

INSPECTION REPORT

ST ANNE'S CATHOLIC PRIMARY SCHOOL

Buxton

LEA area: Derbyshire

Unique reference number: 112897

Headteacher: Mr P O'Connor

Reporting inspector: G R Alston
20794

Dates of inspection: 11 - 12 March 2002

Inspection number: 198214

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Roman Catholic voluntary aided
Age range of pupils: 4 to 11
Gender of pupils: Mixed

School address: Lightwood Road
Buxton
Derbyshire
Postcode: SK17 7AN
Telephone number: 01298 23589
Fax number: n/a

Appropriate authority: The governing body
Name of chair of governors: Father D Higgins

Date of previous inspection: October 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is an above average size primary school with 343 pupils ranging from four to 11 years in age; there are slightly more girls than there are boys. The school population is mainly white, and there are five pupils for whom English is an additional language. The percentage of pupils entitled to free meals is below the national average. The proportion of pupils identified as having special educational needs due to learning or behavioural difficulties is below the national average and there are nine pupils who have a Statement of Special Educational Need. The school serves a wide range of social groupings, and in recent years the numbers of pupils entering the school with special educational needs has increased. Pupils' attainment on entry to the school is at the expected level for their age. This is a popular school that is well supported by its parents and has recently increased its admission number. Since the last inspection there have been new classrooms added to the school and four new members of staff have been appointed.

HOW GOOD THE SCHOOL IS

This is a good school that reflects its mission statement well 'to lead all our children to be like Jesus... wise, honest and fair, today and every day'. It is effective because staff, governors, pupils and parents contribute enthusiastically to the life of the school. Pupils of all abilities and ethnic backgrounds are well taught and achieve high standards in all aspects of their education. The quality of teaching is good because enthusiastic, caring teachers provide pupils of all abilities with interesting and challenging tasks. The headteacher provides very good leadership and is well supported by a conscientious team of staff and governors ensuring the school continues to improve. As a result, the school gives good value for money.

What the school does well

- Attainment in English and mathematics is good. The most recent test results for pupils aged 11 years are well above the national average in English, mathematics and science.
- Pupils' behaviour is very good; they form very good relationships with one another and adults, try hard with their work and accept responsibility very well.
- The quality of teaching is good. All the teaching was at least satisfactory and in 20 per cent of the lessons seen it was very good. Teachers are enthusiastic, have high expectations and all pupils' efforts and contributions are greatly valued; this enables all pupils to achieve well in lessons.
- The school provides a strong pastoral system that helps develop sensitive, responsible pupils. A very good range of experiences develops pupils well, spiritually, socially and morally.
- The headteacher provides very strong leadership, and with the support of a conscientious team of staff and governors, monitors and evaluates the work of the school successfully in order to continue to improve further the education it offers its pupils.

What could be improved

- Average and lower attaining pupils' confidence and skills in applying their mathematical knowledge in everyday practical situations or in answering mental questions which are not as good as their other numeracy skills, particularly in boys.
- The limited opportunities for the physical and creative development of children in the Foundation Stage due to the lack of an outdoor play area and large play equipment.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1997 and has made good progress in its planned programme of improvement. All areas identified as needing development in the last report have been significantly improved. The clearly defined and well-organised management structure is very effective in monitoring and evaluating the work of the school and in supporting new developments. The role of coordinators has been successfully promoted and their influence in developing their subjects and supporting teachers has had a positive impact. Programmes of in-service training and better resources have improved the teaching of design and technology and music, which in turn have successfully raised standards. Teachers make good use of individual education plans in planning work for pupils with special educational needs, and good assessment helps in planning challenging work for higher attaining pupils. The governing body has developed its role successfully and now strongly supports, and rigorously monitors, the work of the school, the standards achieved and the impact of spending. The school has a long-term improvement plan that provides an effective management tool. All statutory requirements in respect of collective worship are in place and additional classrooms have improved the working space for junior pupils. All these factors have improved the quality of teaching that in turn has maintained the good standards in English, mathematics and science. The priorities it has identified for development, along with its great enthusiasm and commitment to higher achievement, give the school a good capacity for further improvement.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	All schools			Similar schools
	1999	2000	2001	2001
English	B	B	A	C
Mathematics	A	C	A	B
Science	A	C	A	A

Key

well above average A
 above average B
 average C
 below average D
 well below average E

