

Dove Holes CofE Primary School

Inspection report

Unique Reference Number	112809
Local Authority	Derbyshire
Inspection number	357195
Inspection dates	16–17 February 2011
Reporting inspector	John Horwood

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	78
Appropriate authority	The governing body
Chair	Andrew Snadden
Headteacher	Jennifer Allin
Date of previous school inspection	23 January 2008
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Introduction

This inspection was carried out by two additional inspectors. They observed seven lessons and saw three teachers. Meetings were held with groups of staff, members of the governing body and pupils. Inspectors observed the school's work and looked at documentation including pupils' work, minutes of the governing body's meetings, the school improvement plan, progress monitoring records and school policies. The responses to 43 questionnaires from parents and carers were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Does school data and inspection observation support the view that progress is at least satisfactory for all pupils?
- Is the behaviour of a few pupils with behavioural difficulties being well dealt with and does it have an impact on the learning of others?
- What are the key strengths of the Early Years Foundation Stage and do the identified limitations of the outdoor area have an impact on outcomes?

Information about the school

Dove Holes Primary School is a smaller than average primary school. Pupils are taught in three mixed-aged classes. Almost all pupils have a White British heritage and none speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below that found in most schools. The school has an average proportion of pupils who have special educational needs and/or disabilities, which cover a broad spectrum of needs. The number of pupils with a statement of special educational needs is above average. A large majority of teachers and members of the governing body have joined the school since the previous inspection, including the headteacher who joined in January 2010. The school has been awarded national Healthy Schools status and the International School Award.

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

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

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Dove Holes Primary School provides its pupils with a satisfactory education. Following a period of transition of both leadership and teaching staff many new systems have been put in place to improve the school. While there is clear evidence that the school is improving, there has been insufficient time for the improvements to be seen through higher achievement in English and mathematics which are still in the broadly average range. The school self-evaluation is very accurate. There has been a strong focus in ensuring the school community is a cohesive society and this is reflected by the very positive responses to the staff and pupil questionnaires which were completed as part of the inspection process. Parents confirm that improvements have been made and, although there have been concerns about behaviour in the past, a typical parent comment was: 'Though the new headteacher has inherited previous problems she is dealing with them promptly and efficiently. I cannot fault her approach and dedication to the school and feel that the school will now go from strength to strength.' Satisfactory progress has been made on the areas identified during the last inspection and confirms that the school's capacity for sustained improvement is satisfactory.

Teachers and pupils have good relationships and every pupil is well known to all the staff and other pupils. Pupils are happy and say they enjoy school where they feel very safe. They say that all the adults in school look after them well and help them with their work. Within the classroom teachers are developing their skills in using data systems for monitoring progress, but at present pupils are not consistently involved in monitoring their own progress. The use of targets and the identification of National Curriculum levels to pupils are variable. The revised marking policy has not had time to be fully implemented; current marking does not always give pupils enough written guidance on how to improve their work and get to the next stage in their learning. Although teaching overall is satisfactory there are many good elements within the teaching which are not evident in all lessons.

The good curriculum, together with the good support and guidance in the classroom, ensure that every pupil is able to make at least satisfactory progress in their academic skills and good progress in their personal development. Their spiritual, moral, social and cultural development is good. They identify a range of visitors who lead collective worship and talk excitedly about sending pictures to children in India, as well as meeting pupils from different backgrounds when they go on their residential visit. Although behaviour is satisfactory overall, the vast majority of pupils behave well and they understand the needs of those who do not. Behaviour is well-managed and does not have a significant effect on the learning of others.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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What does the school need to do to improve further?

- Raise attainment and progress in English and mathematics by:
 - sharing the best teaching and learning practices which already exist in the school so that all lessons are good or better
 - ensuring that marking always tells pupils how to improve their work and how to get to the next step in their learning
 - ensuring that pupils understand which level they are working at and are consistently involved in assessing their own progress.

