

# Fairfield Endowed CofE (VC) Junior School

Inspection report

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<b>Unique Reference Number</b>	112806
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	357194
<b>Inspection dates</b>	23–24 November 2010
<b>Reporting inspector</b>	Joanne Harvey HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Junior
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	210
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Caitlin Bisknell
<b>Headteacher</b>	Victoria Giliker and Anthony Tierney (Acting Headteacher)
<b>Date of previous school inspection</b>	2 October 2007
<b>School address</b>	Boarstone Lane Buxton SK17 7NA
<b>Telephone number</b>	01298 22551
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Twelve lessons were observed taught by eight teachers. Brief visits were also made to observe the teaching of history and science across school. Meetings were held with groups of pupils, the governing body, staff, school leaders at all levels and the School Improvement Partner. Inspectors observed the school's work, looked at its documentation, assessment information, school and local authority monitoring information, lesson plans, and school policies. They analysed 53 questionnaires from parents and carers, 190 from pupils and 30 from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Are all pupils making at least satisfactory progress and are there signs that attainment is beginning to rise?
- How consistent are teachers in using assessment information to plan work which matches the attainment levels of all pupils and extends the learning of the great majority well?
- What impact have the systems for monitoring, evaluating and improving the work of the school had on pupils' achievement since the last inspection?

## Information about the school

This is an average-sized junior school. The vast majority of pupils come from White British heritages and have English as their first language. The proportion of pupils identified as having special educational needs and/or disabilities is above average and the proportion with a statement of special educational needs is similar to most schools. The proportion known to be eligible for free school meals is above average. Amongst others, the school has an enhanced Healthy Schools award and an Anti-Bullying Award. The headteacher is sharing the headship of the school with an assistant headteacher after her return from maternity leave in September 2010. She will resume the role full time in September 2011.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

The school provides a satisfactory quality of education and has been successful in making a considerable number of improvements to its provision since the last inspection, demonstrating its good capacity to continue to improve.

A strength which lies at the heart of the school's work is the provision of highly effective care, guidance and support. This, along with a well-enriched curriculum, ensures pupils develop good personal skills and greatly enjoy coming to school. This enjoyment is also reflected in a significant rise in the level of attendance which is now above the national average. Staff and pupils form strong and trusting relationships. Therefore, pupils feel safe, develop positive attitudes to learning and behave well. They are proud to take on responsibilities, such as membership of the school council, or as collective worship and play leaders and say they help the school to run smoothly.

By the time they leave Year 6, pupils attain broadly average standards in English, mathematics and science. School data show that this represents satisfactory progress over time but that the rate of progress has been variable from class to class. For example, some pupils' underachievement in previous years in Years 3 and 4 was masked by more rapid progress made in Years 5 and 6. An example of the good leadership can be seen in the incisive and effective action taken to improve the consistency of pupils' progress through improving the quality of teaching and the curriculum. As a result, there is currently no evidence of underachievement in school, and the proportion of pupils making good progress is rising. However, the impact of these improvements is recent and has not been sustained over time. Occasionally, pupils' progress remains slower, for example, when teachers do not check often enough if work is too easy or too hard or when they do not fine tune the curriculum to meet the particular needs and interests of all learners equally effectively. Pupils are not always offered enough opportunities to apply and reinforce their literacy and numeracy skills to a high standard in subjects other than English and mathematics.

Senior leaders have successfully ensured that there is a strong sense of common purpose, with raising pupils' achievement at its core. Leadership has been successfully devolved so that curriculum leaders are now involved in implementing improved systems for self-evaluation. As a result, all leaders have an accurate view of the school's strengths and what needs to be done to improve. The governing body is highly supportive and ensures statutory responsibilities are met but does not check up rigorously enough on the success of improvement measures.

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

- Raise pupils' attainment, and quicken and ensure consistency in the rate at which individuals and groups make progress by:
  - ensuring that, in all lessons and interventions, teachers regularly check pupils' understanding, address misconceptions, and modify plans to closely match the needs of individuals and groups
  - ensuring that all teachers are equally able to modify curriculum plans to best meet the needs of all pupils equally well
  - offering more opportunities for pupils to apply their literacy and numeracy skills to a high standard across the curriculum
- Strengthen the engagement of the governing body in setting the strategic direction of the school by:
  - embedding a rigorous programme of monitoring and evaluation activities
  - ensuring governors use the information they gather to hold school leaders to account for the impact of improvement plans
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

<b>3</b>
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Observations by inspectors and evidence presented by the school show that attainment is average in English, mathematics and science when pupils leave Year 6. All year groups are currently on track to achieve expected attainment levels for their age and there are signs that attainment is beginning to rise in most classes in reading and in some classes in mathematics.

