- Some pupils do not have a secure understanding of fundamental British values. This means that they are not always as well prepared for life in modern Britain as they could be. The school should ensure that pupils have regular opportunities to develop their understanding of fundamental British values.

## 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 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

<b>Unique reference number</b>	147533
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10298545
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	545
<b>Of which, number on roll in the sixth form</b>	17
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	John Jex
<b>Principal</b>	Gaynor Jones
<b>Website</b>	<a href="http://www.hopevalley-chorustrust.org">www.hopevalley-chorustrust.org</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school joined Chorus Education Trust in September 2019.
- The principal was appointed in September 2019.
- The school uses seven unregistered alternative providers.
- 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.
- The school runs a post-16 provision for a small number of students who have SEND.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement 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.
- Inspectors carried out deep dives in these subjects: mathematics, English, art 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.
- 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 met with groups of pupils from a range of year groups, including pupils with SEND.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. Inspectors also considered the responses to Ofsted's staff and pupil questionnaires.
- An inspector held telephone conversations with the representatives of the alternative providers used by the school.
- The lead inspector met with trustees and members of the local governing board, including the chair of trustees and the chair of the local governing board.
- Inspectors met with the principal, the vice-principal and two assistant principals.
- The lead inspector met with the CEO of the trust.

## Inspection team

Paul Halcro, lead inspector	His Majesty's Inspector
Teresa Roche	Ofsted Inspector
Peter Gilbride	Ofsted Inspector

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