

# Buckingham Primary School

Buckingham Road, Hampton TW12 3LT

<b>Inspection dates</b>	30 September–1 October 2015
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- This is a warm and welcoming school. Parents report that this large school feels like one much smaller, because the headteacher and all the adults know the children and their families well.
- Leaders, managers and governors work together harmoniously and effectively. As a result, the school has improved. Pupils now achieve better than at the time of the previous inspection.
- Systems for checking pupils' progress are effective and understood by all adults. Governance has improved. The school is well placed to sustain its upward momentum.
- Adults cater successfully for pupils' personal development and their welfare. Pupils are cared for well. This results in happy, confident pupils who are proud of their school.
- The school keeps pupils safe and teaches them to keep themselves safe.
- Behaviour is good throughout the school, enabling good learning to take place.
- The quality of teaching has improved since the previous inspection and is now consistently good. This is because senior and middle leaders work effectively to check and monitor its quality.
- Teaching assistants work in effective partnership with teachers and leaders. This helps them to provide appropriate support for all groups of pupils.
- Assessment and feedback to pupils, both oral and written, are consistently good, encouraging pupils to think things out for themselves.
- The early years provision is good. Children's achievement has been improving over time.
- The spiritual, moral, social and cultural development of pupils throughout the school is strong. Pupils respect others.

### It is not yet an outstanding school because

- Pupils' progress is not rapid enough to enable it to be outstanding. Teaching does not always present enough challenge to enable pupils to do their very best.
- For children in the Nursery and Reception classes, the outdoor play areas do not always offer enough opportunities to learn basic literacy and numeracy skills out of doors as well as inside the classroom.

## Full report

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

- Improve the quality of teaching, so that it is outstanding and results in pupils making rapid progress in reading, writing and mathematics, by increasing the level of challenge for all pupils.
- Provide more opportunities for children in the Nursery and Reception classes to improve their reading, writing and number skills across the curriculum, both indoors and in the outdoor play areas.

## Inspection judgements

### Effectiveness of leadership and management is good

- Leaders and governors have improved the school in key ways. This is because they have created a culture in which all adults work in harmony to make the school better. Staff responses to the survey of their views shows that they overwhelmingly share the aims of leaders and governors. As a result, pupils' achievement has improved steadily since the previous inspection.
- Senior leaders, ably supported by middle leaders, check the quality of the teaching well to ensure that it is consistently good. As a result, pupils throughout the school make good progress in their learning. Systems for checking pupils' progress are well understood and effectively used by all staff. These systems have improved pupils' achievement.
- Staff told inspectors that they feel well supported by leaders at all levels, and that they feel themselves to be part of a team. They feel encouraged to go on courses to improve their skills. They understand the school's systems for encouraging improved performance in their teaching skills.
- Leaders and governors have an honest and accurate understanding of their school. Their plans for future improvement are achievable and accurately focused on the right priorities.
- The school gives all pupils an equal opportunity to succeed. It is a diverse community in which all feel welcome and in which there is no discrimination. As a result, pupils respect the views of others.
- Pupils are successfully prepared to grow up in modern democratic Britain. Their voice is heard. Pupils who acted as class ambassadors were confident and articulate, able to explain clearly to inspectors what they were learning.
- The school successfully promotes pupils' spiritual, moral, social and cultural development. In one whole-school assembly, for example, pupils learned the importance of resilience and perseverance when things get hard, not only through an absorbing story but also by sharing their own experiences and feelings.
- Pupils enjoy a broad and balanced curriculum. Most mornings are timetabled for establishing and deepening their understanding of reading, writing and mathematics. Inspectors also saw pupils absorbed in learning science. Pupils' learning journals give evidence of their learning in a wide range of worthwhile topics, including the Great Fire of London, Ancient Greece and world religions.
- Pupils are taken on visits to places of interest, designed to broaden their horizons and experiences. Staff give generously of their time to run clubs for pupils. Such activities outside the classroom open pupils' eyes to the outside world and promote effective learning of a wide range of topics.
- The additional funding for disadvantaged pupils is used effectively to promote their skills. This ensures that gaps between those eligible for the additional funding and other pupils in the school and nationally are closing fast. In most year groups there is little difference in the progress of these groups. This is because leaders and governors are acutely aware of the importance of spending the additional funding effectively. They check rigorously the progress of disadvantaged pupils, enabling them to achieve well.
- The additional funding for primary sports and physical education is used effectively. Introduction of new sports activities, such as basketball and skipping challenges, attracts a wider range of participants. The school keeps a tight watch on how well the funding is used, breaking down the figures by age, gender and groups such as disadvantaged pupils to ensure a fair allocation for all. The school works with the local authority to ensure that teachers develop the skills to continue the quality of sports provision in the future.
- The school works effectively with parents to keep pupils safe. Communication is smooth, ensuring a good exchange of information between school and parents, for example on safeguarding. Vulnerable children are looked after well at the school. Any safeguarding concern is quickly referred to the appropriate authorities.
- Parents gave evidence in their conversations and communications with inspectors, and through the online survey, Parent View, that they hold the school in high esteem. A typical comment from one parent was, 'This was not our first choice of school, but within a few weeks we knew that we would not change for the world.' Parents told inspectors that they particularly value the daily presence of the headteacher in the playground, enabling them to feel part of a community school.
- **The governance of the school**
  - Governors are closely involved in the life of the school and all have specific areas of responsibility within the school community. They visit it regularly to evaluate its work for themselves.
  - Following the previous inspection, governors undertook a stringent review of their own performance.