The information shows that results in English, mathematics and science are well above the national average. Compared to similar schools, results are average in English, above

average in mathematics and well above average in science. Results have been almost always above the national average over the past three years with a significant rise in 2001. The 2001 national tests for seven year olds show that results are above average in reading and mathematics and well above average in writing. When compared to similar schools they are close to the average in reading and mathematics and above in writing. Trends over time show results have been consistently above the national average. Pupils' attainment on entry to the school is at the expected level in English and mathematics. Pupils achieve well over time and by the time pupils leave the school, the scrutiny of pupils' work and observing pupils in lessons indicate a similar standard of achievement is developing, as test results show. There is a significant difference between the standards that boys achieve in comparison to girls in tests at age 11. The school is aware of this difference and has instigated some initiatives to address it. Pupils who have special educational needs are well supported in school and make good progress towards the targets set in their individual plans. Pupils for whom English is an additional language are well supported by staff and pupils alike and as a result, make good progress. Standards in English and mathematics are high. However, average and lower attaining pupils' confidence and skills in applying their mathematical knowledge in everyday practical situations or in answering mental questions are not as good as their other numeracy skills, particularly in boys. The school has already met the challenging targets it was set in national tests and is on line to achieve future targets.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are eager to learn, settle quickly to their tasks and sustain concentration well. They are proud of their school and give of their best at all times.
Behaviour, in and out of classrooms	Pupils' behaviour is very good in all situations. They are courteous and polite to one another and to adults.
Personal development and relationships	Relationships are very good and are built successfully on mutual respect. Pupils are very mature and sensible; they organise themselves purposefully and readily show initiative both in and out of lessons.
Attendance	Good. Attendance is better than that found in most schools and pupils enjoy coming to school, often arriving early.

TEACHING AND LEARNING

Teaching of pupils:	Reception	Years 1 – 2	Years 3 – 6
Lessons seen overall	Good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Overall, the quality of teaching is good. Teachers successfully meet the needs of all pupils. Across the school all of the teaching seen was at least satisfactory, and in 20 per cent of the lessons seen was very good. This shows an improvement since the last inspection when 15 per cent of the teaching was unsatisfactory and only seven per cent was very good. Overall, the teaching of English and mathematics is good and the skills of

literacy and numeracy are effectively taught. However, not enough opportunities are given to developing pupils' skills in using and applying their mathematical knowledge in practical, everyday situations in all classrooms. Similarly, the quality of teaching in the mental/oral session at the beginning of mathematics is not consistently good. A lack of a suitable outdoor play area and large play equipment restricts the opportunities for teachers to further develop children's physical and creative experiences in the Foundation Stage. Pupils are well motivated by the enthusiasm of their teachers and the interesting and challenging tasks teachers prepare. Teachers establish a good relationship with their pupils and have high expectations of pupils' behaviour and the amount and quality of the work they produce. Pupils respond very positively, try hard and successfully reach the high standards they are set. The good teaching is instrumental in helping pupils make good progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum provides a good range of experiences and caters well for the interests, needs and abilities of all pupils. A good range of out of school activities, trips and visitors greatly enrich pupils' learning.
Provision for pupils with special educational needs	Good. Teachers plan valuable tasks and provide well-matched activities based on clear targets that enable pupils to learn effectively. Support in lessons both in and out of the classroom is of good quality.
Provision for pupils for whom English is an additional language	Good. Pupils are well supported by other pupils and all staff. As a result, they quickly become confident and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. There are many opportunities in lessons for pupils to show initiative and be responsible for their own learning and also for pupils to contribute in lessons and become confident in themselves. Staff provide very good role models and have very clear expectations of behaviour. Mutual respect between everyone in the school ensures pupils develop a mature understanding of their social and moral responsibilities. Pupils receive a very good range of experiences to develop their spiritual awareness.
How well the school cares for its pupils	Very good. Pupils are very sensitively looked after in a warm, caring environment. Teachers know pupils well; particularly what pupils need to do to improve. There is good assessment in all subjects that gives a clear picture of what pupils know, understand or of the skills they have.

Parents and the community support the school very well, both in raising funds and by helping pupils at home or in school with their work. The school tries very hard and successfully keeps parents informed about the work of the school and of their children's progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides very effective leadership and his strong commitment ensures he has the respect of the whole school community. There is a very good team approach in decision making and day to day organisation. Coordinators conscientiously manage their subjects and are influential in developing and improving the teaching of their subject.
How well the governors fulfil their responsibilities	Good. Governors are very supportive and carry out their duties purposefully. They successfully monitor and analyse the work of the school.
The school's evaluation of its performance	Good. The school carefully evaluates its performance. Where areas for improvement have been identified the school considers and implements ways to raise standards.
The strategic use of resources	Good. The money the school receives is used well and resources are effectively deployed.

The school considers carefully how it can get best value in purchasing equipment and services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The quality of teaching and the behaviour of pupils. • The progress pupils make and the standards they achieve. • The management and leadership of the school. • The information the school provides. • The attitudes and values the school promotes. 	<ul style="list-style-type: none"> • The amount of homework pupils receive. • Out of school activities.

Parents' views of the school are very good. From the responses made in the questionnaire and from the meeting with inspectors the vast majority of parents were pleased with all aspects of the school. Inspectors' judgements support these positive views. In terms of homework, this is consistently given to pupils and supports their learning at school well. The school provides more out of school activities than most schools provide and these are greatly enjoyed by the pupils.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Attainment in English and mathematics is good. The most recent test results for pupils aged 11 years are well above the national average in English, mathematics and science.

