

Inspection of Duckmanton Primary School

West Crescent, Duckmanton, Chesterfield, Derbyshire S44 5HD

Inspection dates: 22 and 23 November 2022

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Duckmanton Primary is a caring, happy school. Leaders describe the school as an 'oasis' for the children. Pupils say that their teachers are supportive, kind and encouraging.

Leaders have high expectations and want pupils to achieve well and become well-rounded citizens. They achieve this goal. The school's '3 Rs' (remember manners, respond quickly to instructions and respect everyone and everything) are central to life in school. Pupils are keen to receive the school's coveted rewards for making good choices, such as the 'truly trusted' badge.

Pupils' behaviour and attitudes are excellent. They are respectful, well-mannered and polite. Bullying is not tolerated. It happens rarely.

Pupils enjoy opportunities to experience wide-ranging responsibility and leadership roles, including being mini-leaders, animal monitors or being on the school council. Pupils spoke about how these roles 'help the headteacher, who doesn't have to handle it all by herself'. They develop pupils as responsible, caring individuals.

Parents and carers are extremely positive about the education their children receive. One view shared by many was: 'My child is in safe hands, with experienced staff who also have gentle and kind hearts.'

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

Staff work as a team. They are dedicated to providing a high-quality education for their pupils. They have high expectations of all pupils and understand how to adapt resources to enable all, including pupils with special educational needs and/or disabilities (SEND), to flourish.

Teachers have good subject knowledge. In lessons, teachers use assessment frequently to check how well pupils have understood and remembered new learning. Teachers use this information to address pupils' misconceptions. Teachers make sure that pupils have time to revisit their learning. In mathematics and English lessons, pupils also know that they can self-assess as 'red', which means that they will get support that day to enable them to progress.

Most teachers deliver the curriculum effectively. They present information clearly and choose activities that help pupils to learn. However, this is not always the case. Sometimes teachers do not match the work they set well enough to pupils' abilities and prior knowledge.

Leaders are ambitious for pupils with SEND. They make sure that pupils can access the same ambitious curriculum as everyone else. They identify these pupils' needs

and provide teachers with the information they require to support these pupils in their learning. Pupils with SEND learn well.

Leaders prioritise reading in the school. In the early years and key stage 1, daily phonics sessions help pupils to learn sounds quickly. Pupils read books that match the sounds they know. Leaders use a systematic approach to teaching phonics, and all staff are trained to use this system. Staff support children in 'the nest' class (nursery education in school for two-year-olds) with activities that prepare them well for phonics in Reception. Staff encourage pupils to read often and are quick to spot any pupils who may need extra help to keep up. Classrooms include 'reading trees' that start bare, then grow and blossom as a leaf is added for each book pupils read.

Relationships are very positive between children and adults in the nursery and early years. Leaders provide an engaging environment inside and outside the classroom. There is a sharp focus on children's communication and language. For example, in mathematics, adult-led activities target and develop mathematical vocabulary.

There is a consistent approach to managing behaviour across the school. Staff understand pupils and their individual needs. Behaviour is exemplary. Pupils behave with maturity and integrity. This has not happened by accident. Teachers talk intelligently to pupils about behaviour. Pupils show genuine respect and support for one another.

There is an impressive programme of personal, social and health education. Pupils learn about different faiths and cultures. They know that everyone is equal. The school's focus on educating pupils about their rights and responsibilities is impressive. Pupils are very well prepared for life in modern Britain.

Staff provide pupils with an extensive range of experiences to enrich learning. Pupils take part in many clubs. They are introduced to new experiences, such as varied sporting and creative activities.

The school is well led. Leaders put pupils at the centre of everything they do. Governors and leaders know the school very well. Governors provide effective support and challenge. Leaders consider staff's workload and support their well-being. Staff feel happy and well supported.

Safeguarding

The arrangements for safeguarding are effective.

Leaders take their safeguarding responsibilities very seriously. There is a strong culture of safeguarding, and effective systems are in place to keep pupils safe. Staff receive regular and appropriate training. This helps to ensure that staff are alert to any problems pupils may face. Safeguarding records are well maintained. Leaders take prompt action in response to any concerns. Leaders make appropriate referrals to outside agencies to secure the help that vulnerable pupils need. Any necessary actions are followed up without delay.

Pupils learn how to keep themselves safe. This includes online safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some teachers do not always ensure that the work that pupils complete is set at the right level for all pupils in the lesson. When this is the case, pupils can be doing work that is too easy for them, or complete work quickly, so that they are waiting for more work to be provided. Leaders should ensure that the content is suitable to the ambition of the curriculum, and well matched to pupils' needs.

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](#)' 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

Unique reference number	112630
Local authority	Derbyshire
Inspection number	10227838
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	184
Appropriate authority	The governing body
Chair of governing body	Sarah Scarborough
Headteacher	Sarah Chadwick
Website	www.duckmantonprimary.co.uk
Date of previous inspection	16 March 2017, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative educational providers.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors deep dived into the following subjects: early reading, mathematics, physical education and history. For each deep dive, inspectors discussed the curriculum with curriculum leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- Inspectors considered the range of documents that the school keeps with regard to safeguarding. They spoke with pupils, staff and governors about safeguarding arrangements.

- Inspectors met with governors. They took into account the views expressed through Ofsted Parent View.
- Inspectors spoke with groups of staff. They also took into account the views shared through the survey for staff.

Inspection team

Dawn Ashbolt, lead inspector

His Majesty's Inspector

Jay Virk

Ofsted Inspector

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