

Lady Manners School

Inspection report

Unique Reference Number	112996
Local Authority	Derbyshire
Inspection number	363802
Inspection dates	10–11 February 2011
Reporting inspector	David Muir HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Secondary
School category	Foundation
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1520
Of which, number on roll in the sixth form	352
Appropriate authority	The governing body
Chair	David Coe
Headteacher	Duncan Meikle
Date of previous school inspection	21 May 2008
School address	Shutts Lane Bakewell DE45 1JA
Telephone number	01629 812671
Fax number	01629 814984
Email address	secretary@ladymanners.derbyshire.sch.uk

Age group	11–18
Inspection dates	10–11 February 2011
Inspection number	363802

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by one of Her Majesty's Inspectors and five additional inspectors. Inspectors observed 42 lessons and 42 teachers were seen. Meetings were held with two groups of pupils, the chair and another member of the governing body, and various members of staff. Inspectors observed the school's work and looked at a variety of documents, including the school's strategic improvement plan, the school's data and its analysis, and the school's self-evaluation form. They analysed inspection questionnaires returned by pupils, staff and 493 from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What is the school doing to improve outcomes across the board, but particularly related to lower-ability groups and pupils on school action?
- What is the impact of the post-16 provision on outcomes for students?
- Does the school use target setting and assessment information appropriately to inform teaching and learning, measure achievement and to close any gaps in achievement?
- How effective are middle leaders in contributing to school improvement?
- How robust and effective are the school's procedures for monitoring and evaluation?

Information about the school

This is a larger than average school. It was awarded specialist music status in September 2010. The school is situated on the edge of Bakewell and serves a mainly rural community. A lower than average proportion of students has special educational needs and/or disabilities and the proportion of students who have a statement of special educational needs is half the national average. The vast majority of students are White British and a very small minority speak English as an additional language.

The school has achieved several awards, including International School Award, National Healthy Schools Status, Artsmark (Silver), the Financial Management Standards in Schools and the Derbyshire Anti-Bullying Award of Excellence.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Lady Manners School provides a good standard of education. Moreover, it is improving and many areas of its work are outstanding, especially with regard to the personal development of the students. Students make good progress from their starting points. They leave with attainment which is above the national average and is rising year on year. Students who have special educational needs and/or disabilities also make good progress from their starting points. Students have positive attitudes to learning and enjoy coming to school. This is seen in the high levels of attendance. The high attendance also supports the outstanding development of workplace skills. Relationships are strong throughout the school, and it is a strikingly harmonious community.

A very large majority of students interviewed during the inspection or who completed the questionnaire confirmed that they feel safe and that bullying is rare. This was also confirmed by the views of parents and carers. Students behave well throughout the school and in lessons, but are not as active as they could be in their learning. Students' adoption of healthy lifestyles is excellent due to the level of participation in physical activities and their healthy diet choices, among other factors. The school is aware of the limitations provided by the school's catchment area to meet people from other cultures and provides extremely well planned opportunities to overcome this. Personal outcomes are supported by outstanding care, guidance and support. A particularly impressive example of this was a project related to Japan. In this, students were set a task to write about whether the dropping of the atomic bomb on Hiroshima had an overall positive or negative impact on the outcome of the war. They then went to Japan, to discuss their views with people who were more directly affected by the events.

The quality of teaching is generally good and this, alongside the well-planned curriculum, supports students' good progress. The leadership and management of teaching and learning are good. Strong monitoring systems are in place at departmental level and these have been used well to accurately identify strengths and weaknesses in teaching. For example, there are inconsistencies such as in planning for students' different needs and the provision of written feedback to students on how they can improve their work.

Most aspects of leadership and management are good, although community cohesion and the effectiveness of partnerships are outstanding. Leaders have clear strategies to raise aspirations for what students can achieve and this is evident in all areas of the school's work. Leaders know the strengths and areas for development well and procedures for monitoring performance are contributing well to improvements across the school. The accurate view that leaders have of the school, and the improvements which are evident, demonstrate that the school has good capacity to make further sustained improvements. The governing body provides good support and effective challenge in many areas of the school's work, but procedures to monitor statutory requirements are not robust enough.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

The provision and the leadership and management in the sixth form are good. Effective plans are in place to improve the provision, for example by developing the curriculum to better meet the needs of the students by introducing more vocational courses.

What does the school need to do to improve further?

- Improve the overall quality of teaching so that more lessons in the school are good or better by:
 - ensuring that all lessons have tasks and activities matched to the learning needs of all students
 - providing consistent written feedback to all students to ensure that they know how to improve their work in all lessons.
- Ensure that the governing body further develops its procedures to monitor statutory requirements.

