

# Peak School

## Inspection report

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<b>Unique Reference Number</b>	113039
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	338074
<b>Inspection dates</b>	7–8 December 2009
<b>Reporting inspector</b>	Judith Charlesworth

This inspection of the school was carried out under section 5 of the Education Act 2005.  
The inspection of social care was carried out under the Care Standards Act 2000.

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<b>Type of school</b>	Special
<b>School category</b>	Community special
<b>Age range of pupils</b>	2–19
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	40
Of which, number on roll in the sixth form	18
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Robert Gregory
<b>Headteacher</b>	Linda Scowcroft
<b>Date of previous school inspection</b>	2 January 2007
<b>School address</b>	Buxton Road Chinley High Peak, Derbyshire
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<b>Age group</b>	2–19
<b>Inspection dates</b>	7–8 December 2009
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<b>Boarding provision</b>	Peak House
<b>Social care Unique Reference Number</b>	SC058493
<b>Social care inspector</b>	David Morgan

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## Introduction

This inspection was carried out by two additional inspectors and one social care inspector. The inspectors visited eight lessons and held meetings with governors, school and residential staff, and pupils. They observed the school's work, and looked at a range of documentation including the school's safeguarding policies and practices, information on pupils' academic progress and personal development, curriculum and planning documents, the school improvement plan, minutes of governing body meetings, and documentation and records related to the residential provision. Questionnaires submitted by 13 parents were analysed, as were those submitted by school staff and some pupils.

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

- whether the school's analysis of pupils' progress data is sufficiently rigorous
- the way that pupils' personal development is assessed and tracked, and whether the weaker areas identified in the last inspection have improved
- how well the governing body fulfils its role in ensuring all statutory duties are met, and provides constructive challenge to hold the school to account
- whether lessons include sufficient use of methods to support pupils' communication, understanding and enjoyment, and include enough ongoing assessment to support learning.

## Information about the school

Peak is a small residential special school situated in a rural location on the outskirts of Chinley in the Peak District. It provides for pupils with severe, profound and multiple learning difficulties. About one quarter of the pupils have significant additional difficulties associated with autistic spectrum disorders (ASD) and half of the pupils have challenging behaviour. There are 16 pupils aged 11 to 16, and three aged five to 11. All these pupils are taught in mixed-age classes. In the past year, the school has established an Early Years Foundation Stage class, and three children attend part-time. Almost all pupils are of White British heritage and six pupils are looked after in public care. There are more boys than girls, which is typical of schools of this type. A number of pupils make use of the seven bed short-break residential provision. This is open during school weeks and some weekends and holidays times. Peak provides an outreach service to support pupils with ASD in mainstream schools, and an advanced skills teacher for behaviour provides support within the county as requested.

**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?**

**2**

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

**2**

### Main findings

Peak School has maintained its good quality and is continuing to improve. Extensive analysis shows that pupils of all ages and with all types of special educational needs and disabilities learn well and make good progress in both their academic and personal development. This prepares them well for their future well-being. The good progress is due to the good quality teaching and curriculum, the personalised approach taken to each pupil's needs, and the outstanding care, guidance and support provided. Safeguarding procedures are good and the school's engagement with, and support of, parents is outstanding.

The school has outstanding partnerships with many external professionals and agencies which benefit pupils in many ways. Teaching assistants make a strong, effective contribution to pupils' learning and well-being and the team work between staff and other professionals based at the school is outstanding. Excellent behaviour management systems ensure that the school is generally a calm, happy place to learn.

The residential provision is good and all National Minimum Standards are met. It is managed well and makes an outstanding contribution to pupils' education and well-being. A small number of issues for improvement have been identified. These relate to the management of students' behaviour, provision of training for staff, the information detailed in students' personal files, compliance with students' placement plans and the accessibility of the Statement of Purpose for parents and students.

A major strength is the support given to enhance pupils' personal development, behaviour and learning skills. Pupils' attainment on entry is very low due to the complexity of their needs. While they make good progress in relation to their capabilities, attainment remains very low. Much of the planning and teaching is appropriately directed at developing the skills pupils need in order to learn effectively, such as sitting, listening, tolerating others around them and diminishing challenging behaviour. Planning and teaching to this end are routinely good and meet all pupils' needs very effectively. However, at times in classes for the most challenging and lower attaining pupils, the focus of learning is not clear enough. There is insufficient guidance on what pupils should learn next in order, ultimately, to attain at a higher level. The use of signing, symbols or other forms of aids to communication and understanding is not sufficiently consistent and suitable age-appropriate resources are not always used to support pupils' interest and understanding. Pupils' personal development is good, although the contribution they make to the wider community, and to some extent their cultural development, are limited by the school's approach to the promotion of community cohesion in the national and global context.

