

Lady Manners School

Shutts Lane, Bakewell, DE45 1JA

Inspection dates 19–20 February 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Sixth form provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The clear vision of the headteacher, ably supported by the senior leadership team and governors, has led to ongoing improvements in teaching and achievement.
- Students achieve well throughout the school. The proportion of students gaining five or more good GCSE grades, including English and mathematics, is above the national average.
- Students' progress in English, geography, history, mathematics and modern foreign languages is good.
- Teachers enjoy positive and supportive relationships with students. They provide work that interests and engages most students.
- The good curriculum promotes students' spiritual, moral, social and cultural development well and prepares them successfully for life in Britain today.
- The school makes sure its systems for keeping all students safe are effective. Students feel safe. They say that they can get help if needed.
- Students are very polite and courteous. They respect their teachers and each other. Their pride in their school is evident in their smart appearance and the absence of litter and graffiti.
- Students' very good attitudes to work contribute much to their learning. They take pride in their work and behave well, both in lessons and during social times.
- The sixth form is good. Students do well at AS-level and achievement is improving in A-level subjects.
- Subject leaders make a good contribution to improving teaching and accelerating students' progress. This is raising standards across the school, particularly for the most able students.
- Governors are effective. They recognise how well the school is doing and challenge leaders to further improve teaching and achievement.

It is not yet an outstanding school because

- Gaps in attainment, between disadvantaged students and others, are narrowing but have not yet closed.
- Although their progress is improving not all disabled students and those who have special educational needs make consistently good progress.
- Students are not always challenged enough to think for themselves and to deepen their understanding.
- Some teachers do not always check that students act upon their advice in order to improve their work.

Information about this inspection

- Inspectors observed teaching and learning in 33 lessons, of which 13 were seen jointly with members of the school’s leadership team.
- Assemblies and tutorial sessions were visited. The inspection team also made short visits to lessons as part of three walks through the school to look at students’ attitudes to learning and behaviour.
- Inspectors held meetings with five groups of students and talked informally to students at breaks and lunchtimes.
- Meetings were held with the headteacher, staff, and senior and subject leaders. Inspectors also spoke to members of the governing body and representatives from the local authority.
- Inspectors looked at several documents including the school’s evaluation of its own performance, plans for improvement, policies, and records of students’ behaviour and attendance. Safeguarding documents were also scrutinised.
- The 249 responses to the online survey, Parent View, were considered. Account was also taken of the findings of recent school surveys of the views of parents and carers, and inspectors spoke to parents and carers and considered their written comments. Inspectors noted the 149 responses to the staff survey.

Inspection team

Robert Ridout, Lead inspector	Additional Inspector
Davinder Dosanjh	Additional Inspector
Alan Brewerton	Additional Inspector
Kevin Harrison	Additional Inspector
Helen Booth	Additional Inspector

Full report

Information about this school

- Lady Manners School is larger than the average-sized secondary school.
- Almost all students are White British. The proportion of students who speak English as an additional language is well below that found nationally.
- The proportion of students supported by the pupil premium, which is additional funding for students who are known to be eligible for free school meals or looked after by the local authority, is well below average.
- The proportion of students who are disabled or have special educational needs is below the national average.
- Almost 40 students in Years 10 and 11 attend part-time courses at Buxton and Leek College.
- One deputy headteacher was appointed in September 2013 and one assistant headteacher was appointed in September 2014. A new leader, responsible for disabled students and those who have special educational needs, was appointed in November 2014.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress in English and mathematics by the end of Year 11. The school also meets the minimum academic floor standards for the sixth form.

What does the school need to do to improve further?

- Improve teaching and increase students' progress by:
 - providing good and targeted support for disadvantaged students
 - consistently challenging students and moving learning on quickly when they are ready for harder work
 - checking that students act on the advice given on how to improve their work.
- Ensure all disabled students and those who have special educational needs make good progress by:
 - drawing on recent training and the best practice in the school so that teaching and planning always take account of students' needs
 - targeting available support and resources effectively.

