

# Inspection of Duke of Norfolk Church of England Primary School

Royle Avenue, Glossop, Derbyshire SK13 7RD

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Inspection dates: 5 and 6 October 2021

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Early years provision

**Good**

Previous inspection grade

Requires improvement

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

Pupils enjoy coming to school and feel safe. Leaders help pupils to take responsibility for their actions and understand consequences. The school teaches pupils to be kind, respectful and tolerant. Pupils learn to use manners well. They learn to work together. Older pupils use debate to express their opinions and listen to the views of others.

All adults in school use a consistent approach to ensure that behaviour is well managed. When pupils need additional support to manage their behaviour, leaders ensure that it is in place. Pupils say that bullying is rare. They know which trusted adult in school to speak to about any worries.

Pupils appreciate the different ways in which leaders enhance the curriculum. They enjoy going on visits that help them to learn about the wider world and different communities. Pupils learn what it means to be healthy, including an appreciation of their mental health.

Leaders know the pupils and their families well. Parents and carers appreciate the support leaders put in place for their children. A typical parental comment was, 'The whole teaching staff are so dedicated to their pupils' educational and emotional well-being'.

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

The new leadership team has started to prioritise curriculum training. It has not yet ensured that the curriculum in all subjects is well planned and delivered. Leaders' plans to improve the curriculum have been delayed by COVID-19 (coronavirus).

The curriculum in mathematics is well planned and sequenced. Teachers identify the small steps needed to ensure that all pupils, including those with special educational needs and/or disabilities (SEND), know and remember more over time. However, this is not the case in all subjects. In the wider curriculum, leaders have not identified clearly what pupils need to know from early years to Year 6. Some curriculum plans have been developed. However, these do not always help teachers to understand how to support pupils who may have gaps in their knowledge and understanding. Leaders do not check that pupils are gaining knowledge specific to a subject.

Leaders have introduced a new reading programme. Staff have received training on how to use the programme. Leaders regularly check the sounds that pupils know and remember. However, pupils at the early stages of reading do not practise sounding out words often enough. They do not have reading books that match the sounds they know. Leaders have taken steps to improve reading. They have not yet checked that the actions they have taken are improving the reading skills of those pupils who are struggling with reading.

Leaders help pupils to develop a love of reading. They have developed a new library, and ensure that all pupils have access to high-quality books at home and school. Teachers share daily stories as part of '10 magical minutes', and adults read to pupils as part of the forest-school activities. Pupils enjoy being read to. They say that it helps them to imagine they are 'in the book'.

Children in early years settle well at school. They develop secure relationships with staff. Children improve their vocabulary quickly because adults check their language in all activities. Adults ensure that pupils practise reading the sounds they know in all areas of learning. For example, children identified sounds chalked on the ground and washed them away after they had been checked by an adult. The environment has plentiful opportunities to develop children's mathematical knowledge.

The special educational needs and/or disabilities coordinator (SENDCo) ensures that resources and external agencies are used effectively to support pupils with specific needs. However, curriculum plans are not detailed enough to ensure that pupils with SEND know more.

Leaders provide a range of opportunities for pupils to learn different musical instruments and to take part in sports. They make sure that pupils learn about a range of faiths and cultures. Leaders promote positive role models, including people with disabilities. Pupils enjoy opportunities to take on responsibilities in school.

Leaders have developed a strong sense of teamwork and collaboration throughout the school. Staff say that leaders support them well. Early career teachers are well supported, particularly in managing behaviour. Governors support and challenge leaders, particularly in the areas of reading, writing and mathematics. This is not the case in other curriculum areas.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that keeping pupils safe is their highest priority. All staff receive safeguarding training and regular updates to ensure that pupil safety is paramount. Staff are confident in how to report concerns. Leaders respond to concerns quickly and challenge external agencies, so that the right support is put in place for pupils and families. Leaders ensure that attendance is monitored rigorously.

Visits to the school by organisations such as the fire service, the police and the National Society for the Prevention of Cruelty to Children also help pupils to understand how to stay safe on- and offline.

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

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

- The weakest readers do not receive effective support to help them to use their knowledge of sounds to read words. For pupils at the early stage of reading, books do not match the sounds that pupils have learned. As a result, these pupils do not quickly develop the knowledge and skills required to become successful readers. Leaders should ensure that pupils at the early stages of reading get effective support and are able to practise reading words regularly.
- The curriculum does not consistently identify the subject-specific knowledge that pupils, including pupils with SEND, should learn. Curriculum plans do not take account of what pupils have learned in early years. Plans are not clearly sequenced to help teachers identify gaps in pupils' knowledge. Therefore, pupils do not receive precisely focused teaching that enables them to know more and remember more as they progress through the school. Leaders should ensure that the curriculum sets out what pupils should know in all subjects, and in what order, from early years to Year 6.
- Curriculum leadership is in the early stages of development in some subjects. Some curriculum areas are led by inexperienced staff. Consequently, those leaders do not have a strong overview of their subjects and lack the expertise required to drive improvement. Leaders, including governors, should ensure that subject leaders receive the necessary support and training. They need to ensure that leaders have the knowledge and confidence to check on the impact of the curriculum on pupils' learning, including for those pupils with SEND.

## 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.

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>	112868
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10200010
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	316
<b>Appropriate authority</b>	Derbyshire
<b>Chair of governing body</b>	Peter Parkin-Child
<b>Headteacher</b>	Esther Bland
<b>Website</b>	<a href="http://www.dukenorfolk.co.uk">www.dukenorfolk.co.uk</a>
<b>Date of previous inspection</b>	23 November 2017, under section 5 of the Education Act 2005

## Information about this school

- This is a voluntary-controlled Church of England school.
- Since the last inspection, a new headteacher has been appointed. There have been significant changes in governance. Leaders have established a new leadership structure.

## Information about this inspection

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

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders, and have taken that into account in their evaluation.

- Inspectors met with the headteacher, curriculum leaders, the SENDCo, the early years leader and leaders for behaviour and attendance. Meetings were also held with leaders responsible for sports funding and funding related to catch-up and disadvantaged pupils.
- Meetings were held with representatives of the local governing body.

- Curriculum plans for early reading, mathematics, history, French, science, physical education and personal, social, health and economic education were discussed. The inspection team visited lessons, spoke to teachers and pupils, and looked at examples of pupils' work.
- Lessons delivered through remote learning were sampled.
- Information on attendance, and behaviour logs and safeguarding records were analysed. Meetings with leaders and different staff across the school were held to discuss the safeguarding of pupils.
- Pupil behaviour was considered at various times of day, including breaktime, lunchtime, and in the breakfast and after-school clubs.
- The views of parents, pupils and staff shared through the Ofsted surveys and by meeting parents during the inspection were also considered.

### **Inspection team**

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