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The new provision for children in the Early Years Foundation Stage is outstanding. It is underpinned by excellent leadership and management, a very well designed curriculum that incorporates assessment of children's tiny steps of progress, and outstanding multi-disciplinary team work. The sixth form provision is good. A newly introduced curriculum is very well constructed to support students' future well-being and prepare them for their next steps after leaving school.

The school has good capacity for further sustained improvement. Staff at all levels have the pupils at the heart of all they do, and constantly strives to provide more effectively for them. Members of staff throughout the school, including some teaching assistants, have leadership and management responsibilities which helps ensure that self-evaluation is robust and realistic. Senior leaders have a clear view of the quality of provision and how and where they should support further improvement. The governing body has recently been refreshed, reorganised and is becoming more effective in challenging the school and holding it to account for its standards.

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

- Improve teaching and learning by:
  - ensuring all lessons have a clear subject context, for example, through the use of suitable subject-based resources
  - ensuring all lessons include a focus on what each pupil should learn next in that subject
  - ensuring that suitable aids to support communication are used at all times
  - using suitable, age-appropriate resources to support pupils' engagement and understanding.
- Improve pupils' contribution to the wider community, and their understanding of national and global communities, by a more considered approach to promoting community cohesion.
- Recommendations for the boarding provision are to:
  - respond to unacceptable behaviour by constructive measures which are approved by the head of care and support students' understanding of boundaries (NMS 10.1)
  - ensure there is full compliance with students' placement plans on a day-to-day basis (NMS 17.3)
  - include in students' files information on racial origin, cultural and linguistic background, and the contact details of each person with parental responsibility (NMS 18.2)
  - make training available that meets the individual needs of staff members, and ensure that this is recorded (NMS 29.4)
  - provide the Statement of Purpose in a suitable format for parents and students (NMS 1.4).

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## Outcomes for individuals and groups of pupils

2

The school's extensive attainment data is analysed internally, within the county and at national level, and provides an accurate picture of each pupil's attainment and progress.. All pupils' attainment is very low, and around half are attaining at the very earliest levels, so that the measurement of their skills development is not subject-specific. For example, 'showing interest in people, events and objects' might be a common target for some pupils in all subjects. The evidence shows that all pupils make good progress in relation to their capabilities and starting points. Recent evidence based on national guidance indicates that most pupils in the relevant year group made outstanding progress in English and mathematics. Pupils' progress in science has been identified as an issue for improvement, and the school is currently addressing this. Pupils make good progress towards the targets set in lessons and on their individual education plans, and the majority achieve them in the time expected. Pupils' good learning and enjoyment in lessons are evident in their facial expressions, laughter, willingness to engage, and generally good behaviour. Pupils with the most challenging behaviour often sit quietly in the group, for example, to listen to a short story. This is a significant achievement for them. Higher attaining pupils gain real satisfaction from completing a piece of work, or receiving praise.

Pupils feel safe in school, and relationships are outstanding. Pupils trust staff completely and rely on them to understand their particular needs even when they are unable to express them as such. Behaviour is good, due to expert, effective management strategies. This contributes significantly to the pupils' emotional and mental health, and their enjoyment of school. Attendance is above average for a school of this type. The school is successful in helping pupils make healthy choices. For example, some pupils with ASD learn to accept a wider range of food, and pupils enjoy exercise and participate willingly in physical activities.

Pupils' spiritual, moral, social and cultural development is good. They respond well to experiences that they understand and can 'feel', for example musical and visual experiences. Their confidence and self-esteem grow, and most understand the difference between right and wrong. They enjoy making a contribution to the school community through the school council and by giving their views in various ways. The school does much to teach pupils about a variety of cultures through celebrations and the tasting of different foods. However, pupils' contribution to and understanding of the wider and global communities is limited by a lack of real first-hand experience, for example, of such celebrations held in a school with a multi-cultural population.