Inspection judgements

The leadership and management are good

- The headteacher provides good leadership. His clear vision, to secure an excellent education for all, is shared by all leaders, governors and staff. Together they work to support good learning and behaviour, and to raise standards. The majority of parents express great confidence in the school.
- Regular checks on teaching and a careful analysis of students' achievement ensure that leaders have a detailed and accurate knowledge of the school's performance. They and the governors are in no doubt of what is needed to raise standards further.
- Subject leaders are reflective, self-critical and skilled in managing the areas they are responsible for. They set high expectations of their staff and maintain a strong focus on teaching and raising students' achievement. The mathematics and English teams ensure the curriculum builds well on what students know and can do. This has enabled the most able students, in particular, to make faster progress.
- The curriculum provides students with a good range of courses that matches their abilities and interests, and prepares them well for life in modern Britain. A good emphasis is placed on the development of literacy and mathematical skills. Good information and guidance help students to select the right courses to study. All students continue into education, employment or training upon leaving school.
- The school uses the pupil premium to give disadvantaged students a broad range of academic and pastoral support. It has been used successfully in raising literacy levels and promoting positive attitudes to reading, and has supported a rich and varied programme of enrichment activities for eligible students. As a result, the gaps in attainment are now closing in English and mathematics.
- A number of students are educated on part-time courses at Buxton and Leek College. Their attendance, behaviour and progress are monitored well by the school. They acquire useful personal and life skills as part of the experiences offered.
- The family atmosphere is evident in all aspects of the school's work. This ensures a strong emphasis on the promotion of equality and celebration of diversity. Students recognise and acknowledge the best in each other and themselves. Racial discrimination is very rare and not tolerated should it occur.
- The school carefully monitors the performance of students and uses the information it collects to identify where extra support is needed. However, in the past, procedures to ensure effective support for disabled students and those who have special educational needs were not always followed. As a result, a few students did not always receive the support they needed to make good progress. The school has taken action to bring about marked improvements by reviewing rigorously the way these students are supported, and by providing more training for teachers and teaching assistants.
- Students have rich and varied opportunities to develop their spiritual, moral, cultural and social understanding. The personal, social, health and education programme promotes students' good understanding of their place in the wider world. Active links with schools in Ethiopia contribute to raising awareness of the challenges people face around the world. Trips to the mosque, synagogue and the local church provide a chance to explore different religious beliefs. Assemblies promote British values and cultural diversity.
- The local authority has an accurate view of the school's performance. It makes regular, thorough checks to ensure it continues to perform well. It provides good support in further improving the quality of teaching.
- The school's arrangements for safeguarding are effective and meet statutory requirements, and it now keeps thorough records. The support of outside agencies is used appropriately to help vulnerable students. Most parents would recommend the school to others and almost all agree pupils are safe and enjoy being at the school.

■ The governance of the school:

- Governors make a good contribution to the school. They continue to develop their skills to enable them to execute their roles effectively. They consistently challenge the headteacher and leaders to secure outstanding standards in teaching and achievement.
- Governors have an accurate and detailed knowledge and understanding of the school's performance data and the quality of teaching. They understand how well the school performs against other schools. They are fully aware of the strengths and areas for improvement.
- Along with the headteacher, the governors make sure that teachers' pay rises and promotion are not automatic. They are aware of what is done to reward good teaching and how the school tackles any staff underperformance.
- Governors approve how the pupil premium funding is spent and know the impact of the school's work. They know that attainment gaps between eligible students and others are narrowing but not yet closed.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of students is good. Students are friendly, polite and very positive about their experiences in the school. They take pride in their appearance and both the presentation and the quality of their work. They arrive promptly and well prepared for their lessons.
- There is a strong sense of community in the school. Relationships with staff are good and often excellent. The general atmosphere in classes and during social time is calm, orderly and harmonious.
- Students and staff report that behaviour is good. Students approach their learning with commitment and enthusiasm for the tasks set, particularly when activities are challenging and make them think hard. They work well together and are supportive of each other and their learning. Disruptions in lessons are rare.
- The school keeps accurate records of incidents of inappropriate behaviour. There have been very few recorded incidents of a racist nature and none of homophobia. Permanent and fixed-term exclusions are extremely rare and remain well below average as a result of the effective systems used to manage behaviour.

Safety

- The school's work to keep students safe and secure is good. Students feel safe. Parents and staff agree that students are kept safe at school.
- Students are very aware of the different types of bullying that can occur. They say that bullying in any form is uncommon, and that staff usually manage any reported incidents quickly and effectively.
- Students are very aware of the different kinds of danger they face both inside and outside the school. There is a good programme to encourage students to stay safe while using the internet, particularly when using social media.
- Students who are educated on other sites attend and behave well. Records show that students are looked after well and kept safe on other premises.

The quality of teaching is good

- Relationships between teachers and their students are consistently good. Teachers have established effective routines so that little learning time is wasted. Classrooms have a positive atmosphere and teachers' enthusiasm secures students' engagement in activities.
- Teachers have high expectations of students' behaviour and the effort they should put into their work. This contributes strongly to students' positive attitudes to learning and their good progress.