School data confirm a mixture of satisfactory and an increasing proportion of good progress over time. Pupils were seen to be making good and sometimes better progress in the majority of lessons during the inspection. For example, in one lesson, pupils progressed swiftly in their understanding of measurement because the teacher was constantly checking using well-focused questions tailored to individuals, giving them an opportunity to apply their learning and then promptly moving them on to the next task to challenge them still further. The progress of some groups of pupils varies. For example, the additional intervention programmes for those with special educational needs and/or disabilities delivered by skilled teaching assistants and well tailored for those with a clearly identified and specific need ensure that these pupils achieve well. Pupils identified at school action make satisfactory progress where the support offered is not yet as well-matched and monitored. The school has been vigilant in identifying other variations, for example, for pupils known to be eligible for free school meals, and consequently these gaps are closing. Those identified as having a gift or talent now make rapid progress.

Pupils' enjoyment of learning is seen in the way they respond enthusiastically to teachers' directions and maintain interest and effort in activities. They acquire a wide range of personal and social skills that help them to develop into rounded individuals. The school cultivates mutual respect and cooperation and promotes pupils' confidence and self-

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esteem well. Their spiritual, moral, social and cultural development is good. Pupils reflect on their learning and experiences. For example, when learning about the Holocaust pupils drew parallels with their knowledge of bullying and discussed this maturely. They demonstrate a good knowledge of how to keep healthy and embrace the many sporting opportunities on offer with enthusiasm, taking the lead in some. Their enthusiasm has helped the school to win an enhanced Healthy Schools award and an Activemark for sports. Their good personal skills, confidence with new technologies and the early development of enterprise skills helps ensure they are prepared well for the next stage of their education and lives.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**How effective is the provision?**

Improving the quality of teaching has been a key challenge for the school and it is now good. Relationships and behaviour management are exemplary, and excellent attitudes to learning are promoted. The skills of support assistants are developed and used well. Lesson planning is detailed and shows clear success criteria. In the majority of lessons, expectations are high and most teachers are confident to use a range of teaching styles and activities to sustain concentration and motivation. Time is used well to ensure learning moves on at a brisk pace, though occasionally the focus is on moving through tasks briskly without checking whether these are moving on the learning of the majority equally well. In the best lessons, skilful questioning is used throughout to give additional challenge,

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gauge understanding and ensure that misconceptions are cleared up swiftly and teaching plans modified to meet individual needs. In a very few lessons, teachers talk for too long and misunderstandings are not successfully addressed; and some are not planned carefully enough to build the small steps of learning for all abilities and interests. Some good examples were seen of teachers and pupils reviewing and consolidating the learning together at the end of the lesson, though this practice is not yet universally in place.

The curriculum has been planned carefully to build logically the required knowledge and skills across subjects. It includes cross-curricular topic themes which are made more relevant because pupils are increasingly involved in making choices about what they want to learn, but allows flexibility for creativity and adaptation to meet the needs and interests of individuals. Not all teachers are equally confident to embrace these opportunities. Pupils respond well where they are offered hands-on and problem-solving activities, and their engagement with learning has strengthened as a result. For example, pupils were well motivated and highly engaged when they experimented with white and milk chocolate to progress well in their learning about the properties of sedimentary rocks. Pupils are increasingly proud of the work they do and keen to show how they can see their presentation has improved. However, there are still not enough opportunities for them to apply their basic skills consistently in different contexts which are of the quality of those in discrete literacy and numeracy lessons. A good many extra-curricular activities which cater for the tastes of everyone are well attended. Partnerships, educational visits and the use of subject specialists bring additional enrichment to the curriculum. The curriculum promotes life skills particularly well, for example, through cookery and gardening activities and citizenship education.