*These are the grades for pupils' outcomes*

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<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.

\* In some special schools inspectors do not make a judgement about attainment in relation to expectations of the pupils' age.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	*
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<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>3</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>

## How effective is the provision?

Teaching has many good attributes. Significant among these are:

- the work of the teaching assistants, who are creative and use their initiative to support pupils' learning and behaviour
- the staff's effective management strategies to help pupils develop suitable behaviours for learning
- teachers' planning, which is detailed and personalised to meet the needs of each pupil
- the continuous support and guidance given to each pupil to help them enjoy their work, conform and learn
- the pupils' motivation, behaviour and positive attitudes to their work and activities.

Subject teaching is good for the higher attaining pupils, demonstrated, for example, in a science lesson where pupils entered their data on heat loss into a computer display for the group to review together. However, in some classes for lower attaining pupils, the subject context is not clear enough to give the pupils sufficient breadth and variety of resources and activities to help them learn to distinguish between subjects. At times, staff do not make the most of all opportunities to support pupils' engagement and understanding, for example by the use of suitable resources to grab pupils' attention or support their communication.

The assessment of pupils' developing skills is rigorous and helps staff to track their progress carefully and devise interventions as necessary. The assessment information, together with the staff's very detailed personal knowledge of individuals, allows them to plan suitable learning targets for each pupil and make appropriate adaptations to the

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curriculum. The curriculum is very well managed and each term's work is customised by the staff in order that it meets current pupils' needs. This often involves creating personal timetables for individuals. The curriculum is enriched by local partnerships, for example with schools and colleges, visits and visitors, such as recently visiting Zulu warriors. Satisfactory use of information and communication technology (ICT) is made to enhance the curriculum, teaching and learning. The curriculum is under constant review to make it ever more relevant to pupils' needs and the changing age and ability profile.

Outstanding consideration for the well-being of each pupil underpins the effective provision. The team work between staff, nurses and therapists is outstanding, as demonstrated by the calm but immediate way one pupil's health difficulties were addressed during the inspection. Each pupil is deeply cared for and respected by staff. Multi-disciplinary person-centred reviews ensure that pupils and parents are fully included in planning for each individual's future, health and well-being. Parents are given a great deal of support and are fully involved in their children's learning and progress by frequent and varied contacts with the school. Transitions in and out of school are carefully managed and pupils and parents are given considerable guidance during these times.

*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>1</b>

**How effective are leadership and management?**

It is evident that governors and staff members at all levels are clear that the school's ambitions are to 'reach out' to those in need, and to do its best for the pupils, their families and others in need in the local community.. Most staff members, including some support staff, have specific training and responsibilities that help maintain the school's strong professionalism and drive towards improving the provision and achieving its aims. They say they are proud to be members of Peak School staff. Self-evaluation is realistic. The senior leaders have a clear idea of the school's strengths and weaknesses, and how the provision should be improved. Governors, however, are not fully and systematically involved in this process. This prevents them from offering sufficient constructive challenge and holding the school to account for its work. In other ways, however, governance has recently improved. New members and a reorganisation of committee membership have increased the governing body's capacity to meet the school's needs, provide professional advice and challenge and become more pro-active on its behalf.



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Safeguarding procedures are good. The curriculum, careful analysis of pupils' performance and attention to individuals' needs ensure all have equal opportunities for learning and there are no issues of discrimination. Parents, pupils, staff and other stakeholders are consulted about the school's work; returns are high and very favourable. Peak has a good understanding of its own context and actively promotes cohesion within the school and local community. Its outreach services play an important role within Derbyshire. However, plans to extend its involvement in the community to include wider, national and global communities, and to evaluate the impact of its work in this area, are under-developed.

The school is well led and managed, with good use of ICT to underpin its systems. Finances and resources are managed very effectively. Adaptations are constantly made to the building to meet the needs of the changing population and tenacious fund-raising allows large scale additions to the premises, such as the hydrotherapy pool and new residential unit.

*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>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</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>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children in the Early Years Foundation Stage have an outstanding start to their education. Outcomes for children are good, however their attendance is part-time and very patchy due to their frailty. Nevertheless, the high quality provision meets each child's unique and extremely complex needs very effectively. Children are welcomed and cherished, and receive the care and education they need in a sensitive and professional manner. They feel happy and comfortable in school and enjoy their activities. Teamwork between the multi-disciplinary staff members and the external professionals is

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outstanding. Parents are very well supported when their children first start school, and they quickly become confident enough to leave them. Communication with parents about their children's activities, progress and well-being is daily.

