

Inspection of Buxton Infant School

Hardwick Square, Buxton, Derbyshire SK17 6QB

Inspection dates: 6 and 7 December 2023

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

This school was last inspected under section 5 of the Education Act 2005 12 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

What is it like to attend this school?

Buxton Infant School is a happy place. Pupils are well cared for and nurtured. Pupils love attending. They say that staff help them to learn and to have fun.

Pupils behave well. The school's 'golden rules' are consistently applied and understood. As one pupil said: 'The golden rules make sure that everyone is safe and happy.' Staff have high expectations of pupils. They consistently look out for the positives. Pupils celebrate receiving 'ticks' and placing marbles in the class jar. The 'SMILE Code' means that pupils understand the importance of smiling, making friends, being inclusive, listening and empathy. They use this knowledge well, which makes the school a harmonious community.

Pupils are proud of the positive contribution that they make to the school. 'Buddies' wear their high-vis vests with pride. They are well trained to offer support and friendship to anyone who might need it. Pupils know that they can use the 'Buddy Bench' on the playground if they feel lonely or upset. The work of the school council is held in high esteem. As one pupil stated: 'They talk about important things. They find ways to make our school even better.'

Pupils feel safe in school. Those who need help to stay safe receive expert support.

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

The teaching of reading is a priority. The school's phonics programme is well structured. It is taught well. Teachers make phonics lessons quick-paced and engaging. Pupils have lots of opportunities to practise the sounds that they learn. The school checks closely on how well pupils keep up with the programme. Anyone who begins to fall behind is quickly helped to keep up.

Beyond reading, the school's curriculum is carefully planned. Teachers plan lessons that are interesting and engaging. Across the majority of subjects, the order in which content is taught has been carefully considered. Pupils systematically revisit what they have been taught before. In the majority of subjects, the school checks closely on how well pupils learn the curriculum. They know which pupils are doing well and who needs further help. However, in a small number of subjects, the curriculum does not make clear enough the explicit information that pupils are expected to know and remember. As a result, in some cases, pupils can talk about the activities that they have completed, but not always the knowledge that they have learned.

Provision for pupils with special educational needs and/or disabilities (SEND) is a strength. The school has adapted swiftly to provide for an increasing proportion of pupils with SEND, including some with complex needs. Pupils' needs are carefully evaluated. The targets that are set for these pupils are sharp and well-tailored. The school checks closely on the effectiveness of the support put in place. The recently opened 'Base Room' is used well to provide sensory, social and emotional support.

Children in the early years quickly adopt the well-established routines. They pay good attention to the instructions they receive from adults. Staff are skilled at helping pupils to improve their language and communication skills. Children enjoy the activities on offer. These help children to increase their independence over time. On the whole, the early years curriculum is broad and well planned. However, in a small number of areas, it does not make clear what children are expected to achieve at each stage through the Reception Year.

The school's personal development offer is rich, broad and designed specifically to meet the needs of its pupils. It has been carefully planned and sequenced across personal, social and health education, spiritual, moral, social and cultural development and the school's 'Cultural Capital' offer. Pupils experience a wide range of activities, visits and events that help them to experience new and exciting things. They learn about a wide range of cultures and religions from around the world. This is enhanced by working with partner schools in Italy, Romania and Spain. Pupils have an impressive understanding of fundamental British values. They know why these are important.

At all levels, including governance, leaders know their school well. They have a precise understanding of what is working well and what needs to be improved. Along with all staff, leaders work tirelessly to ensure that pupils receive a rounded educational experience. As part of its ongoing improvement work, the school has begun to identify and tackle unnecessary workload. However, this work is at an early stage. This means that the school cannot be sure that workload, across all staff teams, is as manageable as it could be.

Parents and carers hold the school in high regard. One parent summed up the views of many when they said: 'It's a brilliant school. My child is happy and comes home each day enthusiastic about his learning.'

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, the curriculum does not make clear precisely what pupils are expected to learn, know and remember. This means that teachers are left to make choices about which parts of the curriculum should be prioritised. The school should ensure that the curriculum, across all subjects, makes clear the most important content that pupils should know and remember.
- In a small number of areas, the early years curriculum is not fully sequenced. It does not make clear what children are expected to have mastered at each point through the Reception Year. This means that learning does not always build

cumulatively on what has gone before. The school should ensure that the early years curriculum is fully sequenced.

- The school has begun to tackle unnecessary workload. However, this work is at an early stage. This means that the school cannot be sure that workload is currently as manageable as it could be. The school should continue to implement its plans to ensure that staff workload, at all levels, is as manageable as possible.

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

Unique reference number	112522
Local authority	Derbyshire
Inspection number	10288300
Type of school	Infant
School category	Community
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	157
Appropriate authority	The governing body
Chair of governing body	Joanna Sherborne
Headteacher	Jude Boyd
Website	www.buxton-inf.derbyshire.sch.uk
Dates of previous inspection	2 and 3 March 2011, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative education providers.

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.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, the deputy headteacher, curriculum leaders, the early years leaders, the special educational needs and disabilities coordinator and other groups of staff and pupils.
- Inspectors carried out deep dives in four subjects: reading, mathematics, art and physical education. To do this, they met with curriculum leaders, visited lessons,

looked at pupils' work and met with teachers and pupils. Inspectors also looked at curriculum documentation for all other subjects.

- The lead inspector met with representatives of the governing body. He also met with a representative of the local authority.
- Inspectors took account of the responses to the Ofsted Parent View survey and written comments from parents. Inspectors spoke informally to parents outside the school and considered the responses to Ofsted's staff survey.
- 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 reviewed school documents, including those relating to governance, behaviour and attendance. Inspectors scrutinised leaders' plans for improvement and their assessment of the school's effectiveness.
- Inspectors spoke informally to pupils at breaktimes, in the dining hall and on the playground.

Inspection team

Vic Wilkinson, lead inspector

His Majesty's Inspector

Alison Adair

Ofsted Inspector

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