At the heart of the school's work lies the removal of barriers to learning and the establishment of an environment in which all pupils feel confident they can succeed. Measures to encourage good attendance are highly successful. Where additional support is required to achieve this, the nurture groups, rainbow room and positive play are on hand, and pupils quickly become confident to seek out additional support for themselves. Strong links with parents and carers are forged, and effective partnerships with a range of agencies help to achieve this. Well-being is a high priority, so vigilant systems ensure that the potentially vulnerable are identified quickly and supportive interventions put in place. Transition arrangements are good.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

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## **How effective are leadership and management?**

A strong shared ethos of achieving success by 'learning together to be the best we can be' is now well embedded. Senior leaders have been tenacious in addressing the challenge to improve teaching and learning. Significant staff changes, astute recruitment and deployment, and high-quality professional development and support have contributed to this improvement. There is still determined ambition for further improvement. This determination has also ensured that leaders and managers at all levels are able to play their full part in driving school improvement. The impact of these improvements to provision can clearly be seen but have not been in place long enough to ensure they are consistently reflected in sustained good progress and raised attainment for the large majority. However, the school is well placed to embark on the next stage of its development as it sets and is beginning to meet increasingly challenging targets. A wealth of information is collected about how well pupils are achieving and includes a focus on the performance of individuals and all groups so that gaps are identified. Although some variation remains, leaders are fully committed to ensuring consistency, and monitoring evidence confirms that this is increasingly the case. This, along with how well the school prepares its pupils to be aware of and tackle discrimination, demonstrates a good commitment to equal opportunities.

The governing body receives useful evaluative information about the school's work and has begun a programme of monitoring, but does not check closely and often enough on the success of improvement measures. At the time of the inspection, safeguarding practice was good and includes high-quality training and ongoing monitoring and review. The school knows its context well and exhibits examples of good practice in promoting community cohesion. For example, family learning helps parents and carers support their children's learning effectively. Participation with Agapao International has not only enabled pupils to gain an insight into cultures other than their own but has inspired them to discuss sensitive issues and lead initiatives to help others less fortunate than themselves.



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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

A lower than average proportion of parents and carers responded to the questionnaire. All of those who responded are happy with their children's experience of school and judge the overall management of the school to be effective. They are happy that the school keeps their children safe, informs them about progress and helps their children to have a healthy lifestyle. They say that the teaching is good. The vast majority report that their children are well prepared for the future. They are confident that the school helps them to support their children's learning. The very large majority believe that the school meets their children's needs and deals effectively with unacceptable behaviour, and that leaders take account of their suggestions or concerns.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Fairfield Endowed CoFE (C) Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 53 completed questionnaires by the end of the on-site inspection. In total, there are 210 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	62	19	36	1	2	0	0
The school keeps my child safe	36	68	17	32	0	0	0	0
My school informs me about my child's progress	29	55	24	45	0	0	0	0
My child is making enough progress at this school	33	62	19	36	1	2	0	0
The teaching is good at this school	35	66	18	34	0	0	0	0
The school helps me to support my child's learning	25	47	27	51	1	2	0	0
The school helps my child to have a healthy lifestyle	30	57	23	43	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	22	42	30	57	0	0	0	0
The school meets my child's particular needs	28	53	23	43	1	2	0	0
The school deals effectively with unacceptable behaviour	24	45	27	51	1	2	0	0
The school takes account of my suggestions and concerns	22	42	27	51	2	4	0	0
The school is led and managed effectively	28	53	25	47	0	0	0	0
Overall, I am happy with my child's experience at this school	35	66	18	34	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



25 November 2010

Dear Pupils

**Inspection of Fairfield Endowed CofE (C) Junior School, Buxton, SK17 7NA**

Thank you for making us so welcome when we came to inspect your school recently. I am writing to tell you what we found out about your school.

Your school provides you with a satisfactory standard of education. The teachers work hard to make lessons interesting and to plan exciting activities for you to do. As a result, you make at least satisfactory and sometimes good progress in your learning and your attainment is similar to that of pupils in most schools.

You told us that the school is a very happy place. You also said that teachers look after you well so that there is always someone there for you if you have worries or concerns. We were impressed with how you behave and get on with each other. You concentrate well on your work and try hard to do your best.

Those who lead the school and all the staff want the best for you and are always looking for ways to make it even better. That is why we have asked them to:

- help you all to make at least good progress as you move through the school and reach higher levels of attainment when you leave
- make sure that in all lessons teachers regularly check that you understand what you are doing and make sure work is not too easy or too hard
- make sure that your topics always closely match your needs and interests and that you get lots of opportunities to practise your literacy, numeracy and other skills in different ways
- make sure governors are checking closely on how well the school is doing.

You can play your part by continuing to behave well, working hard and coming to school every day.

Yours sincerely

Joanne Harvey HMI

Her Majesty's Inspector

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