

# Buxton Junior School

Mosley Road, Buxton, SK17 9DR

**Inspection dates** 20–21 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Teaching and learning are good throughout the school and some of the teaching is outstanding.
- The great majority of pupils make good progress and learn well in their lessons.
- Results when the pupils leave Year 6 are well above average.
- Pupils feel safe and well cared for.
- Pupils enjoy school because the subjects they learn about are made interesting and fun.
- Attendance rates are exceptionally high.
- Behaviour is good because teachers make their expectations clear and they manage behaviour consistently well.
- The school has used additional funding very effectively to raise standards, particularly for pupils known to be eligible for free school meals.
- The headteacher leads the school very effectively and is well supported by a strong senior leadership team. As a result of their regular checks on teaching and advice given to teachers, the quality of teaching has improved. More staff now take on leadership and management roles.
- The role of the governing body has improved significantly over the last two years. Governors are knowledgeable about the school because they regularly check on how well the school is doing. They are therefore able to provide a good balance of support and challenge.

### It is not yet an outstanding school because

- Pupils are not given enough guidance on how to improve their work in mathematics.
- In some classes, pupils do not have enough opportunities to use their literacy and numeracy skills in subjects other than English and mathematics.

## Information about this inspection

- Inspectors observed 13 lessons, of which three were joint observations with the headteacher. Every class was observed at least twice.
- Meetings were held with two groups of pupils, the Chair of the Governing Body and two other governors, several staff members including senior and middle leaders and the representative of the local authority.
- Inspectors took account of the 19 responses to the online questionnaire (Parent View). Other parents' views were sought through discussions at the start and end of the school day.
- Account was also taken of 15 questionnaires completed by staff.
- The inspectors observed the school's work and looked at a number of documents including the school's own data on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, documents relating to safeguarding, and minutes of various meetings.

## Inspection team

Nigel Grimshaw, Lead inspector

Additional inspector

Patricia Underwood

Additional inspector

# Full report

## Information about this school

- The school is smaller than average.
- Almost all the pupils are from White British backgrounds.
- The school receives additional funding called the pupil premium and uses this to support specific groups of pupils, particularly those known to be eligible for free school meals and those who are looked after.
- The proportion of pupils supported through school action is well above the national average.
- The proportion of pupils supported through school action plus or who have a statement of special educational needs is above the national average.
- The school meets the government's floor standards, which set minimum expectations for attainment and progress.

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

- Improve the guidance to pupils on how to improve their work in mathematics by:
  - making better use of the next steps targets for individual pupils which already work well in reading and writing
  - ensuring that marking in all classes gives pupils consistently clear guidance on how to improve their work and that they are given time to address the improvements needed.
- Increase the opportunities for pupils to apply their numeracy and literacy skills independently in all subjects.

## Inspection judgements

### The achievement of pupils is good

- Pupils make consistently good progress during their time at the school because senior leaders have successfully focused on improving teaching and learning since the last inspection. This has led to pupils making good progress in reading, writing and mathematics across the whole school and so pupils achieve well in these subjects.
- This progress has led to pupils' overall attainment being considerably above national averages over the last three years.
- Results in reading have been maintained at a high level because the teaching of reading skills is particularly good. In some classes, it is outstanding. Pupils say that they love reading and they have confidence in their reading ability. Talking to inspectors, nearly all pupils said that they read for pleasure, both within school and at home.
- Senior leaders keep a close watch on how pupils make progress and hold meetings regularly with their teachers to spot those pupils who are falling behind and to ensure that these pupils are given an extra boost to their learning through adult-led activities in small groups.
- Disabled pupils and those who have special educational needs make good progress because their progress is monitored closely. The work is, therefore, then set at the right level and they receive good-quality support from teachers and teaching assistants.
- More-able pupils are challenged to think hard in their work. Additional, more-difficult work is routinely prepared by teachers in case the pupils complete their work within the lesson. As a result, these pupils make good progress and several achieved Level 6 by the end of Year 6 last year. This is much higher than the level expected nationally for pupils of this age.
- Pupils like the easy-to-understand targets set for them in reading and writing. These focus their efforts in English and contribute well to their progress but similar targets are not consistently used in mathematics.
- The school leadership has used the additional funding, called the pupil premium, to target support for individual and small groups of pupils who need the most help. This is proving to be very effective and, as a result, the progress of these pupils is much improved. Consequently, previous gaps in their results compared to their peers are closing.
- Progress in almost all lessons observed during the inspection was good or outstanding. School records show that this is typically the case. Pupils enjoy learning because the teachers plan work that interests and motivates them. This was particularly true in a literacy lesson observed where the pupils were writing newspaper reports linked to their topic work on Ancient Egypt. The pupils were fascinated by the story of the discovery of Tutankhamen's tomb and this was made even more motivating by a class visit to a museum exhibiting Egyptian artefacts.
- All of the parents spoken to, and all but one of those who filled in the online questionnaire, feel that their children make good progress.