1. In the 2001 national tests, the school's results at the age of seven in comparison with all schools are above average in reading and mathematics and well above average in writing. When compared with similar schools the school's results were above average in writing and average in reading and mathematics. Results have fluctuated over the past three years, although results have been consistently above the national average. Although the school does well in the proportion of pupils achieving Level 3 it does not do as well in pupils achieving Level 2. This reflects the change in the intake of pupils in recent years as the numbers of pupils with special educational needs have increased.
2. In the 2001 national tests for 11 year old pupils, the proportion reaching the expected level (Level 4) was well above the national average in English and science and above in mathematics. The proportion of pupils reaching the higher level (Level 5) was well above the national average in all three; really good results. When compared with similar schools, the school's results are well above average in science, above average in mathematics and close to the average in English. Children's attainment on entry to the school is at the expected level in English and mathematics. Pupils achieve well over time and by the age of seven and 11, the scrutiny of pupils' work and observing pupils in lessons indicate a similar standard of achievement is developing, as test results show. There is no significant difference between how well boys achieve in comparison to girls at age seven, but girls do better than boys at 11 in national tests. Results have generally been consistently above the national average and rose in 2001. Pupils who have special educational needs receive lots of effective help in lessons and make good progress towards the targets set in their individual plans. Pupils for whom English is an additional language are well supported by staff and pupils alike and as a result, make good progress. However, average and lower attaining pupils' confidence and skills in applying their mathematical knowledge in everyday practical situations or in answering mental questions are not as good as their other numeracy skills, particularly in boys.
3. In the reception classes there is a strong focus on developing pupils' language and number skills. The children confidently explore language and have had fun in compiling class stories and poems. They use their own sentences when describing a character in a story, modelled on that which they have read in the big book. They recognise and use capital letters and full stops and even the youngest successfully play games that support the learning of three letter words. In number, the children are able to give clear reasons for sorting cubes into number sets. They have an awareness of patterns and recognise simple shapes. They count to ten and beyond in whole-class and group sessions and improve their skills through an appropriate range of practical activities and games.

4. At the age of seven, pupils listen attentively in lessons, both to adults and to each other. They listen to well-read stories and poems with enjoyment. Pupils listen with interest in a variety of situations and follow instructions well. Their communication skills are effectively developed. In junior classes they are given many opportunities during lessons to express ideas and ask questions, for example, in discussing how settings influence events and characters in a Year 3/4 class as they read the story of 'Inside the Tomb'. Pupils were keen to make comparisons with other books they have read. Patient teaching encourages answers that are thoughtful and extended and the vocabulary used is appropriate. Teachers and support staff sympathetically build the confidence of pupils, enabling them to speak in front of the class successfully. Consequently, pupils feel valued and they learn to give more extended responses. Year 6 pupils confidently read their own pieces of writing, aimed at creating a feeling of suspense, to the rest of the class. Opportunities to participate in drama and role play are planned and provided; for example, a Year 1/2 class plan to come to school dressed in costumes typical of St Lucia, linked to their work in geography.
5. All pupils show a keen interest in books and pupils are happy to read a story from their reading book to an adult. In Year 2, after reading the story of 'The Twits,' pupils understood the use of humour successfully and used different voices in their reading showing good expression. By the time pupils leave the school they read fluently whether reading stories for pleasure or seeking information, for example when using a CD-ROM. Year 6 pupils confidently read H G Wells's 'War of the Worlds' with words such as 'terrestrial' and 'luminous'. They recognise metaphors and offer their own ideas such as 'a mouth like a funnel'. They display good skills in reading unfamiliar words and recognise when they have misread a word. When talking about the stories they have read they identify successfully the main points and express their opinion about ideas. Higher attaining pupils discuss authors they have read and can explain why they like a particular author for example, one pupil explained he liked J K Rowling 'because she links the characters and events in the story together well'. Pupils use the library frequently and have good library skills. They understand, and confidently use, the index and contents pages to find information from books and read the appropriate text well.
6. Writing skills are well taught across the school. In Year 2, after discussing non-fiction books, the higher attaining pupils are able to use their understanding of this in their own written work as they produce mini-books containing information about dinosaurs. Pupils express their ideas well in sentences, showing good skills in spelling and in the correct use of grammar. The higher and average attaining pupils plan their stories carefully so that they have a beginning, middle and end, and learn how to improve what they write. They write well imaginatively and select appropriate forms for different purposes. Pupils use their skills well in other subjects, for example when writing about houses they made for the three little pigs in design and technology or about the 'High Peak's Wildlife' in geography after a visit to an estate. By the age of 11, most pupils use good expressive language and demonstrate grammatical awareness in a variety of well-structured and planned work that includes letter writing, poems, cartoon jokes, newspaper articles, reports, empathetic writing and descriptive writing. Examples of extended writing include modern myths and their experiences after a visit to Whitehall Outdoor Education Centre. All pupils write for different purposes producing interesting, lively accounts. They use colourful vocabulary well; for example, in a poem using similes a pupil

wrote 'the snow is like lace with crystallized patterns uniquely decorated'. Good examples of pupils writing sensitively were seen in 'Friendship Prayers' when pupils wrote about the qualities of their friends that they thought were important. These prayers were then shared later at a class assembly. Pupils' writing skills are well used in other subjects; for example, in Year 5 pupils compare their own diaries with pupils from Peru. In design and technology pupils write instructions for making hats, and in history they write questionnaires to use in finding information from adults who lived at the time of World War II. The standard of presentation of their work and their handwriting skills match the good standards achieved in other aspects of writing.