The curriculum is very well devised to meet the learning and development requirements of the Early Years Foundation Stage, while enabling the children to access it through a sensory approach. Children have their own personalised education programmes and their development is continuously observed. Assessments and observations are assiduously made to inform progress tracking and individual targets. The classroom is warm, uncluttered and attractive without being overwhelming, and resources are appropriate to the children's needs. There is direct access to an outside area, but this is, as yet, under-developed although there are plans to address this shortly. However, when the children are well enough and the weather is favourable, they have full access to any of the school's outdoor facilities.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Sixth form

The sixth form is currently the largest department in the school. The leadership and management are not separate from the main school's, and the department is currently undergoing some development. A number of students join the sixth form from a resourced unit for pupils with special educational needs and/or disabilities in a local mainstream school. Their attainment tends to be at the higher end of Peak's population. The provision for higher attaining students has recently moved to a separate bungalow in the school grounds. This allows them an appropriate level of independence. Lower attaining students work mainly within the school.

The curriculum has just been re-written to meet students' needs and parents' wishes more effectively. It draws from two nationally accredited curricula for students with significant special needs, and is appropriately focused on preparing them for life after school. The students have always followed accredited courses, and will continue to do so. The new curriculum and associated, integrated assessment allows a better analysis of students' attainment and progress, to match that carried out in the main school. Teaching is good and generally appropriate to students' age and abilities, although resources are sometimes not age appropriate.. There is a suitable focus on supporting students' independence. More attention is now being paid to work-related learning than at the time of the last inspection. The department has good links with the University of

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Derby at Buxton where some students follow courses, such as photography. Records of progress in key skills show that the students make good progress in relation to their capabilities, but it is too soon to measure the impact of the new curriculum on their learning and development. The education and support provided prepares students well for their future lives.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>2</b>
Taking into account:	
Outcomes for students in the sixth form	2
The quality of provision in the sixth form	2
Leadership and management of the sixth form	2

**Boarding provision**

Boarding provision is good and there are several areas of outstanding practice: Being Healthy, Enjoying and Achieving and Positive Contribution are particularly strong and there are no areas of significant weakness. All the National Minimum Standards are met and closer attention is now paid to them. Since the last inspection, improvements have been made to the organisation of senior staff and supervision, which helps staff provide the best possible care to students. Fire safety training has been provided and parents are now given access to policies so that they understand how the house operates.

Students have their health and intimate care needs addressed exceptionally well and therapeutic techniques are thorough. Students benefit because of the particularly high level of support that meets their individual needs. Catering is of a good standard and students are provided with balanced meals that cater for special diets and other eating requirements.

Students' welfare is promoted particularly well and they are thoroughly protected by the staff's excellent understanding of how to safeguard children. Staff are rigorous in assuring students' privacy and in the implementation of anti-bullying and absconding policies. Students report that they feel safe, and parents express complete confidence in the staff. Relationships are outstanding. Policies and procedures are kept under review and staff are kept informed of new developments by regular training. There are effective systems in place to address any concerns or complaints that may arise.

Students are supported to develop appropriate behaviour through good communication between the school and residential staff, and advice from those specialising in behaviour management. Acceptable behaviour is encouraged by constructive staff responses and there have been no restraints since the last inspection, which is an important contribution to the dignity of students. In a minority of cases, residential staff find it difficult to establish clear boundaries consistently, which is unproductive for students and stressful for staff. The physical safety of students is assured by thorough fire prevention and other maintenance policies and processes.

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The school's residential provision makes an excellent contribution to students' educational progress. Their social, leisure and personal skills are particularly well supported. An outstanding programme of week-end activities together with a high level of individualised support, for example, provides substantial community involvement. This promotes students' inclusion in, and contribution to the community and helps to reduce their anxieties around change.

The provision for consulting students and their families is outstanding. Their opinions are sought by a variety of means and staff continually seek to improve the processes to maximise the contribution of parents and students. Parents feel they are particularly well supported by staff and are able to contact their children easily.