- Teachers have good subject knowledge and plan work carefully so that it builds on what students already know and can do. They use a wide range of resources and strategies to engage and maintain students' interests.
- The work set for the most able students is generally well planned to enable them to attain the highest grades. In students' books some work demonstrated that some teachers did not plan activities that enabled students to consider their answers in more depth and, as a result, make more rapid progress.
- In many subjects, teachers ensure students have good opportunities to use their reading skills well and to practise writing at length with greater accuracy. Teachers pay due attention to spelling and the correct use of grammar. Students are encouraged to develop their spoken answers at length in many lessons. Teachers also place an appropriate emphasis on developing students' mathematical skills as opportunities arise.
- Teachers ask students questions skilfully and frequently to check how well they are learning and to extend their understanding of more difficult concepts. However, students are not always challenged enough to think for themselves and to deepen their understanding.
- Almost all the books seen by the inspectors had been marked regularly. Most met the school's expectation that staff offer individual guidance on how students can improve their work, to which students then respond. However, in a number of instances the guidance was too general, or had been ignored by students.
- In the past, the support for disabled students and those who have special educational needs was not always structured carefully enough to build on previous learning. As a result, some students did not make good progress. Currently, learning support assistants are better trained and better directed so that, in most lessons, they work skilfully with individuals and small groups of students, so that students' progress is improving rapidly.

The achievement of pupils

is good

- In 2014, the proportion of students who achieved five A* to C grades, including English and mathematics, was above the national average. Students attained well above the national average in mathematics and English.
- GCSE results in modern foreign languages were well above the national average in 2014. Results in history and geography were above average. The work in students' books and school assessment data show that current Year 11 students are making good progress.
- In 2014, the proportions of students who made and exceeded nationally expected progress in English and mathematics were above the national averages. The school's reliable information on students' progress indicates that Year 11 students are currently making good progress in both subjects.
- The most able students achieve well. In 2014, 94% of these students achieved at least five A* to C grades, including English and mathematics. This is higher than the national average.
- The very few students from minority ethnic backgrounds make good progress and achieve at least as well as their peers.
- Good quality support is provided to students who arrive in Year 7 working below expected levels in English and mathematics. This enables the vast majority of them to catch up by the end of the year.
- Gaps in performance between disadvantaged students and their classmates are narrowing. In 2014 in English, disadvantaged students in Year 11 attained broadly half a grade lower than non-disadvantaged students nationally. In mathematics, although the gap is closing, it is at a slower rate. In 2014, they were just over a grade behind non-disadvantaged students nationally and just over a grade behind their peers

in school. School information, supported by inspection evidence, confirms that gaps in mathematics and English are closing.

- Disabled students and those who have special educational needs are not yet making consistently good progress from their starting points. However, there is strong evidence of improvement because resources and support are now better matched to their needs. Scrutiny of their books shows that these students are responding well to teachers' higher expectations and better planning to support them. Students themselves, particularly those in Key Stage 3, commented on the improvement in their progress.
- In science, where there has been considerable instability in staffing, attainment slipped to broadly average in 2014. As a result of actions taken by school leaders, this is being addressed quickly. School data reveals that current students are making more rapid progress.
- The school has entered students early for GCSE examinations in English and mathematics in the past. This policy did not limit the progress of students because any individual who did not reach their challenging target repeated the examination in the summer of Year 11. The practice of early entry will no longer operate for students currently in Year 11.
- The 2014 nationally published data for schools' performance are based on the grades gained in the first examination taken and do not include resits. When the outcomes of the re-takes are taken into account the overall profile of students' attainment is much better.
- Students who are educated on other sites for part of their education complete their GCSEs and work-related qualifications successfully. This ensures they are well prepared for further education, or employment.

The sixth form provision

is good

- The sixth form is good and improving. Students on AS-level courses achieve well above national averages. A-level achievement was much better in 2014 than in 2013. All students who started without a GCSE grade C in English or mathematics achieved it during their sixth form years.
- Students' attendance is very high and their behaviour is good. Students readily work with others and show high levels of concentration, which helps them learn effectively. Sixth-form students are good role models for younger students. They feel very safe and believe they get good support from staff.
- Teaching is highly structured. Teachers challenge students to reach high standards, but there are occasions when more could be demanded of them. As a result students make good rather than outstanding progress.
- A high proportion of students continue into Year 13, and all students in Year 12 complete their Level 2 qualifications. As a result, all students progress to employment, training or other educational routes. A large number go on to the prestigious 'Russell Group' universities.
- Leadership of the sixth form is effective. This is shown by the improvements secured in recent years. Leaders track students' attainment and progress well and take action to address any underperformance.
- Leaders are aware that standards are not yet as high as they could be in every subject. Actions taken to improve the quality of teaching further, although bringing considerable improvements, have not yet resulted in high A-level results in all subjects.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	112996
Local authority	Derbyshire
Inspection number	453306

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	1469
Of which, number on roll in sixth form	298
Appropriate authority	The governing body
Chair	David Coe
Headteacher	Duncan Meikle
Date of previous school inspection	10 February 2011
Telephone number	01629 812671
Fax number	01629 814984
Email address	info@ladymanners.derbyshire.sch.uk

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