Outcomes for individuals and groups of pupils

3

Achievement is satisfactory. Throughout the school, attainment levels in English and mathematics are close to expected age related levels as a result of pupils making satisfactory progress. Those with special educational needs and/or disabilities make satisfactory progress as a result of effective support and intervention strategies. Pupils say they enjoy their learning especially when they are actively involved. This was seen in a Year 4, 5 and 6 class during a lesson about data handling when they enthusiastically carried out a survey on which fruit people prefer in preparation for producing bar charts. They like the topic-based lessons and class 3 all joined in a good discussion about Ancient Egyptians. The needs of all pupils are met with appropriate support, often in small groups away from the main classroom. Their enjoyment is reflected by most pupils attending regularly and punctually. A few pupils had not attended regularly but the school has worked with the families to improve this.

Pupils are satisfactorily prepared for their future well-being because of their average achievement and good personal skills. Pupils eat healthy food including fruit at break times and have water on their desks. Most bring healthy food in their packed lunches. They also enjoy sport including competitive activities with other schools. These outcomes have contributed to the school being awarded the national Healthy Schools status. Pupils make a very good contribution to the school community as school council members and as playground buddies. They interact well with the local community through sport and activities, such as taking part in the Buxton Dance Festival and helping plant trees at the local quarry site. The link with a school in India has contributed to the school obtaining the International School Award.

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These are the grades for pupils' outcomes

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

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

How effective is the provision?

Improved monitoring of lessons has helped teachers develop their skills and this has been supported by new appointments. Teaching is at least satisfactory and some is good. All teachers have good subject knowledge and have good caring relationships with the pupils. They make good use of a range of activities to make lessons enjoyable and encourage learning. The curriculum planning supports them well with the mixed-age classes and ensures that repetition of work is minimised. In all lessons the learning objectives are identified with activities set which are appropriate to pupils' abilities. Teachers often but not always involve pupils in assessing their own work, but their marking does not always make it clear how well pupils are doing and how to get to their next target or level.

The curriculum is broad and balanced and uses a topic-based approach to motivate pupils. Linking subjects across the curriculum is well established and contributes to enjoyment. A visit is usually arranged to match the topic work. The curriculum is well adjusted to meet the needs of every pupil and is regularly reviewed to reflect any changes in the class groupings. There are good enrichment opportunities including well-attended activities and clubs. The annual residential week at the White Hall activity centre is a highlight of pupils' enjoyment and the school provides a similar enjoyable experience for those who choose not to go. The provision for pupils who have special educational needs and/or disabilities is very well planned as part of the focus on 'every child'. This includes those pupils who have a statement for their special educational need and/or disability.

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Pastoral care is good to ensure the welfare of pupils. Teaching assistants provide good support and guidance to those who need extra help and are very effective supporting the pupils who have a statement of their special educational need and/or disability. Procedures to improve attendance and behaviour have been revised and have already had a good impact. Transition arrangements with secondary schools are good and support those pupils making this move. All requirements of health and safety are met. The support and provision for pupils and their families who are vulnerable due to their circumstances are good through a wide range of support agencies.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has a clear vision for improvement and is well supported by all leaders, staff and members of the governing body. In a short time there has been much done to improve the school, but systems are yet to be fully embedded with visible improved outcomes. This includes teaching and learning where the effectiveness is still satisfactory because progress over time is currently satisfactory. The school improvement plan is well written and clearly prioritised with realistic timescales. Every child is focused on as an individual and has equal access to all opportunities. There is no discrimination within the school. Any previous variations in progress made by individual or groups of pupils have been minimised. At present, the effectiveness of the governing body is satisfactory because a significant proportion of the members are relatively new to their roles. However, their effectiveness is improving because members are now better informed about school performance. Safeguarding procedures are all in place to meet requirements including the vetting of staff. There are good partnerships with support agencies to ensure the care and well-being of pupils. Good partnerships have been developed with other educational establishments to extend the school provision.

The effectiveness with which leaders promote community cohesion is good. They know the community well and have planned a logical approach to ensuring a cohesive school community which then reaches out to the local community and beyond. The strategies are planned and monitored through the school improvement plan. Already, a harmonious school community is securely in place and a good partnership developed with parents, some of who now help regularly in school. For example, one parent regularly leads an aerobics session at the start of the day. Members of the local community come into school to support the curriculum and pupils' spiritual development. Links have been established with a school in India and with a school in a different part of Derbyshire to enhance the curriculum provision for cultural development.

