



Buckingham Primary School

Inspection Report

Unique Reference Number 102904
LEA Richmond Upon Thames LEA
Inspection number 276790
Inspection dates 13 June 2006 to 14 June 2006
Reporting inspector Sue Vale AI

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

Type of school	Primary	School address	Buckingham Road
School category	Community		Hampton
Age range of pupils	3 to 11		TW12 3LT
Gender of pupils	Mixed	Telephone number	020 8941 2548
Number on roll	373	Fax number	020 8783 1579
Appropriate authority	The governing body	Chair of governors	Mrs Heena Sachdeva
Date of previous inspection	20 March 2000	Headteacher	Ms Caroline Boyle

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Buckingham Primary is a two form entry school in the London Borough of Richmond upon Thames with a 52 place nursery and an eight place Unit for children with moderate to severe learning difficulties. There are 373 pupils on roll. It is situated in Hampton very close to the border of the London Borough of Hounslow. The intake is from both Richmond and Hounslow Boroughs. A large number of families are living in social housing. Pupil mobility is around 18 per cent. A quarter of pupils are eligible for free school meals and a similar proportion have learning difficulties or disabilities. Approximately one third of pupils are from minority ethnic groups.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The inspection team and the school agree that Buckingham Primary School provides a satisfactory standard of education for its pupils and that it is getting better. It provides satisfactory value for money and has made sound improvement since its last inspection. Pupils' progress and standards over time are satisfactory. In order to raise pupils' achievements the school has undergone recent and rapid changes which are resulting in a marked improvement in many aspects of its work. As one parent comments, 'the many recent changes introduced are improvements and has meant the school has had a marked turnaround.' This is indicative of the way many who are involved with Buckingham feel about the school.

Children begin school with standards broadly as expected for their age. Over time satisfactory progress has been made so that pupils leave at the end of Year 6 with broadly average standards. However a more rigorous and evaluative system of monitoring standards and achievement has recently been introduced. This is having a positive impact and, along with improving behaviour and more interesting lessons, it is proving paramount in enabling pupils to make recent rapid progress. As a result of this, teaching is good overall although there are inconsistencies in the way teachers challenge pupils in their learning. The curriculum has recently been enriched by lots of extra curricular activities but there is a lack of continuity between key stages. The quality and standards of the Foundation Stage are satisfactory. The personal development and care and guidance for children are good. Provision for pupils with learning difficulties and disabilities and those who are learning English as an additional language is good. Provision for children in the unit is satisfactory. In view of its recent and rapid improvements the school is in a strong position to move forward and has good capacity to continue this momentum.

What the school should do to improve further

- Improve children's progress by making teaching consistently challenging for all children, and ensuring clearer continuity between key stages.

Achievement and standards

Grade: 3

The school correctly judges achievement and standards as satisfactory. The majority of children enter the Foundation Stage with the experience, skills and knowledge that are expected for their age. They make satisfactory progress and many achieve expected goals by the time they enter Year 1. By the end of Year 2 standards are average overall, though pupils' achievement in reading has fallen over the last two years. By Year 6 standards are broadly average in mathematics and science and just below average in English. The performance of more able pupils remains below the national average in English, mathematics and science.

Over time pupils make satisfactory progress through the school and their achievement is also satisfactory. However pupils' recent progress has been rapid. This is due to a clearer understanding by teachers of what they need to do, more interesting lessons and a more rigorous monitoring and assessment system.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. They speak warmly of their time in school and feel safe. Most pupils behave well and enjoy their lessons. On this subject a Year 6 boy commented 'Teachers plan lessons with games and activities to make us learn quicker'. Their basic skills equip them suitably for the next stage of their education and they are proud of awards for cycling proficiency and walking to school. Attendance has improved over the last year but remains below average, affected by the periodic absences of vulnerable pupils. In partnership with the educational welfare officer the school is continuing to work towards improving attendance further.

Pupils' spiritual, moral, social and cultural development is good. They are increasingly reflective learners who become confident to express ideas clearly in many situations. Pupils value opportunities for taking responsibility. They volunteer for work as librarians and playground buddies, carrying out their duties with pride. There is very little bullying and pupils help to settle disagreements and to find friends for those who are lonely. Pupils enjoy representing others as members of school council and see their roles as 'making the school the best it can be'. They willingly take on responsibilities such as the organisation of the school disco and fund-raising. They are justly proud of the work they have done in considering the needs of other peoples in the world such as paying for two wells for people in villages in India and Africa, raising funds for the building of a house for victims of the Tsunami and locally giving to the local Shooting Star Hospice.