7. In mathematics, pupils' attainment is above average by the age of seven and 11. Pupils in both infant and junior stages make good progress. However, pupils' mental skills are not as strong as their other numeracy skills and pupils do not use these skills confidently in problem solving. This is because there are too few opportunities for pupils to use and apply their knowledge of mathematics in practical, everyday situations. By the age of seven, pupils are competent in the addition of two digit numbers and the use of correct mathematical language. They have a good understanding of the place value of tens and units and can competently add three numbers together. By the age of seven, good mental skills are evident in higher attaining pupils and they can explain their strategies. For example, a Year 2 pupil explained how to double 26 'you double the 20 to get 40 then you double the six to get 12 and then add 40 and 12 to get 52'. By the age of 11, although pupils are competent with mental recall of their tables it often takes average and lower attaining pupils longer than expected to give the correct answer, similarly their confidence in answering is not as high as in literacy lessons. This is the case particularly with boys and it was noted in the mental/oral sessions girls are more motivated and answer the greatest proportion of questions asked by teachers. All pupils add, subtract, multiply and divide large numbers accurately. Higher attaining pupils are developing their own strategies for solving problems and can explain their reasoning. For example, a Year 6 pupil explained what the pattern was that he had found in identifying prime numbers 'prime numbers have only two factors whilst all other numbers have an odd number of factors'. All pupils are able to gather and interpret information from graphs and charts and offer simple explanations. Pupils' knowledge of percentages, shape, and symmetry is good. Overall, pupils have good numeracy skills.

8. The high standards in reading, writing and number contribute significantly to pupils' learning across the curriculum.

Pupils' behaviour is very good; they form very good relationships with one another and adults, try hard with their work and accept responsibility very well.

9. The relationships within the school community are respectful and very supportive and are a strength of the school. Pupils respond extremely well to being valued as individuals. They take responsibilities eagerly and successfully develop into independent learners. Tasks such as tidying up are completed without fuss from the reception class upwards. Pupils are appreciative of the teachers' capacity to make learning fun and interesting, responding positively to these qualities. They

are very keen to come to school, which is reflected in the school's good attendance record and the fact that many pupils arrive early at school.

10. Pupils' attitudes to school and to learning are very good, their behaviour is very good and relationships are of high quality. They work with enthusiasm and are well motivated, exhibiting great interest in all that is around them. In a Year 2 mathematics lesson, pupils were eager to learn and demonstrated a strong capacity to sustain their concentration. Pupils responded well to the 'challenge' they were given in trying to construct and interpret bar graphs. They carefully discussed the graphs, responding very positively to the task and supported one another as they focused hard on answering the questions about the graphs they had made. As well as listening attentively to their teachers they take notice of the thoughts and comments of other pupils in the class. This was particularly evident in a Year 6 mathematics lesson as pupils explored time on a 24 hour clock. They listened carefully to one another's answers and reflected on the different ways pupils used to work out their answers. Very good working habits are formed as they respond positively to the teachers' high expectations of academic achievement, attitudes to work and positive behaviour. This was the case in a Year 4 design and technology lesson as pupils concentrated well for 30 minutes in making a variety of mechanisms for their pop-up storybook. Pupils develop very good cooperative skills for partnership and group work. They demonstrate a polite helpfulness toward each other as well as to all adults. Pupils are confident enough to try out individual ideas and share their ideas with the rest of the class, for example, when in a Year 1 geography lesson pupils used their knowledge of symbols to develop their own maps. In the plenary session at the end of the lesson pupils took pride in sharing their efforts with the rest of the class and appreciated the positive comments they received from their classmates.
11. The school's expectations of standards of behaviour are clearly stated all round the school as 'Our Class Rules'. Pupils understand what is required of them and they strive to achieve these goals. The standard of behaviour in the school is very good and makes a strong beneficial contribution to the quality of education provided by creating an effective environment for all pupils to learn in. The pupils respond to visitors in a friendly and self-confident manner. They are courteous to all, both inside and outside the building. They show respect for other pupils and for property, and value each other's opinions. They respond very well to the adult role models around them. There have been no exclusions in the school in the last year. Parents express great satisfaction with the beliefs and standards promoted by the school.

The quality of teaching is good. All the teaching was at least satisfactory and in 20 per cent of the lessons seen it was very good. Teachers are enthusiastic, have high expectations and all pupils' efforts and contributions are greatly valued; this enables all pupils to achieve well in lessons.