Outcomes for individuals and groups of pupils

2

The large majority of students reach standards, in almost all subjects including English and mathematics, which are well above the national averages by the end of Key Stage 4. However, the majority of students with special educational needs and/or disabilities attain less well. The attainment of last year's Year 11 students when they arrived at the school was broadly average so, overall, they made good progress from their starting points during their time in the school. The school's tracking data, which has proved accurate over time, in addition to results from early entry examinations, indicate that students of all abilities, in all years, are making good progress towards challenging targets. This view was confirmed in the lessons observed by inspectors. Students' positive attitudes and behaviour made a strong contribution to their good and often outstanding learning overall. As a result, they achieve well during their time at the school.

Students' contribution to the school and local community is outstanding. Older students support younger ones through a range of initiatives, such as: buddying; sports' leadership; being peer tutors for Year 6 pupils; as Year 9 learning consultants and many other ways which contribute to personal development. The active school council contributes to the development of the school including influencing decisions around the school uniform and the use of the outside space. Students are also involved in performing music and drama in the local community and in raising money and awareness for charities that they themselves nominate, such as Akanksha, Lepira, Amnesty International and War Child.

The school runs a range of activities to develop students' outstanding workplace skills. These include well-thought-out work experience opportunities in Year 10 and Year 12. A range of activities is provided to develop students' economic literacy, through enterprise events, 'moneysense' workshops and many other initiatives. The school is proactive in providing opportunities for students to meet people from other cultures and backgrounds. These include a partnership with a school in a nearby city and visits to many different countries. These have promoted a strong cultural awareness among students. Students' personal and social development is significantly enhanced by the numerous leadership opportunities open to them throughout their school life. Citizenship is based on practical applications, as students are taught about how society works and are then expected to utilise this knowledge to campaign for a cause of their choice. Students research and

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

explore a range of moral and ethical dilemmas through the curriculum. Spirituality is developed through the many well-used opportunities in lessons and at other times to encourage students to reflect on their and others' experiences to help contemplate moral issues.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching seen during the inspection was good overall. In the best teaching, there are high expectations and a range of activities which link to students' different learning needs and abilities. Effective lessons proceed at a brisk pace. Teaching assistants encourage students to work independently wherever possible, with the confidence of knowing that they can rely on good-quality support if needed. This enables students with special educational needs and/or disabilities to be fully included in the lessons and make good progress. In some lessons, students are too passive and the pace of learning slows. Feedback to students is not of a consistent quality. Some provides a clear commentary about how well students are doing and how they can improve, while other feedback is minimal with too brief a comment on the quality of the work. In less-effective lessons, there is an insufficient variety of tasks to meet individual needs, resulting in a lack of challenge for pupils working at lower levels. An example of outstanding teaching seen was a poetry lesson in Year 11. All students were fully involved in analysing the tone and structure of

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

poems and were able to build on the prior learning to establish meaning in all aspects. All were fully engaged and showed an impressive understanding of how poetry works.

The curriculum is broad and well balanced, providing a wide range of guided choices from Year 8 onwards. These are matched well to students' needs through close analysis of prior attainment. The number of vocational courses has recently been expanded and now includes engineering, construction, business and music technology qualifications. The quality of the curriculum is enhanced by strong partnership arrangements with other local schools, college and training providers, for example, linked to agriculture and motor vehicle courses. The improving curriculum contributes to improved outcomes, although the school recognises that it has been important to keep developing the curriculum to meet the needs of lower-attaining students. Extra-curricular provision is of a high standard, especially in music, sports and drama, and activities and events are well attended by a high proportion of students. The strong array of partnerships is also used effectively to enhance the extra-curricular activities. The strong care, guidance and support provide outstanding information, advice and guidance at times of transition. This enables students to make very well informed choices and decisions about their future. Good-quality induction allows students to settle well into Year 7 and at other times of transition, such as moving from Year 9 to Year 10, into the sixth form and onwards into education, training or employment when they leave school. Students who are at risk of being vulnerable, are identified well and receive very well planned support to meet their needs. The partnerships throughout the school and with external agencies provide required support. This ensures that students' needs are provided for very effectively.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The leadership team, supported by an effective tier of middle managers, has developed a clear vision and climate for success and improvement throughout the school. This common sense of purpose and a 'corporate approach' have been key elements in the school's improvements since the previous inspection. Leaders work hard to raise students' aspirations and life chances. The improvement plans that are in place, and the procedures for identifying areas for development, show that leaders have an accurate view of how to continue to improve. The school places equality at the centre of its work. This is demonstrated by the way the pupils make the similar rates of progress over time. Any groups of students who start to underperform or are identified as being at risk of underachievement are closely monitored and any potential gaps in progress are closed.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Views of parents and carers are actively sought and acted upon. A large majority of parents and carers who responded to the questionnaire were very positive. The school's work on promoting community cohesion is outstanding, and the action plan shows the school's in-depth knowledge of its context, how its work fits in to the community which it serves, and how the school can promote it further at a national and international level. The school's safeguarding procedures and policies are good. All adults working with children are appropriately recruited and vetted. However the governing body do not regularly monitor the school's records related to safer recruitment. Due to the recent designation of music as the school's specialism, it is too early to judge its impact on other areas of the school, although appropriate plans are in place to develop this specialism.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Sixth form