Effective consultation is also reflected in care planning. Students have excellent written plans outlining how their needs will be met in the house. Plans are clear and thorough and represent the views of all parties involved. Parents notice significant improvements in skills, such as maintenance of personal hygiene. However, individual daily records are insufficiently detailed in relation to progress towards targets set. Rigorous attention is paid to admission and discharge processes.

Planning to facilitate each student's move from the school to an adult placement is started as early as possible. This sensitive matter is handled well and includes consideration of students' ability to use money.

Building of a new residential unit will shortly commence, but the existing property is well presented and clean. New bathrooms have been installed. The residence is currently decorated for Christmas and has a welcoming feel.

Students' needs, development and progress are reflected well in their individual files. These are well-presented and include all the required information. However, the work staff undertake to address individuals' cultural needs, for example, during discussions with families, is not evidenced in their files. There is also insufficient clarity about which adults have parental responsibility for individuals. These matters are important although, at present, they have minimal impact on the students.

The promotion of equality and diversity issues is good. Individuals' needs arising from their special educational needs and/or disabilities and religion are identified and acted upon. Staff provide students with experience of a variety of cultures and there is an appropriate gender balance in the staff team. Displays throughout the school portray positive images of diverse community groups.

The leadership and management of the boarding provision are good. High levels of staff look after students during both day and night, and staffing reflects the level described in the Statement of Purpose. However, this is not supported by alternative documents or systems that can be easily understood by parents and students. Guidance is provided to staff by comprehensive policies and procedures, an imaginative training programme and well organised supervision meetings, which are an important improvement to the service. Records do not, however, show clearly whether the required staff training has been provided for all staff, including ancillary staff.

**National Minimum Standards (NMS) to be met to improve social care**

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- All national minimum standards are met.

*This is the grade for the boarding provision*

<b>The effectiveness of the boarding provision</b>	<b>2</b>
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## **Views of parents and carers**

The overwhelming majority of parents who returned the inspection questionnaires and who answered the school's own questionnaires are very pleased with the school and all it does for their children. Typical comments are 'We believe this school is exceptional. It is very well run and the staff are superb' and 'We consider ourselves very fortunate to have a place for our child at this school'.

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

Ofsted invited all the registered parents and carers of pupils registered at Peak 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 inspector received 13 completed questionnaires by the end of the on-site inspection. In total, there are 40 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	9	69	4	31	0	0	0	0
The school keeps my child safe	11	85	2	15	0	0	0	0
The school informs me about my child's progress	8	62	5	38	0	0	0	0
My child is making enough progress at this school	8	62	4	31	1	8	0	0
The teaching is good at this school	11	85	1	8	0	0	0	0
The school helps me to support my child's learning	10	77	2	15	1	8	0	0
The school helps my child to have a healthy lifestyle	9	69	3	23	1	8	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)	9	69	3	23	1	8	0	0
The school meets my child's particular needs	10	77	2	15	0	0	0	0
The school deals effectively with unacceptable behaviour	9	69	2	15	1	8	0	0
The school takes account of my suggestions and concerns	9	69	3	23	0	0	0	0
The school is led and managed effectively	10	77	2	15	0	0	0	0
Overall, I am happy with my child's experience at this school	11	85	2	15	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 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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 pupil's 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.**



9 December 2009

Dear Pupils

Inspection of Peak School, Chinley, SK23 6ES

Thank you very much for welcoming us into your school this week. It was good to see you learning and enjoying yourselves. I am pleased to tell you that you go to a good school. I am sure you know that anyway, and so do your parents.

These are the things that are particularly good about your school:

- you make good progress
- you enjoy school
- you learn to behave well and concentrate better
- all the staff care very well for you and want to help you as much as possible
- the staff give you lots of interesting things to do
- the school welcomes your parents and wants to include them as much as possible
- the therapists, nurses and other professionals are very important to your progress and well-being
- the school is well led and managed, and all staff want to make the school even better than it already is
- the Early Years Foundation Stage gives children a splendid start to school.

I have asked the school to do two things to improve. These are:

- to make sure that your lessons include enough activities and resources to help you understand and communicate as much as possible, and learn about different subjects
- to help you learn about different cultures and ways of living by giving you more direct experiences of them.

I wish you all the best for your future lives.

Yours sincerely

Judith Charlesworth

Lead inspector

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