12. Overall, the quality of teaching is good. Teachers successfully meet the needs of all pupils. Across the school the teaching was at least satisfactory or better in all of the lessons seen, and in 20 per cent of lessons it was very good or better. In the previous inspection the quality of teaching was unsatisfactory in 15 per cent of the lessons seen and this was linked to work not sufficiently well matched to pupils' needs particularly pupils with special educational needs and higher attaining pupils. Overall, the quality of teaching has improved and in the lessons seen all the teaching

was at least satisfactory and the amount of teaching judged to be very good has increased from seven per cent to 20 per cent. A number of factors have contributed to the improvement in the overall quality of teaching:

- a raising of teachers' expectations through target setting;
- the improvement of teachers' planning tasks for different abilities;
- the effective monitoring of teaching;
- good assessment procedures;
- increase in the levels of classroom assistants.

13. There have been a number of teaching staff changes bringing new ideas into the school and staff training has been beneficial in improving the teaching of English, mathematics and information and communication technology. Overall, pupils' numeracy and literacy skills are taught well. Reading skills are taught well and in all classes the opportunities pupils have to use and develop their writing and reading skills in other subjects as well as English are good. In mathematics, not all teachers provide pupils with enough opportunities to use and apply their knowledge in practical situations and the effectiveness of the teaching in the mental/oral session is not consistently good.
14. Where teaching is of high quality, careful preparation provides a good range of resources to support pupils' learning and pupils are motivated well by praise and encouragement. The teacher has high expectations of pupils and they respond enthusiastically. Lessons are well planned and organised, providing pupils with challenging tasks. An example of very good teaching was in a Year 3/4 literacy lesson as pupils studied how settings in books can influence events and characters. The pupils responded enthusiastically to the task the teacher had given them and concentrated hard. As a result, they enjoyed the activity and reached a good understanding of how they could develop their own stories using adverbs as effective mood creators. Questioning was used effectively to promote and assess understanding and the teacher gave immediate extension or reinforcement as the needs arose. In a very good Year 6 mathematics lesson, as pupils reflected on prime numbers and factors, the teacher used perceptive questions that focused pupils on the task and valued their contributions to the discussion. The lesson provided pupils with the opportunity to investigate number patterns and use their newly acquired knowledge purposefully. In the literacy and numeracy sessions, teachers have established good classroom routines for pupils and there is an industrious working atmosphere. When teaching assistants or other helpers are present their skills are used well and provide good support for pupils; for example, in a class shared writing session the assistant provided good support to lower attaining pupils with their spellings. Pupils were encouraged and wasted no time in successfully completing the task to the best of their ability.
15. The best lessons are well planned, cater for the needs of all pupils, have a clear purpose, include challenging activities and proceed at a good pace. In a very good Year 2 literacy lesson, with the support of the teacher pupils focused well on using a dictionary to locate words after carefully studying how a dictionary is organised. The teacher used an effective range of teaching strategies and had high expectations of what pupils could achieve and how they should behave. In this lesson, discussion and questions were used well to challenge pupils' thinking, to inspire ideas and to see alternative possibilities. Whole-class teaching was effective, but pupils also had

the opportunity to work independently or collaboratively, which they did well. This resulted in pupils settling quickly to the task, working at a good pace and quickly developing a good knowledge and understanding of how helpful a dictionary can be. In a good Year 1 geography lesson, the teacher used her time well in monitoring and supporting pupils as they worked in groups discussing aerial photographs as an introduction to developing their own maps using a simple key. She listened carefully to the discussions, and joined in when necessary, ensuring opportunities to extend and clarify pupils' ideas were effectively taken. In other good lessons, teachers use questions well to check on past and present learning and develop the lesson successfully from pupils' responses. In a good Year 2 music lesson, pupils explored enthusiastically how they could compose a piece of music to depict a cold landscape. Very good use was made of open-ended tasks and questions for example, 'What do you think makes a cool sound ...?' or 'How could you use your instrument to gain a cold effect...?' The pupils responded with great enthusiasm and learnt a great deal from each other about different ways of using their voices and a range of musical instruments effectively to compose.

16. Teachers have a sound knowledge and understanding of the subjects they teach. In a good Year 4 design and technology lesson, the teacher's expertise and ability to evaluate pupils' storybooks motivated the pupils well. The teacher carefully balanced the amount of information she gave to pupils against effective questions to check on pupils' own evaluations. This resulted in pupils gaining a clear understanding of not only how to create but also how to improve their storybook. Teachers' management of pupils is very good, ensuring very good levels of discipline and creating an industrious working atmosphere. Teachers show great sensitivity towards pupils' needs and as a result pupils feel valued and confidently contribute to the lesson. Pupils are eager to learn and when given their task, respond positively by working hard and producing good quality work that is matched to their ability. The good teaching is instrumental in helping pupils make good progress.
17. The teaching of pupils who have special educational needs is good and is generally undertaken by the class teachers with the support of the special educational needs coordinator and the classroom assistants. Teachers are familiar with the process of identifying pupils who have special educational needs and follow correct procedures. Targets are specific and teaching is well focused. The teaching assistants who work with pupils who have special educational needs have very good relationships with the pupils and teachers. They are able to work in conjunction with the teachers to raise standards and to ensure that all pupils gain full benefit from their lessons.
18. Homework is used well to support the work in classrooms. The regular use of homework is effective in promoting the development of reading, spelling and mathematics with pupils. Good use is made of the reading diary and has great value as an effective link between home and school. There are good opportunities for pupils to extend the work done in class at home or to carry out research to find information to use in future lessons; for example, in Year 5, pupils were asked to bring till receipts to convert the decimals to fractions linked to their mathematics work. In Year 6, linked to their history topic, pupils carried out a questionnaire with their grandparents to find out about World War II. Homework is consistently given and supports pupils' learning well.