- As a result of their self-evaluation, they have strengthened their contribution to improving the school.
- Governors understand the link between teachers’ progression up through the salary scales and pupils’ progress. This helps them to ensure good teaching and good value for money.
- Governors have a good understanding of the school’s information about pupils’ achievement. This enables them to keep a close eye on how well groups, such as disadvantaged pupils, are doing. They are ready to ask searching questions of the school. This makes a valuable contribution to school improvement.
- Governors are trained in safeguarding procedures, such as ensuring the safe recruitment of staff. They fulfil their obligation to keep pupils safe effectively.
- The arrangements for safeguarding are rigorous. Those who work with children are scrupulously vetted. The site is secure. Required checks on safety are carried out diligently.

### **Quality of teaching, learning and assessment is good**

- Teaching is consistently good across all year groups and classes. This results in pupils making consistently good progress in their learning.
- Teaching is not yet outstanding, because it does not always challenge pupils to do their very best work to speed up their progress.
- There are warm relationships in the classroom. Pupils told inspectors that they enjoyed learning and that behaviour was well managed by the adults. Pupils understand the reward systems for good behaviour.
- Teaching assistants are well deployed and make a valuable contribution to the learning of all groups of pupils, including disadvantaged pupils, those at risk of falling behind and the most able.
- Adults know the pupils well and plan effectively to meet the needs of all groups.
- Questioning in class is strong, ensuring that all pupils remain alert and engaged in their learning.
- Feedback, both written and oral, is helpful, enabling pupils to make good progress. For example, written feedback offers pupils the chance to reflect on the piece of work they have submitted and make improvements then and there.
- Adults teach the key skills of reading, writing and mathematics well, preparing pupils effectively for the next stage of schooling. For example, pupils’ reading skills have improved considerably as a result of the stimulating books they are encouraged to read. Year 4 pupils’ reading of Ted Hughes’ novella *The Iron Man* stimulated some remarkable writing, such as: ‘As the evil Iron Man roared mournfully, he hauled himself hastily out of the warm grass on the jagged hill.’

### **Personal development, behaviour and welfare are good**

#### **Personal development and welfare**

- The school’s work to promote pupils’ personal development and welfare is good. The school is a warm and reassuring environment. Parents told inspectors that the adults, including the office staff, know the children and their families well. Any concerns that pupils or their parents might have are quickly attended to and dealt with.
- Pupils are confident and polite. They are ready to take responsibility. Those who served as ambassadors for their class described to inspectors what they were learning, and were articulate and helpful.
- Lunchtimes and playtimes run smoothly. Pupils eat and play harmoniously together. Staff understand pupils’ dietary requirements and are careful to cater for them.
- Pupils feel safe at school. They report that there is no actual bullying, and occasional incidents of name calling are quickly dealt with by adults.
- Pupils told inspectors that they are taught to keep themselves safe. They understand the potential risks involved both in using computers and from strangers outside school.
- Pupils who attend the breakfast club or after-school care provision are very well cared for. Meals are eaten in family-type settings. Adults provide a rich array of activities for pupils to explore. Pupils attending the after-school provision told an inspector that they valued the chance for boys and girls and those in different year groups to play together harmoniously.

#### **Behaviour**

- The behaviour of pupils is good. They respect others and get on well together. They conduct themselves

well in and around the school, for example by holding doors open. They consider the needs of others. Older pupils told inspectors that they enjoyed visiting younger children in the early years and helping out.

- Pupils told inspectors that behaviour in lessons was typically good, so that lessons proceeded smoothly.
- Classrooms are orderly and pleasant to be in. Pupils make good use of the 'working walls', checking their facts from the displays on the walls and pinning up their own ideas to share with others.
- The school has worked hard to improve attendance. Persistent absence has fallen sharply since the previous inspection and overall attendance continues to improve.

## Outcomes for pupils

are good

- Pupils in all year groups throughout the school make consistently good progress in reading, writing and mathematics.
- Progress from the end of Year 2 to the end of Year 6 in reading, writing and mathematics has been rising, and is now in line with national figures.
- Disabled pupils and those with special educational needs make good progress. This is because the school rigorously checks the impact of additional support provided for these pupils.
- The most-able pupils make good progress in line with others at the school. Their attainment is generally in line with or above that of most-able pupils across the country.
- Pupils' attainment overall is in line with national averages in reading, writing and mathematics, and is on an upward trend. Pupils are prepared well for secondary school, leaving with good literacy and numeracy skills.
- Disadvantaged pupils achieve well. In most year groups, there is little appreciable difference between their attainment and that of others in the same year. Disadvantaged pupils make good progress in all subjects in line with other pupils at the school. In the 2015 Year 6 tests, disadvantaged pupils made particularly strong progress in reading and writing, compared with other pupils in the school and nationally.
- Pupils' attainment and progress overall were higher in 2015 than at the time of the previous inspection. This is because senior leaders check pupils' progress with increasing accuracy and rigour. All staff understand the information about pupils' achievement. Figures are presented to governors clearly, enabling them to ask searching questions and hold leaders at all levels to account. As a result, all adults contribute to the school's journey of improvement.

