

Netherthorpe School

Ralph Road, Staveley, Chesterfield, Derbyshire S43 3PU

Unique reference number (URN): 137902

Monitoring inspection report:

28 April 2026

At the most recent graded inspection, the following areas were identified as needing to improve:

- The school has not acted swiftly enough to stem the decline in educational standards. Weaknesses identified at the previous inspection relating to pupils' underachievement and their poor behaviour persist and, in some respects, have got worse, particularly for the most vulnerable. The school must ensure that it takes decisive action to bring about much-needed stability and swift improvements.
- The delivery of the curriculum is too variable, both within and across subjects and year groups. Too little attention is paid to pupils' starting points. Checks to determine how well pupils are learning the curriculum are often ineffective. Pupils do not achieve as well as they should across a wide range of subjects. The school must ensure that the curriculum is implemented consistently and effectively in all subjects.
- The school's expectations of pupils' behaviour are too low. Pupils' poor conduct is often ignored. Too many pupils are allowed to opt out of lessons or to disrupt the learning of others. The school must make sure that staff have high expectations and manage pupils' behaviour consistently well, so that the school environment is suitable for learning.
- Disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) do not get the support they need. Too many of these pupils struggle to access the curriculum. They are suspended from school too often and many of them have poor attendance. Some do not receive the guidance needed to access the wider opportunities the school has to offer. The school must ensure that the needs of disadvantaged pupils and pupils with SEND are met fully so that these pupils can thrive.
- The reading information collected through various tests is not used widely by staff to adapt pupils' learning. Some pupils cannot access the curriculum because they cannot read or comprehend the texts in front of them. Some pupils do not receive

the expert support needed so that they can read fluently. The school must make sure that reading information is used expertly by staff to extend the support for pupils that struggle to read, to adapt learning and to ensure pupils' equal access to the curriculum.

- The school takes suitable action to keep pupils safe. However, the procedures followed to track these actions lack rigour. Records of the school's work to safeguard pupils are sometimes incomplete. The school must ensure that it maintains comprehensive records of its work to safeguard pupils.
- Some pupils do not understand the importance of equality and diversity and why they matter. As a result, some pupils are not confident that their differences are recognised or valued. The school should nurture a culture of mutual respect, where all pupils are accepted for who they are.

Leaders and trustees are taking effective action to improve the school but continued work is needed to remove the requires significant improvement designation.

During the monitoring inspection, inspectors focused on the following evaluation areas:

- Leadership and governance
- Inclusion
- Curriculum and teaching
- Attendance and behaviour
- Personal Development and wellbeing

Leadership and governance

Since the previous inspection, leaders have secured significant improvements. Decisive action, supported by the trust, has stabilised the school and established clearer direction and purpose. Behaviour and attendance have improved markedly, safeguarding systems have been strengthened and staff morale and confidence are increasing. A calmer, more orderly environment is now evident, creating more favourable conditions for learning than at the time of the last inspection. Leaders have also ensured that students in the post-16 provision benefit from effective pastoral care and guidance, supporting students' wellbeing and preparing them effectively for their next steps in education, employment or training.

Leaders' current priorities are appropriate and well aligned to the school's needs. These include embedding the newly planned curriculum, improving the consistency of teaching and assessment, strengthening reading across subjects and ensuring safeguarding practice remains robust and well recorded. Leaders accurately understand where practice is strongest and where it remains variable, particularly in classroom implementation, inclusion and the use of assessment to support learning. Trust support has contributed positively to leadership capacity and school improvement.

Further improvement is still needed to secure consistently high-quality teaching, ensure that adaptations for disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) are reliably implemented and embed pupils' understanding of fundamental British values. Leaders also recognise the need for sharper evaluation of impact and more visible challenge from governance to ensure that actions lead to sustained improvement across the school. However, leaders have an excellent understanding of the strengths and continued areas for development of the school and are well placed to continue to secure improvement.

Safeguarding

At the previous graded inspection, safeguarding was evaluated as being effective.

Inclusion

Leaders have taken steps to strengthen inclusion since the previous inspection. Ambition for disadvantaged pupils and those with SEND is increasingly evident. Inclusion is now a stated priority within school improvement planning. Systems for identifying need have improved, with clearer processes in place for assessment, pupil passports and targeted intervention. As a result, some improvements are emerging, particularly in attendance, reading outcomes and access to pastoral support for vulnerable pupils.

Leaders' current priorities are appropriate. These include embedding a graduated response, improving staff's understanding of pupils' needs and aligning support more closely with curriculum delivery. Leaders are also rightly focused on reducing the disproportionate impact of suspension on disadvantaged pupils by strengthening classroom practice rather than relying on reactive systems. However, while systems are identified and expectations are communicated, these are not yet implemented consistently enough to secure effective support for all vulnerable pupils.