The school provides a strong pastoral system that helps develop sensitive, responsible pupils. A very good range of experiences develops pupils well, spiritually, socially and morally.

19. There is a very effective, well-planned pastoral programme in place that has a very positive impact on pupils' personal development. This was identified as a strength in the school by parents. Pastoral care is at the heart of the school and enables the school to successfully fulfil its mission statement. A strong family ethos is evident as pupils show sensitivity and support for one another. Each class has a member of the ECO (environmental issues) school's council and ideas put forward by the class are taken to the full council meeting and shared with staff and the headteacher. Through this facility pupils have enthusiastically instigated projects such as litter collection, paper collection and recycling initiatives. Year 6 pupils advertise throughout the school as 'Agony Aunts and Uncles' in an attempt to support pupils who would like to talk about any worries they have about school life. The ECO school's council is to be extended into a whole-school council. Lessons are carefully planned with a focus on developing responsible attitudes or being sensitive to other pupils' feelings and ideas. For example, pupils have sensibly discussed 'Healthy Eating' and 'Bullying.' Pupils put forward their ideas that are displayed throughout the school. One pupil devised a slogan after discussing bullying which said 'Its worse than measles, its worse than flu. Don't catch the bully bug whatever you do!' There is also a strong link to health education and pupils discuss sensitive areas such as, 'Friendship, and 'Growing and changing'. As a result, relationships between pupils and the ability of pupils to accept responsibility are a strength of the school. Pupils are very much aware of their own learning and what they need to do to improve. They are set individual targets after discussion with their teachers. In Year 2 pupils have achievement boards on which their targets are written such as 'not to talk too much', or, 'make my writing smaller'. Targets for older pupils are pasted into their books and indicate how they can achieve the next level in English and mathematics. Pupils respond well to this and are well motivated by the challenges they are set.
20. The range of experiences the school offers for pupils' spiritual development are very good, with time and opportunity allowed for them to reflect on aspects of their lives. Spirituality is particularly well developed through assemblies in which clear messages and appropriately related songs and prayers are used to reinforce the ethos of the school. Prayer is always associated with an opportunity for pupils to think quietly about how the theme affects themselves and others. Acknowledgement of a Supreme Being is made through saying the familiar school prayers. Planning indicates that 'Celebration' time in lessons gives pupils opportunities not only to reflect upon the consequences of their actions on others, but to celebrate their own and others' achievements. 'Awards Assemblies' give pupils opportunities to reflect on what the school values. Pupils have a range of activities that give opportunities for quiet reflection. Older pupils reflect upon the quality of their artwork as they recreate paintings in the style of famous artists. For example, in Year 3 pupils used various mechanisms in their pop-up books and expressed awe and wonder at the effectiveness of each other's efforts. There is a strong sense of purpose in the school, which encourages pupils to value themselves and others. National Charity appeals such as 'Homeless in the UK' and 'Missions in Zambia' allow pupils to reflect upon others less fortunate than

themselves. The pupils made a 'Millennium Promise' which is a covenant made by the school to support charities and issues in:

- the family;
- the school;
- Buxton;
- England;
- the world.

21. Provision for pupils' moral development is very good and is successfully promoted by the school code of behaviour and effective teamwork between pupils, all school staff and parents. Effort and achievement are consistently rewarded by an ongoing house point system. Staff make good use of praise and successfully build on positive behaviour. Older pupils' behaviour towards the younger ones actively shows thought and care. Pupils are responsible for their individual class rules and demonstrate a good understanding of right from wrong. Several instances were seen of pupils helping others in difficulty in the teaching areas. Value is placed on every pupil's work and effort. Such recognition is successfully reflected in the attractive displays of their work around the school and in the conversations between teachers and pupils during lessons. Assemblies play an important role in providing pupils with opportunities to consider moral issues. In an assembly relating to 'Appearances can be deceptive', pupils enthusiastically offer their views and ideas. They highlighted the importance of forgiveness and how important friendship is.
22. The school's provision for social development is very good. Pupils are encouraged to be self-reliant and to show consideration and concern for others. Pupils are helped to develop an understanding of citizenship; for example a group of pupils took part in designing equipment to help older citizens in the community. The school is involved closely with the community. Pupils grow seedlings and sell them to the local people at weekends and with the support of a local firm have developed a pond. Pupils perform at Buxton Opera House and at the local Dickensian Xmas Market. The school actively takes part in services in the local church at Christmas and Harvest time. Older pupils are given responsibilities in the school. During lunchtime, pupils successfully act as monitors looking after younger pupils in a family lunch setting; they also act as register monitors and help in preparing for assemblies. They sensibly look after younger pupils at playtimes and at lunch times. The pupils collect for charities, enjoy educational visits and relate to members of the community as the occasion arises. There are lots of opportunities for pupils to socialize through out of school clubs linked to sport and music and opportunities for pupils to learn French and Polish. In Year 6, pupils have the opportunity to take part in a residential visit to Whitehall Outdoor Activity Centre.