Quality of provision

Teaching and learning

Grade: 2

Teaching has recently improved and overall what is seen in lessons is good. Progress over the last term has accelerated since the introduction of a more rigorous and evaluative monitoring system. The majority of lessons are well planned to match the needs, and interests of pupils. The level of challenge is good for some more able pupils, but not consistently so for other groups. Most teachers offer interesting activities which allow pupils to think, discuss, work in teams and explore ideas. For example, in two outstanding lessons which were seen, the teachers' high expectations, clear explanations and a fast moving pace ensured that pupils made rapid progress in their learning. In the smaller number of satisfactory lessons, teachers do not always have sufficiently high enough expectations of what pupils can achieve or tasks are not set to meet the needs of all pupils.

Teachers are starting to involve pupils in their own learning and targets have recently been introduced in order to raise attainment and to raise staff awareness of what pupils can achieve. These however are still relatively new and as yet the full impact of them has not had time to be embedded.

Pupils with learning difficulties are identified early and effective support is available from the nursery onwards. The teaching assistants and other support staff are highly skilled and provide good guidance to individuals and different groups of pupils such as the more able mathematics group in Year 2. This is a significant contribution to the rapid progress made by these pupils.

Curriculum and other activities

Grade: 3

Inspectors agree that the curriculum is satisfactory although enrichment opportunities are good. The planning of each stage of learning does not track and continue pupils' learning closely enough. Following a recent review good cross-curricular plans are taking shape including further promoting ICT and basic skills across the curriculum. However these are not fully in place yet. ICT has improved since the last inspection. The curriculum for the foundation stage is satisfactory because it is broad and balanced. The nursery play area is insufficiently exciting to stimulate the creativity of learners. The school recognises that the curriculum does not always meet the needs of all pupils; to remedy this it is successfully introducing support programmes and ability groupings to meet the needs of identified pupils. Good extension is provided by special events such as Junior Citizen, Young Scientist, Richmond Singing Festival, and acting workshops such as Dramatic Edge. The school has a lively programme of visits and visitors to make learning interesting and relevant. The range of extra-curricular activities is good, and they are well attended. They include music, dance and sports clubs with more cerebral activities such as chess and Sudoku.

Care, guidance and support

Grade: 2

The care, guidance and support to pupils are good. Pupils enjoy coming to school and are fully included in the life of the school. As one parent commented, 'My child feels safe at Buckingham'. Pupils feel secure and well looked after and know that there is at least one trusted adult to whom they can turn. Vulnerable pupils are well supported and the school works very closely with a wide range of external agencies to ensure that particular pupils' medical, emotional, social and learning needs are met. Pupils are effectively supported in their work by the feedback from teachers and teaching assistants. Staff know their pupils well and recently introduced systems for tracking pupils' progress over time are beginning to have a positive impact. For example, more accurate target setting in Year 6 has significantly improved pupils' progress and performance in English and mathematics. Effective procedures for child protection, risk assessment and health and safety are fully in place.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall, but leadership by the headteacher is good. The headteacher and leadership team have set a clear agenda for improvement and are very knowledgeable and realistic about the strengths and areas for development in the school. There are early signs that recent changes such as more rigorous evaluation in team standards meetings and a clearer overview of raising expectations, are already starting to have a positive impact on raising standards and achievement. Whilst many changes are still in their infancy, and therefore the full impact of them cannot be fully reviewed, all involved work closely as a united team and together they have a clear and enthusiastic vision for the development and improvement of the school. This is firmly focused on raising pupils' attainment and progress. There is a strong commitment towards the inclusion of all learners. In view of its recent and rapid improvements the school is in a strong position to move forward and has good capacity to continue this momentum.

The governing body although fairly new have a clear idea of what the school needs to do to improve. They ensure that statutory requirements are met. They are becoming more involved in strategic planning in order to give support to the leadership team and are starting to be proactive in their questioning. The school ensures that money is spent wisely to provide a good range of resources for pupils. There is a strong commitment from all staff to improve their performance and the progress made by all children.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Children

Thank you very much for making us feel so welcome when we came to visit your school. This is what we found out.

* You work hard and are starting to make quicker progress in your learning.* Your headteacher and all the other staff look after you very well.* Your teachers teach you well and most of your lessons are fun and interesting.* You learn about lots of different things.* You have lots of clubs which you obviously enjoy.* You behave very well, but some of you need to come to school more regularly.

In order to make the school even better;* Make sure that all the good things the teachers do happen in every lesson.* Teachers need to check that the curriculum and lessons are matched to all your needs.Thank you for being so friendly. We enjoyed ourselves very much.

Best wishes

Sue Vale

Lead Inspector