

# Inspection of Duke of Norfolk CofE Primary School

Royle Avenue, Glossop, Derbyshire SK13 7RD

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Inspection dates: 25 and 26 June 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

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

Pupils are excited to attend this school every day and learn new things. They know that demonstrating the school's values and trying their best will be rewarded with house points. There are ample pupil-leadership responsibilities so that pupils can contribute to the school more widely. Class ambassadors are on hand to welcome visitors into each class, and play leaders ensure that nobody gets left out during break and lunchtimes.

Pupils value the close bond they form with staff. The inclusive culture at this school ensures that each pupil, including pupils with special educational needs and/or disabilities (SEND), gets the support they need to achieve. Pupils know the trusted adults they can speak to about any worry or a concern. Pupils feel safe, valued and happy.

The forest school provision brings parts of the curriculum to life for all pupils. For example, key stage 1 pupils learn about the risk of prolonged sun exposure, while using their skills to build lean-to shelters. The provision helps pupils manage risk as well as becoming more resilient.

Children in the early years benefit from the care they receive. Adults use their precise understanding of the curriculum and knowledge of each child to help children learn through purposeful play. Children are well prepared for the next stage.

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

The curriculum is broad. Ambitious curriculum goals are broken down into the vocabulary, knowledge and skills that pupils should acquire in each year of education from the early years foundation stage to Year 6. Teachers use these plans consistently in each class to help pupils build on what they know. Teachers do not always teach subject-specific vocabulary well. This means pupils are not supported to use this vocabulary accurately, particularly in their writing.

Teachers have a strong grasp of the curriculum. They use questions to check that pupils are learning. They help pupils make links between learning in one subject to previous learning in another. For example, when Year 6 pupils undertake a scientific investigation looking at the links between a person's height and arm span, they consider what they already know about how children develop from their learning in personal, social, health and economic (PSHE) education lessons. This helps pupils connect learning.

Teachers make necessary changes to teaching materials to help pupils with SEND access the same learning as their peers. Activities are well matched to the intended curriculum so that all pupils successfully know and remember more. However, there are also times when the activities that are chosen limit some pupils who are capable of learning more.

The school prioritises reading. Children start to learn the sounds that letters make as soon as they start in the Reception Year. Pupils read widely and often. Younger pupils read books that are closely matched to the sounds they know. This helps them become speedy readers. Older pupils who are at earlier stages of reading get the support they need through well-planned interventions. The 'reading café' is an opportunity to get parents and carers involved with reading with teachers and pupils. Older pupils continue to read widely and often. Year 6 pupils talk about their recent class text 'The Colour of Hope' and how it has allowed them to reflect, using their own beliefs, on the key messages highlighted. Pupils develop a love and appreciation of reading.

There are ample opportunities for pupils to develop their talents and interests. Pupils participate in a wide range of sports clubs. Some pupils have developed an interest in entrepreneurship by attending the enterprise club. Pupils' character is developed through the school's new 'RREACH' (respect, resilience, equity, ambition, compassion and honesty) values. The school ensures that it develops each pupil as a well-rounded person, ready to take their place in society.

The school is calm and orderly. Pupils know that any poor behaviour will not be tolerated and that they must adhere to a code of conduct. Pupils are confident in reporting any issues of poor behaviour. They know that staff will deal with these appropriately. The school takes intelligent action and uses bespoke behaviour plans to support some pupils who need help to achieve the school's high expectations of behaviour.

Staff are proud to work here. They put the best interests of pupils at the heart of the work they do. Staff know leaders consider their workload and well-being as they drive forward new initiatives. Governors show a firm commitment to the school and have due regard for their statutory responsibilities.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- On occasions, teachers do not teach subject-specific terminology explicitly enough. Pupils do not use this vocabulary well, particularly when they are writing in foundation subjects. The school must ensure that teachers teach subject-specific vocabulary with more precision, and plan for opportunities for pupils to use this vocabulary.

- Some teaching activities do not allow pupils who can move further ahead in their learning, to do so. The depth of learning for some pupils can be limited in a few subjects. The school must ensure that teachers use activities to cater for pupils who are capable of learning more.

## 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>	112868
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10298392
<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>	315
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Tom Plant
<b>Headteacher</b>	Esther Bland
<b>Website</b>	<a href="http://www.dukenorfolk.co.uk">www.dukenorfolk.co.uk</a>
<b>Date(s) of previous inspection</b>	5 – 6 October 2021, under section 5 of the Education Act 2005

## Information about this school

- The school does not make use of any alternative provision.
- The school operates a nursery provision for 3- to 4-year-olds.
- The school received its Statutory Inspection of Anglican and Methodist Schools (SIAMS) inspection in March 2024

## Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors held various meetings with the headteacher, curriculum leaders and the special educational needs coordinator. The lead inspector also met with a group of governors, including the chair.
- Inspectors carried out deep dives into reading, mathematics, physical education and history. Inspectors discussed the curriculum with leaders, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at a sample of pupils' work.
- Inspectors also considered some other subjects: English, art, science, geography and religious education. They evaluated the curriculum plans, visited some lessons and looked at pupils' work.
- An inspector looked at pupils' education, health and care plans and other individual education plans, as well as discussing the provision for selected individuals when considering the support for pupils with SEND.
- Inspectors considered a wide variety of school documents, including the school's self-evaluation document and development plans.
- To evaluate the effectiveness of safeguarding, the 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 took note of the responses received on Ofsted's online survey, Parent View, and considered the results of the staff survey. Inspectors met with pupils and parents to gather their views.

## **Inspection team**

Rakesh Patel, lead inspector	His Majesty's Inspector
Rebecca Thompson	Ofsted Inspector
Michelle Thompson	Ofsted Inspector

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