The headteacher provides very strong leadership, and with the support of a conscientious team of staff and governors, monitors and evaluates the work of the school successfully in order to continue to improve further the education it offers its pupils.

23. The school is very well led by a very conscientious headteacher, who provides a clear educational direction for the school. He sets a very good example to the school's community in upholding the ethos of the school and has the respect of

staff, pupils, governors and parents alike. The headteacher has successfully implemented the introduction of monitoring of teaching, target setting and developing a team approach to curriculum management. Through his endeavours, the school has a high profile in the community and is popular with parents. Recently the school has increased the number of pupils it admits and extended the accommodation to cope with this. There is a very effective management structure in place that leads to regular involvement of all staff through clear channels of communication. Teams of teachers meet regularly to discuss emerging issues; this has proved to be particularly effective in actively involving all staff in the development of the school. In providing professional support, the headteacher has built a loyal, hard working team who share his commitment to creating a happy, stimulating environment for all its pupils.

24. The governing body is effective and well led by the chairman. It provides good support for the headteacher and staff. All statutory responsibilities are fulfilled. There is a well-organised system of committees, which allows governors to carry out their duties effectively. Governors are particularly active in decision making and monitoring the work of the school. The finance committee considers strategic planning on the basis of projected pupil numbers and examines options that might be taken. The school budgets for all expenditures and is clear about the costs of developments. Specific grants are used very well and are effective in bringing about development and improvements. The funding received from the National Grid for Learning, to improve provision in information and communication technology, has had a positive impact on standards.
25. A strength of the school is the effective monitoring which takes place. The headteacher and senior management rigorously monitor the teaching in the school, and coordinators effectively monitor curriculum development. The headteacher monitors each class and discusses his findings with the class teacher. This provides opportunities to exchange thoughts about successes, as well as to discuss areas of improvement to the quality of teaching. Coordinators have clear and realistic responsibilities that are laid out in their detailed job descriptions. Relevant targets set for the development of their area is a feature of the school's development plan. Appropriate structures exist for coordinators to monitor teachers' planning, give advice on, and develop their subject. Teachers complete an audit of their subject and produce a written report indicating areas of strength and areas in need of development. From this an action plan is created indicating how improvements can be made. This information is then shared with colleagues and governors and a review date is set. This has been particularly effective in English, where through classroom observation areas of development have been identified and are being improved, for example in extended writing. The school's performance in national tests is carefully analysed and targets for year on improvement are set. As a result, this has led to a concerted effort to improve boys' performance in tests, which, although above the national average, are not as good as girls.
26. The ethos of the school reflects its mission statement well 'to lead all our children to be like Jesus... wise, honest and fair, today and every day'. The effective support and guidance shown to all pupils are features of the school. There is a strong principle of care, respect and consideration for others that parents value highly. Staff are very responsive and accessible to the pupils and show a genuine

concern for their welfare. This very secure environment, where pupils are confident with adults and one another, impacts favourably upon their progress. This progress is carefully recorded and monitored using good assessment procedures, particularly in English and mathematics. New pupils are sensitively introduced to the reception classes and quickly settle into a welcoming environment. Similarly there are good links to the local high school which ensure a worry free transfer for pupils in Year 6. Pupils with special educational needs and for whom English is an additional language are supported well by the school. The progress of pupils with special educational needs is monitored regularly at termly review meetings.

WHAT COULD BE IMPROVED

Average and lower attaining pupils' confidence and skills in applying their mathematical knowledge in everyday practical situations or in answering mental questions which are not as good as their other numeracy skills, particularly in boys.