## Early years provision

is good

- Children do well in the Nursery and Reception classes. Parents confirm that their children are happy, settled and looked after well. Communication between school and home is friendly and helpful.
- The early years provision is well led and managed by the effective coordinator who is part of the senior leadership team. Leaders and managers check carefully how well the children are learning, and staff use the figures to plan effectively for children's needs. As a result, children's attainment has improved since the previous inspection.
- Children settle quickly into their new routines. Inspectors arrived when some Nursery children were experiencing their first day. Nevertheless they were happy and settled and could talk about the activities they were engaged in.
- Children behave well. They play well together. Inspectors enjoyed seeing children happily cooperating to extend wooden train tracks and run the engines on the tracks. They are ready to share the equipment and take turns.
- The school keeps the children safe. Rigorous risk assessments are undertaken when children move around the school site or go on visits and trips.
- The school promotes the children's spiritual, moral, social and cultural development effectively. For example, children were absorbed in role playing the part of medical staff and 'treating' volunteer child-patients. Such activities encourage children to think of the needs of others.
- Children learn about the world around them, absorbing British values through the curriculum as well as learning about a wide range of religious festivals and celebrations.
- Teaching is good. All adults share in introducing children to new ideas and experiences, and providing

them with lots of chances to use and develop language.

- Adults prepare a range of rich experiences for the children to explore, both indoors and outdoors. Inspectors enjoyed seeing children using the school's spacious field to engage in their 'bug-hunt'. However, the outdoor play areas are not always used to provide opportunities to stimulate children's literacy and number skills to further enrich learning.
- Outcomes for the children are good. The proportion of children gaining a good level of development in the early years skills has risen since the previous inspection. This reflects the energy and ambition of adults throughout the school to give the children a good start. Disadvantaged children who are eligible for the early years pupil premium do well. Their skills match those of other children at the school. The school works in effective partnership with external agencies to support children with a range of additional needs. As a result, those identified as having additional needs make good progress in line with others.
- Children learn a range of language, number and personal skills in the early years. By the time children leave Reception, they are ready to move confidently to the next stage of their education in Key Stage 1.

## School details

<b>Unique reference number</b>	102904
<b>Local authority</b>	Richmond upon Thames
<b>Inspection number</b>	10001972

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

<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	556
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Heena Sachdeva
<b>Headteacher</b>	Caroline Boyle
<b>Telephone number</b>	020 8941 2548
<b>Website</b>	<a href="http://www.buckingham.richmond.sch.uk">www.buckingham.richmond.sch.uk</a>
<b>Email address</b>	<a href="mailto:info@buckingham.richmond.sch.uk">info@buckingham.richmond.sch.uk</a>
<b>Date of previous inspection</b>	19 September 2013

## Information about this school

- Buckingham Primary is much larger than the average-sized primary school.
- The proportion of disadvantaged pupils eligible for additional funding through the pupil premium is average.
- The proportion of pupils who come from minority ethnic heritages is higher than average. A wide range of heritages are represented.
- The proportion of pupils who speak English as an additional language is higher than average. Few pupils are at an early stage of learning English.
- The proportion of pupils who have special educational needs and disabilities is higher than average.
- The school runs a breakfast club and provides after-school care.
- Children attend the Nursery part time in either the morning or afternoon sessions. Children in Reception attend all day.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

## Information about this inspection

- Inspectors visited classes throughout the school and observed pupils learning a range of subjects. The headteacher and deputy headteacher accompanied inspectors on a number of classroom visits. Inspectors visited the breakfast club and after-school care provision.
- Inspectors spoke to a number of pupils, listened to them read and looked at samples of their work. An inspector met a group of pupils to hear how they felt about the school.
- Meetings were held with senior and middle leaders, including those who hold responsibility for specific subjects. A telephone interview was held with a representative of the local authority. A meeting was held with the Chair of the Governing Body and two other governors. A meeting was held with a group of teaching assistants.
- Inspectors sought the views of staff and took account of 40 written responses to a survey.
- Inspectors took account of 111 responses to the online survey, Parent View. They spoke to a number of parents during the inspection and received a letter.
- Inspectors observed the school's work and looked at a range of documents. These included the school's own views of how well it is doing, its plans for the future and minutes of meetings of the governing body.
- Inspectors considered a range of evidence on pupils' attainment and progress. Inspectors also examined safeguarding information and records relating to behaviour and safety.

## Inspection team

Natalia Power, lead inspector	Ofsted Inspector
Janice Howkins	Ofsted Inspector
Jacques Szemalikowski	Ofsted Inspector



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