Students make good progress, relative to their starting points, during their time in the sixth form, as evidenced by lesson observations during the inspection and the school's tracking system. Students develop their financial capability and economic and business understanding through participating in a wide range of activities, such as work experience and the Young Enterprise scheme. They contribute well to the school and the wider community by supporting younger students and participating enthusiastically in a range of charity work. Attendance is high and a large proportion of students move on to higher education. Relationships in the sixth form are strong and students particularly appreciate the support, guidance and encouragement they receive during their time there.

Overall, the quality of teaching is good. Where it is strongest, teachers' questioning of students ensures high levels of involvement and provides opportunities to develop independent research skills. The curriculum is good and there is a good and increasing range of courses available in the school and in partner providers. This provision is

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

developing well so that it increasingly meets the needs of all students. There is a strong range of extra-curricular activities available and there is a high rate of participation in these. The leadership and management of the sixth form is good. There have been recent developments in monitoring and evaluating of the quality of the provision and in the tracking of students' progress, which are having an impact on improving outcomes.

These are the grades for the sixth form

Overall effectiveness of the sixth form	2
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

Views of parents and carers

Around one third of parents and carers returned questionnaires. A very large majority of returns agree that they are happy with their children's experience at the school and that their children are happy here. A very small minority of responses related to a perception that the school does not listen to their views. The inspection found that the leadership of the school has implemented a wide range of initiatives to engage parents and carers and enhance communication between school and home and also regularly seeks their views through surveys. A small minority raised general concerns about pupils' behaviour. However, conversations with pupils, the large majority of responses from parents and carers, and inspectors' own first-hand evidence do not support these concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lady Manners School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 493 completed questionnaires by the end of the on-site inspection. In total, there are 1520 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	190	39	270	55	25	5	2	0
The school keeps my child safe	226	46	254	52	9	2	0	0
My school informs me about my child's progress	201	41	244	50	32	7	3	1
My child is making enough progress at this school	177	36	266	54	32	7	3	1
The teaching is good at this school	160	33	276	56	28	6	0	0
The school helps me to support my child's learning	125	26	257	53	82	17	9	2
The school helps my child to have a healthy lifestyle	120	25	315	64	44	9	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	197	40	234	48	21	4	2	0
The school meets my child's particular needs	171	35	260	53	32	7	4	1
The school deals effectively with unacceptable behaviour	145	30	259	53	44	9	9	2
The school takes account of my suggestions and concerns	105	21	266	54	44	9	10	2
The school is led and managed effectively	181	37	258	53	29	6	6	1
Overall, I am happy with my child's experience at this school	226	46	228	47	23	5	5	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



14 February 2011

Dear Students

Inspection of Lady Manners School, Bakewell, DE45 1JA

I am writing to you on behalf of all of the inspectors who visited your school recently. Thank you very much for making our visit very interesting and enjoyable.

We found that your school is good overall with some areas which are outstanding, especially around your personal development. This is particularly evident in the work that you do within the local community, your attendance, and the way you develop workplace skills and adopt healthy lifestyles. We also judged that your spiritual, moral, social and cultural development is also exemplary. We saw that you make good progress during your time in the school, and those of you who need extra help also make good progress due to the support you receive from the school. Overall, the care, guidance and support which you receive are outstanding, and you receive excellent advice about your future options and high-quality support to help you settle when you start school in Year 7. Your behaviour is good and you have good attitudes to learning. However, some of you need to be more active in your learning to make it more effective. The sixth form was graded as good in all of its areas.

I have asked the school to improve some things.

Improve the overall quality of teaching so that more lessons in the school are good or better by:

- ensuring that all lessons have tasks and activities matched to the learning needs of all students
- providing consistent written feedback to all students to ensure that they know how to improve their work in all subjects.

Ensure that the governing body further develops its procedures to monitor statutory requirements

Once again, thank you very much for the time you spent with us during the visit and we would like to wish you well for the future.

Yours sincerely

David Muir

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.