27. The school has implemented the National Numeracy Strategy effectively and numeracy skills are taught well. Lessons are well planned to take account of the Programmes of Study and work is well matched to pupils' abilities. Pupils' progress in the knowledge and understanding of number through both infant and junior stages is enhanced through regular practice in mental calculation and revision of number facts. Their progress in language and computational skills is good across the school; improved curricular provision is having a positive effect at both infant and junior stages. Progress for average and lower attaining pupils in their ability to explain their thinking and develop their own approaches to overcoming difficulties is not as strong. Similarly, although pupils in junior classes are showing confidence and independence in their mathematics lessons, progress in using and applying their mathematical knowledge is not as good. This is true of average and lower attaining pupils and particularly boys. For example, in a Year 6 mathematics lesson, even though well supported by the teacher, pupils found difficulty in seeing strategies in finding the difference between 7.15 and 13.25 on a 24 hour clock. Other pupils could not with confidence explain how they had worked out their answers using adding on such as 'one add six hours on to seven to reach 13 and ten more minutes to get six hours and ten minutes. At the start of lessons, the quality of teaching in the mental/oral starter is not consistently good in all classes. Good practice was seen in a number of classes and is characterised by:
- pupils making effective use of whiteboards to record their responses to mental questions the teacher asks;
 - the teacher providing a range of questions to meet the needs of all abilities;
 - the questions covering a number of mathematical ideas for example, number bonds, tables, fractions, decimals, percentages;
 - there are lots of opportunities for pupils to share their strategies with the whole class;
 - pupils sharing their ideas by writing them on the blackboard for others to see;
 - there is a brisk pace and pupils are expected to answer quickly;
 - half the time in the session is used for pupils to discuss their strategies.

Scrutiny of pupils' work and teachers' planning indicate that pupils do not benefit from enough opportunities to apply their knowledge of mathematical facts and processes to solve practical, everyday problems. There is also a great variance in the quality of the practical tasks that pupils undertake.

The limited opportunities for the physical and creative development of children in the Foundation Stage due to the lack of an outdoor play area and large play equipment.

28. In the Foundation Stage the curriculum is good and the Early Learning Goals are well covered. However, there is a lack of a play area, and large play equipment for children for regular outdoor play. Although this does not appear to impact significantly on achievement this limits opportunities to further develop children's physical and creative skills, such as role-play situations and climbing and balancing skills.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve further the good quality of education the school offers to its pupils, and to build upon the good improvements since the last inspection, the governors, headteacher and staff should:

1. In mathematics, further improve:

- the problem solving skills of average and lower attaining pupils, and particularly boys, by providing more opportunities for pupils to use and apply their mathematical knowledge in practical, everyday situations;
- the mental skills of average and lower attaining pupils, and particularly boys by ensuring the teaching in the mental/oral session at the start of the lesson is of consistently good quality in all classes.

(paragraphs 7, 13, 26)

2. Further improve the good provision for children in the Foundation Stage by providing an appropriate area and large outdoor play equipment for regular outdoor play.

(paragraph 28)

OTHER SPECIFIED FEATURES

The inspection evaluated specifically the contribution of teaching assistants to the teaching of literacy and numeracy and how well they are managed in the school. In both cases these aspects were judged to be good. The school manages classroom assistants well and they have a positive impact on pupils' learning.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

20

Number of discussions with staff, governors, other adults and pupils

10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	4	10	6	0	0	0
Percentage	0	20	50	30	0	0	0

The table gives the number and percentage of teaching observed in each of the seven categories used to make judgements about lessons. Care should be taken when interpreting these percentages as each lesson represents five percentage points.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	343
Number of full-time pupils known to be eligible for free school meals	-	18

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	9
Number of pupils on the school's special educational needs register	-	50

English as an additional language

	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.6

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	22	25	47

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	19	18	19
	Girls	23	23	23
	Total	42	41	42
Percentage of pupils at NC level 2 or above	School	89 (87)	87 (80)	98 (84)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	19	21
	Girls	23	23	23
	Total	41	42	44
Percentage of pupils at NC level 2 or above	School	87 (84)	89 (80)	94 (87)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	23	23	46

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	18	17	21
	Girls	23	21	23
	Total	41	38	44
Percentage of pupils at NC level 4 or above	School	89 (88)	83 (76)	98 (88)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	18	19
	Girls	22	21	22
	Total	39	39	41
Percentage of pupils at NC level 4 or above	School	85 (80)	85 (78)	89 (80)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	2
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	333
Any other minority ethnic group	8

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12.0
Number of pupils per qualified teacher	31.2
Average class size	31.2

Education support staff: YR – Y6

Total number of education support staff	10
Total aggregate hours worked per week	174

Financial information

Financial year	2000/2001
	£
Total income	501,304
Total expenditure	505,745
Expenditure per pupil	1,519
Balance brought forward from previous year	9,787
Balance carried forward to next year	5,346

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	342
Number of questionnaires returned	250

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	36	3	0	0
My child is making good progress in school.	55	39	2	0	4
Behaviour in the school is good.	59	36	2	0	3
My child gets the right amount of work to do at home.	38	46	10	2	5
The teaching is good.	63	34	1	0	2
I am kept well informed about how my child is getting on.	53	31	12	1	2
I would feel comfortable about approaching the school with questions or a problem.	69	25	4	2	0
The school expects my child to work hard and achieve his or her best.	77	22	0	0	0
The school works closely with parents.	55	30	12	0	2
The school is well led and managed.	81	17	1	0	1
The school is helping my child become mature and responsible.	69	29	0	0	2
The school provides an interesting range of activities outside lessons.	40	38	12	1	9