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

These are the grades for leadership and management

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

Early Years Foundation Stage

The Early Years Foundation Stage provides a good start for children. Most join from the nearby pre-school with which there are close links to ensure children and parents are well informed about the school. Children settle quickly in this caring environment and parents are able to accompany their children into school and see their work before the start of the school day on Fridays. Skills and knowledge on entry to the Early Years Foundation Stage are generally below the level which is typically expected for their age, although the current group were close to expected levels. Children make good progress and most reach or exceed the goals expected of children at the end of the Reception year. They are confident and friendly. They benefit from being in the same class as the Year 1 pupils who set them good examples.

The learning environment is well organised with a good range of facilities. The outdoor area is an area the school leaders are trying to improve but the site layout makes this difficult. However, the space is well used and the limitations do not affect the learning opportunities and the progress of children. Children really enjoyed working indoors and outdoors on making models and planting seeds. Teaching is good and based on comprehensive planning. Adults give effective advice and children have a good understanding of how to keep safe. All welfare requirements are met and there is good support for children's well-being. Monitoring of progress is good with regular assessment activities and photographic records kept of attainment. Children with special educational needs and/or disabilities are well supported in all aspects of their learning.

Leaders have a clear understanding of strengths and are keen to improve still further. New policies have been written to identify and support the good practices that are taking place.

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

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These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

Over half of the parents and carers completed inspection questionnaires. Most are satisfied with all aspects of the school. A minority do not think behaviour is dealt with well and a small minority think that they do not get enough information about the progress their child makes. Written comments on the questionnaires suggested that the behaviour management is improving and this was confirmed during the inspection. There was exceptionally high agreement that children enjoy school and are helped to have a healthy lifestyle. A small minority of parents and carers had individual concerns which were considered as part of the inspection process. These, together with the concerns about being informed about progress, were not substantiated by evidence available during the inspection.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Dove Holes CofE Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 43 completed questionnaires by the end of the on-site inspection. In total, there are 78 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	51	20	47	1	2	0	0
The school keeps my child safe	26	60	14	33	3	7	0	0
My school informs me about my child's progress	13	30	21	49	8	19	0	0
My child is making enough progress at this school	16	37	19	44	8	19	0	0
The teaching is good at this school	17	40	24	56	2	5	0	0
The school helps me to support my child's learning	16	37	21	49	6	14	0	0
The school helps my child to have a healthy lifestyle	26	60	17	40	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	17	40	20	47	3	7	0	0
The school meets my child's particular needs	21	49	19	44	2	5	0	0
The school deals effectively with unacceptable behaviour	9	21	16	37	10	23	5	12
The school takes account of my suggestions and concerns	15	35	24	56	4	9	0	0
The school is led and managed effectively	17	40	21	49	4	9	0	0
Overall, I am happy with my child's experience at this school	21	49	16	37	6	14	0	0

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

Glossary

What inspection judgements mean

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

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



18 February 2011

Dear Pupils

Inspection of Dove Holes CofE Primary School, Buxton, SK17 8BJ

Thank you for welcoming us and helping us when we came to inspect your school. I really enjoyed talking to you and seeing you learning and playing so well together. Your school is giving you a satisfactory education.

There are many things we admire about your school and these are a few of them.

Your school is an improving school and you make good progress in developing your personal skills and understanding of pupils from different backgrounds to yours.

You all get on well together and have good relationships with each other and with adults.

You say that you enjoy school where you feel very safe and most of you attend regularly.

You really enjoy the exciting residential trip to White Hall and taking part in activities organised by the school.

All the adults look after you very well and give you good help and guidance during lessons.

These are things we have asked the school to do to make it even better.

Help teachers share things that work well in their lessons with each other so that all your lessons are good or better.

When teachers mark your work to always let you know how to improve your work and tell you what you need to do to get to the next step in your learning.

Make sure that you know which level you are working at and are always involved in assessing your own progress.

You can help by continuing to work as hard as you are doing now.

Yours sincerely

John Horwood

Lead inspector

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