

# Inspection of Duke Street Primary School

Duke Street, Chorley, Lancashire PR7 3DU

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Inspection dates: 2 and 3 November 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

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

Pupils at Duke Street achieve well. This is because leaders and staff are ambitious for all pupils, including pupils with special educational needs and/or disabilities (SEND), to become skilful, knowledgeable learners. Pupils value their learning and frequently told inspectors that 'teachers make learning fun'. Pupils benefit from their regular class trips to places of interest in the local area.

Staff are quick to identify pupils' unique abilities, including through the annual 'Duke Street's Got Talent' competition. Pupils at the school find it easy to make friends. Whenever pupils feel sad or frustrated, staff quickly spot this and provide help, including by offering pupils time with staff in the calm of the Sunshine Room.

Pupils, and children in early years, behave well in classrooms and around the school. They are polite and respectful. Pupils with SEND, including those in the Acorn Class, feel fully part of life at the school. Pupils told inspectors that staff model respect for people who are disabled.

Pupils enjoy several roles in helping leaders to improve the work of the school. For example, pupils in the Green Team help to look after the school environment. Pupils gain much benefit from attending extra-curricular clubs. For instance, the karaoke club's singing of 'Sweet Caroline' serenaded the inspectors one day as they ate their lunch.

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

Leaders have acted thoughtfully and carefully to overcome the many challenges that COVID-19 has caused for the school community. For example, they have given lots of attention to enhancing how pupils, parents and carers and staff feel about themselves. Leaders have also ensured that the development of the school's curriculum has continued at pace. Teachers focus successfully on helping pupils to reduce any new gaps in their learning.

Staff complete lots of worthwhile training. Subject leaders and leaders of different aspects of the school, such as SEND, have been able to improve their work effectively. Leaders have successfully inspired teachers to refine the subject curriculums to become more locally relevant, for example by better using the rich diversity of places, artists, authors and scientists from the local area.

Leaders have developed the curriculum so that pupils, including those with SEND, engage in memorable learning. Children in the Reception classes develop secure foundations on which to build their future learning. Throughout the school, teachers use assessment information well to shape teaching. An example is the revisiting of concepts within lessons when pupils have not grasped new learning.

Leaders have correctly identified the need to further refine their curriculum thinking in a small number of subjects. Some curriculums are less clear about the knowledge that teachers will teach and assess. This reduces teachers' certainty that pupils know and remember all the essential information that they need.

Pupils and staff at this school love reading. Leaders establish many celebratory events to promote reading as well as meaningful ways to introduce pupils to new literature, such as by minority ethnic authors. This approach includes the popular and well-used book-vending machine in the school hall. Leaders have introduced a new phonics programme, along with extensive staff training, support and phonically decodable reading books. Teachers prioritise extra help for those pupils whose reading skills are weaker. This has resulted in pupils progressing well in phonics and viewing themselves as readers. Older pupils, including those who speak English as an additional language, read confidently and ably.

Leaders make sure that teachers quickly identify and assess the needs of pupils with SEND. Leaders ensure that all pupils with SEND achieve well and learn the same curriculum as other pupils. Pupils with SEND who spend time in the Acorn class flourish because of the expert support that they receive from highly trained staff.

Leaders have established a clear set of expectations for behaviour that pupils understand and follow. On the few occasions that some pupils' attention wanes in lessons, this has little impact on other pupils' ability to complete their work.

Leaders and staff prepare pupils successfully for their future lives in society. For example, leaders ensure that pupils appreciate Britain's rich cultural heritage, including about the plays of William Shakespeare. Pupils learn the importance of being good citizens, including through the very well organised linking of each Year 6 pupil with a child in the Reception Year.

Staff work well as a team. They have high morale because of the actions of leaders to support them. Teachers said that they have a reasonable workload.

Governors make sure that they are well informed about the work of the school so they can support and challenge leaders. Governors have established successful leadership of the school through appointing two headteachers who share the role. Members of the governing body gain greater insight into the education that pupils experience through their links with subject leaders.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff work very carefully to pick up on any changes to pupils' behaviour, or physical appearance, that might suggest they are at risk of harm. Leaders keep meticulous records of any issues and of their actions in referring concerns to safeguarding organisations. Leaders ensure that advice is available at the school to

support the work of staff. Leaders provide regular training for staff and governors about safeguarding.

The safeguarding and outreach team works to ensure that pupils and their families receive the early help that they need. The team keeps the governing body regularly informed of relevant, anonymised information about safeguarding matters.

Staff teach pupils how to keep themselves healthy and safe. Pupils know the dangers of smoking and alcohol. They understand how to keep their identity private when online as well as the importance of not meeting with strangers.

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

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

- In a few subjects, leaders have not ensured that teachers are clear about the essential knowledge that they want pupils to learn. This holds back teachers' ability to assess whether pupils know and remember the information that they should. Leaders should ensure that teachers identify the knowledge that they will teach and assess.

## **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

<b>Unique reference number</b>	119352
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10241802
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	331
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Paul Brennan
<b>Headteacher</b>	Andrew Kidd and Sarah Ridley (co-headteachers)
<b>Website</b>	<a href="http://www.dukestreet-pri.lancs.sch.uk">www.dukestreet-pri.lancs.sch.uk</a>
<b>Date of previous inspection</b>	3 May 2017, under section 8 of the Education Act 2005

## Information about this school

- The school is led by two headteachers who share the headship role.
- Staff provide extra support for pupils' social and emotional needs through two rooms, the Sunshine Room and Rainbow Room. Pupils access this support as well as attending their allocated class.
- Some pupils with SEND spend some of their time at the school learning in a dedicated classroom, the Acorn Room.
- The designated leaders for safeguarding form a safeguarding and outreach team whose daily role is to support pupils and parents.
- Leaders use one unregistered alternative provision for pupils.

## 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. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors completed deep dives in these subjects: early reading, mathematics, art and design, religious education and geography. They met with subject leaders, visited lessons, including in the Acorn Room, reviewed pupils' work and spoke with staff and pupils. Inspectors listened to pupils reading to staff.
- Inspectors also looked at information about a few other subjects on the school's curriculum.
- Inspectors met with leaders about early years, nurture provision, SEND, sports, behaviour and bullying and the provision for pupils' personal development.
- Inspectors observed pupils' behaviour in lessons and around the school.
- Inspectors discussed school life with several groups of pupils, including pupils with SEND, and asked about their learning. Inspectors reviewed responses to the pupil questionnaire.
- Inspectors checked the arrangements for keeping pupils safe. They reviewed policies and documents and spoke with leaders, as well as with teaching and non-teaching staff and pupils. Inspectors reviewed how well leaders record and manage issues relating to behaviour, bullying and safeguarding.
- Inspectors considered the responses to the staff questionnaire. Inspectors spoke with several staff about their experiences of working at the school and their well-being and workload.
- Inspectors reviewed the responses to Ofsted Parent View, including the free-text comments.

## **Inspection team**

Tim Vaughan, lead inspector

His Majesty's Inspector

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