

# Inspection of a school judged good for overall effectiveness before September 2024: Lady Manners School

Shutts Lane, Bakewell, Derbyshire DE45 1JA

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Inspection dates:

11 and 12 February 2025

## Outcome

Lady Manners School has taken effective action to maintain the standards identified at the previous inspection.

## What is it like to attend this school?

Pupils enjoy attending this welcoming and caring school. The school has high expectations of what pupils can achieve and how they should behave. The school's values of 'aspire, include and thrive' help pupils to understand what is expected of them. They meet these expectations, and most make excellent progress through the curriculum. Students in the sixth form achieve extremely well.

The school is calm and orderly. Most pupils' behaviour is exemplary. They behave well in lessons and at social times. Students in the sixth form have excellent attitudes to their learning. Pupils are proud to be rewarded for meeting the school's expectations. There are positive relationships between pupils and staff. If pupils have any worries, they know that they have many staff to talk to. Pupils appreciate the support they receive for their mental health and well-being.

The school provides a wide range of extra-curricular activities that develop pupils' talents and interests. Pupils make excellent use of these. They enjoy taking part in school productions and the Duke of Edinburgh Award scheme. Many pupils participate in clubs such as chess, drama, dance, zoo keepers and the farming club. Students in the sixth form are proud to support younger pupils by being reading buddies.

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

The school has designed a broad and ambitious curriculum for pupils. The number of pupils who study the English Baccalaureate subjects at GCSE has increased significantly over the past few years. The school has broadened the range of vocational subjects and academic qualifications available to pupils and students in the sixth form. These courses meet the needs of pupils. Pupils, including disadvantaged pupils, achieve exceptionally

well in most subjects at key stage 4. Students in the sixth form benefit from an improved curriculum. As a result, by the end of their studies, students in the sixth form perform highly in public examinations.

Teachers have good subject knowledge. Most teachers deliver the curriculum very well. They benefit from high-quality professional development that helps them to teach the curriculum effectively. They explain new learning clearly. They use effective questioning techniques to engage pupils and to deepen their understanding. Most teachers check pupils' understanding well so that gaps in learning or misconceptions are identified and addressed. However, not all teachers do this well. Furthermore, some teachers, at times, do not ensure pupils use punctuation correctly or spell keywords accurately. As a result, some pupils do not learn as well as they could.

The school has prioritised reading. Pupils who need extra help to gain the skills and knowledge to read receive well-thought-out support. This helps them improve their reading so that they can access the curriculum. In key stage 3, pupils read regularly in lessons, which supports them in developing a love of reading.

The school accurately identifies the needs of pupils with special educational needs and/or disabilities (SEND). It ensures that staff have the information and guidance they need to meet the needs of these pupils. Most staff use this well and provide additional support so that these pupils can access the curriculum and achieve well.

The school has ensured that an effective system is in place for supporting pupils to behave well. Pupils have highly positive attitudes to learning. The school supports pupils who need to improve their attendance effectively. The number of pupils who are regularly absent from school has reduced significantly. Most pupils have high attendance.

The school's work to promote pupils' broader development is exemplary. Pupils receive regular and informative advice on careers and further education. This excellent work starts in Year 7. For example, pupils learn about apprenticeships and degree courses. Pupils and students in the sixth form are provided with effective careers advice. This helps them to make informed choices about their next steps. Pupils learn about healthy lifestyles and relationships. They have an impressive understanding of the importance of fundamental British values and equality. They know to treat others, however different from them, with respect. Pupils learn about different religions, online safety and the dangers of drug and alcohol abuse. Pupils are exceptionally well-prepared for life in modern Britain.

The school is well-led and managed. School leaders have ensured that the school continues to improve aspects of its work. They are determined that pupils benefit from the best possible education. Staff are proud to work at the school. They appreciate how leaders are considerate of their workload. Governors provide highly effective support and challenge to the school. They fulfil their statutory duties very well.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- On occasion, the school does not make sure that some teachers deliver the curriculum well. For example, some teachers do not check and then support pupils' understanding well or ensure that pupils spell keywords correctly and use correct punctuation. This means that some pupils do not learn as well as they could. The school should ensure that all teachers have high expectations of the work that pupils produce and that teachers check pupils' understanding carefully to inform teaching of the curriculum.

## **Background**

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in March 2020.

## **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 special educational needs and/or disabilities (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>	112996
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10371739
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Foundation
<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>	1398
<b>Of which, number on roll in the sixth form</b>	231
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Chasca Twyman
<b>Headteacher</b>	Gary Peat
<b>Website</b>	<a href="http://www.ladymanners.derbyshire.sch.uk">www.ladymanners.derbyshire.sch.uk</a>
<b>Dates of previous inspection</b>	10 and 11 March 2020, under section 5 of the Education Act 2005

## Information about this school

- The school uses four 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.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors spoke to the headteacher, the deputy headteachers and other senior leaders.
- The lead inspector met with the chair of the governing body and other governors.
- Inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- 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 considered the responses to Ofsted's staff survey and Ofsted Parent View, including the free-text responses.
- Inspectors spoke to pupils and observed pupils' behaviour during lessons and at social times.

### **Inspection team**

Paul Halcro, lead inspector

His Majesty's Inspector

Damian Painton

Ofsted Inspector

Mike Pride

Ofsted Inspector

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