For some disadvantaged pupils and pupils with SEND, outcomes, engagement and behaviour remains variable.

Attendance and behaviour

Since the previous inspection, leaders have secured notable improvements in behaviour and attendance. Clear systems, routines and expectations have been established and are understood by pupils and staff. The school environment is now calm and orderly, with purposeful movement around the site and respectful interactions between pupils and adults. Exclusions have reduced, persistent absence is falling and pupils are increasingly present, punctual and ready to learn.

Leaders' priorities in this area are appropriate and well focused. They have invested in strengthened pastoral capacity, visible staff presence and internal support to meet pupils' behavioural needs. Leaders are also rightly focused on embedding behaviour for learning and ensuring that expectations are applied consistently across all classrooms. Pupils report

that behaviour is now challenged more reliably and that lessons are more structured than in the past.

In a small number of lessons, particularly where staffing is temporary or expectations are not upheld with sufficient rigour, learning is still at times, disrupted. Leaders recognise the need to move beyond compliance towards sustained engagement and to ensure that strengthened systems translate into consistently positive behaviour and improved attendance for all pupils.

Curriculum and teaching

Since the previous inspection, leaders have made credible progress in stabilising and rebuilding the curriculum. Leaders have ensured that more subjects are now carefully planned across the curriculum. This provides a stronger foundation for teaching and learning.

Teachers generally demonstrate secure subject knowledge, and pupils' work increasingly reflects a curriculum that builds up their knowledge over time. Reading outcomes in key stage 3 are beginning to improve as a result of targeted intervention.

Leaders' current priorities are appropriate. These include embedding the planned curriculum more securely, strengthening assessment practice and improving consistency in classroom implementation. A whole-school lesson framework and assessment calendar are now in place. Leaders are rightly focused on developing teachers' use of formative assessment to check pupils' understanding and adapt teaching appropriately. However, while expectations are clear, these are not yet realised consistently in daily practice.

Further improvement is needed to ensure that assessment information is used effectively across all classrooms and subjects. Variability remains in how well teachers identify misconceptions, adapt teaching and engage pupils actively in their learning. Until the implementation of the curriculum is more consistent, pupils' progress will continue to be uneven, limiting the school's overall improvement.

Personal development and well-being

Since the previous inspection, leaders have strengthened the school's approach to pupils' personal development. Pupils now have a significantly better understanding of protected characteristics, equality and diversity. They typically demonstrate respect for differences in society. Regular and structured teaching about relationships, consent and online safety has helped pupils to feel safer and more confident in reporting concerns. Incidents of discriminatory language are addressed more consistently than in the past, which contributes positively to pupils' overall wellbeing.

Personal development is delivered through a planned programme that includes curriculum lessons, assemblies and wider pastoral support. Leaders place appropriate emphasis on developing respectful attitudes, positive values and an understanding of fundamental

British values. They recognise the importance of pupil voice in shaping and improving this work further.

Further improvement is needed to ensure that equality, diversity and fundamental British values are not only understood but consistently valued in everyday school life and beyond the school gate. While many pupils show positive attitudes, this understanding is not yet embedded securely for all. Leaders acknowledge the need to strengthen this work, so that inclusive values are reflected routinely in pupils' behaviour, interactions and choices, both within school and in the wider community.

About this inspection

The inspectors carried out this monitoring inspection under section 8(2) of the Education Act 2005, and it was the first monitoring inspection since the school was judged to require significant improvement following the graded inspection that took place in January 2025.

The school's previous inspection was carried out under the Education Inspection Framework (EIF) at that time. The renewed EIF took effect from 10 November 2025. The areas for improvement identified at the school's graded inspection and subsequent monitoring inspection have been cross-referenced to the relevant evaluation areas in the inspection toolkit for consideration on this monitoring inspection.

The purpose of this monitoring inspection was not to determine grades for any of the evaluation areas set out in the school inspection toolkit. The purpose was to identify and report on the school's progress in addressing priorities for improvement since the school's previous inspection.

Since the last inspection, the structure of the senior leadership team has changed, and a number of new senior staff have been appointed.

During this inspection, meetings were held with the headteacher and other senior leaders, the chief executive officer of the trust, other staff, trustees and governors to discuss the actions that have been taken to improve the school since the most recent graded inspection.

Lead inspector

Nyree Parker

His Majesty's Inspector

Team inspectors

Michael Wilson

Ofsted Inspector

Debbie Ridley

Ofsted Inspector

Teresa Roche

Ofsted Inspector

Carey Ayres

Ofsted Inspector

About this school

School capacity

907

Number of pupils on roll

1041

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