**The quality of teaching is good.**

- Teachers have established good working relationships with the pupils in their class and this contributes to the pupils' willingness to learn and do well in their lessons.
- Teachers plan work for the pupils that is interesting and enjoyable, and which motivates them to learn well. Expectations are high and pupils respond enthusiastically. The use of questioning that encourages pupils to extend their speaking and listening skills and improve their use of vocabulary is a particular strength of the school.
- The pace of learning is brisk and the teachers use probing questions that make the pupils think carefully about their answers. Pupils are encouraged to work in pairs or small groups so that they can talk about their learning and share good ideas.
- Resources are well prepared and help support learning. Information and communication technology is also used well. In the best lessons, there is no learning time lost because there are tasks already waiting for the pupils to complete when they enter the room.
- Pupils, particularly the older pupils, like assessing how well they have done in lessons. The marking by teachers is usually helpful to the pupils but the guidance to pupils on how to improve their work, particularly in mathematics, is not yet consistent across all classes. Time is sometimes given for the pupils to correct their work and say how well they understand it, but this is not the case in all lessons.
- Teaching promotes pupils' spiritual, moral, social and cultural development effectively. This is evident in lessons and around the school. This was very true in an outstanding lesson where, as part of 'Anti-bullying Week', pupils were discussing the effects of bullying and how children might feel. In other lessons, it was clear that pupils value the opinions of others.
- Careful lesson and longer-term planning ensures that disabled pupils and those who have special educational needs are taught well, often in small groups led by very effective teachers and teaching assistants.
- The well-devised range of subjects and activities helps teachers to plan work that offers varied experiences, including visits and visitors to the school. Useful links between subjects enhance pupils' learning, and teachers provide a good range of opportunities for pupils to apply their basic literacy skills in Years 5 and 6. However, this is not always the case in Years 3 and 4, and there are too few planned activities across all classes that encourage pupils to apply their mathematical skills in other subjects.
- From responses to the online survey and discussions during the inspection, it is clear that parents are extremely pleased with the teaching in the school. As one parent said, 'Two of my children have attended the school and have enjoyed an ethos which has given children a positive attitude to learning.' The inspection team fully agree that pupils are eager to learn because of the ethos and good quality of teaching.

**The behaviour and safety of pupils are good**

- The vast majority of pupils have positive attitudes to learning. They are keen to do well. They concentrate and persevere in completing the work set for them.

- Pupils behave well in lessons and around school. The behavioural records confirm that this is the case over time too. Pupils work and play together harmoniously. They say that they feel safe and well cared for by the adults in school. They are extremely polite, confident and very welcoming. Parents fully support this view.
- School leaders have worked closely with parents to improve attendance, and rates of attendance are now exceptionally high and well above national averages.
- School records indicate that there are very few incidents of bullying, a view reinforced in discussions with pupils and parents. Everyone expresses confidence that any issues are dealt with well by the staff. Pupils have a good understanding of different forms of bullying, as illustrated in the pupils' contributions in an assembly observed during the inspection. Racial discrimination incidents are even less common because the pupils show mutual respect for each other. Pupils know about the dangers of using the internet and how to stay safe when using it.

### **The leadership and management** are good

- The strong leadership of the headteacher and senior leadership team provides a clear direction for the school. A rigorous programme of checks on the teaching and learning taking place has led to clear improvement over the last two years and so the pupils continue to achieve consistently high levels of attainment when they leave the school at the end of Year 6. Decisions about pay rates are based on the quality of teaching.
- School leaders recognised the need to extend the leadership and management responsibilities to more staff and introduced a programme to achieve this following the last inspection. This programme has been hugely successful and this aspect of broader leadership is now a strength of the school because all staff are now regularly checking on the progress pupils make in all subjects.
- Teachers are all given clear steps for improvement. The views expressed by the staff in discussions and through their questionnaires were very positive indeed about their roles in school. They indicate clearly that the staff appreciate and enjoy working at the school and value the training organised for them to aid further improvements in their practice.
- The range of subjects and activities for pupils creates opportunities for enjoyable learning and also for pupils to apply their reading skills when studying other subjects. There is a range of opportunities planned by the teachers for pupils to learn about other cultures, which helps widen their understanding of others. A good range of clubs and activities also helps to broaden pupils' experience.
- The local authority has provided good support to the school over time, particularly in joint working to improve teaching.
- **The governance of the school:**
  - Governors have an accurate view of the school's strengths and areas for improvement and are working closely with staff to make the school even better. They have succeeded in maintaining high levels of attainment in reading, writing and mathematics. The outdoor learning environment has also been improved significantly. The school is therefore well placed to improve further. The governors have a good knowledge of the quality of teaching in school and the steps being taken to improve this still further. Governors have a good understanding of how the pupil premium has enabled small-group work and one-to-one adult support to help

pupils achieve well. They check that the funds have been used successfully. The safeguarding, health and safety of pupils, including checks on staff appointments, are good because staff and governors have received the appropriate training. Governors are keen to ensure that all pupils are treated equally and that there is no discrimination. Governors also regularly attend training to improve their practice further.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	112521
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	405396

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

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	174
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Janet Waters
<b>Headteacher</b>	Cecilia Minter
<b>Date of previous school inspection</b>	3 November 2010
<b>Telephone number</b>	01298 22156
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