

# Inspection of Lady Manners School

Shutts Lane, Bakewell, Derbyshire DE45 1JA

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Inspection dates: 10–11 March 2020

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Sixth-form provision	<b>Good</b>
Previous inspection grade	Good

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

Pupils are proud that they attend Lady Manners School. They enjoy positive relationships with each other and staff. They appreciate the support, guidance and care that they receive from their teachers. Pupils know that they have many people to turn to if they need help or advice. Pupils do not think that bullying is a problem in their school. They said that they have faith in their teachers should any issues arise. Pupils feel safe in school.

Pupils enjoy school. They have lots of opportunities to widen their learning outside of the school's curriculum. Staff support pupils to extend their interests or to pursue individual talents. Most, including those with special educational needs and/or disabilities (SEND), regularly attend and enjoy the many clubs and societies that are on offer. From the 'All about me' club to Zumba, there is something on offer for everyone.

Pupils, and students in the sixth form, are confident and develop high aspirations. They appreciate the efforts of their teachers and the good quality of education that they receive. They know that their teachers want them to do well. Pupils experience a broad curriculum. They receive effective careers education to make well-informed choices about their next steps.

The school behaviour policy works well. Staff have high expectations and pupils understand and follow the rules. They behave well in lessons and at social times. Pupils and students in the sixth form are respectful of staff and of their peers. Exclusions are rare.

Pupils appreciate the enthusiasm with which leaders, including the new headteacher, are working to further improve their school.

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

Leaders know the school's strengths and weaknesses. They focus on the right priorities. Staff and senior leaders said that they feel re-energised under the new leadership. There is a real 'buzz' among the staff. They focus closely on ensuring that all pupils receive a high quality of education.

There are lots of opportunities for pupils to widen their experiences and extend their cultural capital. Pupils visit other countries and host visits from pupils from abroad as part of the international school award. They routinely play sport, get involved with music and the arts, debate, campaign and influence change. The environmental council works hard to improve the school environment. For example, they have planted trees and work with leaders to reduce the amount of plastic in school.

Leaders have ensured that the curriculum is ambitious for all pupils, including students in the sixth form. The curriculum is constantly evolving in consideration of

the needs of pupils and the local rural community. For example, the number of vocational qualifications is set to increase.

Leaders have thought carefully about the knowledge they wish pupils to acquire. They have put on training for staff to ensure that they implement the curriculum effectively. Most teachers are subject specialists. Those teachers who are not specialists receive high-quality training and support. Teachers ensure that pupils build on their knowledge and deepen their understanding. Teachers help pupils to make connections between the subjects that they study. This helps pupils to know more and remember more over time.

Pupils, including those with SEND, achieve well in many of the subjects that they study. In some lessons, teachers do not recognise all the steps that pupils need to move on. This means that some pupils' and students' learning gaps are not fully addressed.

Reading is a key priority. Pupils who struggle with reading receive expert help from staff. Students in the sixth form are proud of the 'buddy reading' they do with younger pupils. Pupils improve their reading fluency and build positive relationships with their 'buddies'. The library is well resourced and is well used. Pupils said that staff 'help make reading fun'.

The quality of education in the sixth form enables students to achieve at high levels. Those who need to re-sit their English and mathematics GCSEs are well supported to do so. Staff support students to make decisions about their next steps in education, training or employment. Sixth-form students are good role models for other pupils. There is a positive culture of respect between students and their teachers. Routines to make sure that students sign in and out of school are not consistently followed. Students' work experience is not as meaningful as it could be.

Pupils' attendance has improved but remains a priority for leaders. Some disadvantaged pupils do not attend as well as they could. Year 13 students do not attend as well as students in Year 12.

Leaders consider staff well-being and workload. Staff feel well supported. Many said that they are proud to work at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have created a culture of vigilance. Staff receive high-quality training and they are keenly aware of the actions needed if a pupil has a concern and needs help. The designated safeguarding leader is skilled and has a strong team. The family and student support workers liaise with external agencies, families and feeder primary schools to address concerns quickly.

Ensuring pupils' positive mental health and well-being is a key priority for staff. The school is a centre of excellence for the National Health Service project 'Changing lives'. Mental health specialists are based on the school site and work with pupils.

The curriculum teaches pupils to keep themselves safe in different situations, for example when online and being aware of the issues of county lines.

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

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

- Some pupils, and students in the sixth form, find aspects of the curriculum a difficult challenge. Their starting points are not always well understood or their gaps in learning accurately addressed. Leaders must make sure that the curriculum meets the needs of all pupils and sixth-form students.
- Some of the systems implemented in the sixth form are not sufficiently tight. Some students fail to sign out when they should. Some do not go on meaningful work experience. Year 13 attendance is not as strong as that in Year 12. Leaders must make sure that these aspects of the sixth form are more effectively managed.
- Leaders' actions have improved pupils' attendance, but some pupils still do not attend as well as they could. Leaders must ensure that pupils' attendance further improves.

## **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 Ofsted Parent View information 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	112996
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10110086
<b>Type of school</b>	Secondary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	1,309
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Coe
<b>Headteacher</b>	Gary Peat
<b>Website</b>	<a href="http://www.ladymanners.derbyshire.sch.uk">www.ladymanners.derbyshire.sch.uk</a>
<b>Date of previous inspection</b>	15 May 2018 under section 8 of the Education Act 2005

## Information about this school

- The headteacher joined the school in April 2019
- The school uses the following alternative providers: NTAS, Whirlow Hall Farm, Chesterfield Football Club, REAL and OOST.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher and other senior leaders. We also met with the chair, vice chair and members of the local governing body.
- We undertook deep dives in English, science, history and personal, social, health and economic education. These deep dives consisted of meeting with curriculum leaders, visiting lessons, examining pupils' work and meeting with teachers and pupils from the lessons visited. We also visited lessons and looked at curriculum plans for a range of other subjects, including in the sixth form.

- We met with the designated safeguarding leader. We scrutinised a range of documents related to safeguarding, the school's single central record and the school's system for monitoring safeguarding concerns.
- We met with groups of staff and with pupils, including students from the sixth form.
- We considered the 210 responses to Ofsted's online survey, Parent View, the 76 responses to the staff survey and the 43 responses to the pupil survey. We considered the contents of an email from a parent.

### **Inspection team**

Jayne Ashman, lead inspector	Her Majesty's Inspector
Tanya Wiles	Ofsted Inspector
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