

# Buckingham Primary School

## Inspection report

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|--------------------------------|----------------------|
| <b>Unique Reference Number</b> | 102904               |
| <b>Local Authority</b>         | Richmond Upon Thames |
| <b>Inspection number</b>       | 323710               |
| <b>Inspection dates</b>        | 4–5 June 2009        |
| <b>Reporting inspector</b>     | Olson Davis          |

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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| <b>Type of school</b>  | Primary                                |
| <b>School category</b>   | Community                              |
| <b>Age range of pupils</b>   | 3–11                                   |
| <b>Gender of pupils</b>  | Mixed                                  |
| <b>Number on roll</b>  |  |
| School (total)   | 391                                    |
| Government funded early education provision for children aged 3 to the end of the EYFS | 0                                      |
| Childcare provision for children aged 0 to 3 years                                     | 0                                      |
| <b>Appropriate authority</b>   | The governing body                     |
| <b>Chair</b>   | Mrs Heena Sachdeva                     |
| <b>Headteacher</b>   | Ms Caroline Boyle                      |
| <b>Date of previous school inspection</b>  | 13 June 2006                           |
| <b>Date of previous funded early education inspection</b>                              | Not previously inspected               |
| <b>Date of previous childcare inspection</b>   | Not previously inspected               |
| <b>School address</b>  | Buckingham Road<br>Hampton<br>TW12 3LT |
| <b>Telephone number</b>  | 020 8941 2548                          |
| <b>Fax number</b>  | 020 8783 1579                          |

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|--------------------------|---------------|
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| <b>Inspection dates</b>  | 4–5 June 2009 |
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Buckingham Primary School is larger than average. It is situated in Hampton near to the London Borough of Hounslow, with an intake from both Richmond and Hounslow Boroughs. The proportion of pupils eligible for free school meals is above average. Pupils are from a wide range of ethnic backgrounds, with the largest groups being those of White British and European heritage. Other groups include those of Asian backgrounds and Travellers of Irish heritage. The proportion of pupils whose home language is not English is above average. However, the proportion of pupils at the early stage of learning English is small. The proportion of pupils who find learning difficult is in line with the national average. Their needs include specific learning difficulties, behavioural difficulties and autism. The proportion of pupils in receipt of a statement of special educational need is well above average. This is partly because the school has a unit which accommodates eight pupils who have severe learning difficulties. The rate at which pupils join or leave the school is higher than in many schools. There is Early Years Foundation Stage provision for children in the Nursery and Reception classes. The school has a number of awards including the Activemark, for its good sports provision and a Healthy School Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Buckingham Primary provides a satisfactory standard of education for its pupils. The school is improving because the headteacher provides determined leadership and clear direction to the work of the school, ensuring a strong sense of community and teamwork. As a result, pupils of all abilities and those from different backgrounds feel welcome at the school and work well together. Good partnerships with parents, other schools and outside agencies provide benefits for pupils' learning and well-being. The vast majority of parents are pleased with the school's work. As one wrote, 'Under the leadership of the headteacher, Buckingham Primary has become a warm, friendly and caring environment for my children to be taught in'.

As a result of the school's very caring ethos and strong support for pupils, their personal development is good. Pupils are keen to learn and behave well. They have a good understanding of how to adopt a healthy lifestyle. They understand the importance of eating a balanced diet and taking part in regular exercise. The pupils participate enthusiastically in after school clubs and sporting opportunities. These enable them to develop their fitness levels and contribute to their good social and cultural development.

Improved provision in the Early Years Foundation Stage now means it is good. Consequently, children achieve well in their learning so that most reach the goals expected of them when they enter Year 1. Sound teaching overall in the rest of the school contributes to pupils achieving satisfactorily and they reach average standards. The introduction of more rigorous assessment, tracking and intervention procedures has added vigour to the school's push to drive up standards. It has enabled teachers to review and improve their teaching. Nonetheless, in a few lessons the pace slows so that pupils do not make the progress of which they are capable. Teachers assess pupils' progress well to provide additional help for those who find learning difficult and those capable of reaching the higher levels. However, in some lessons, teachers do not make effective use of this information when planning learning activities for middle-ability pupils, particularly in writing. As a result, some middle-ability pupils do not achieve as well as they should because they are not set sufficiently challenging work. Consequently, standards in writing are lower than standards in other subjects at the end of Year 6 despite the skilful intervention of teachers in Year 6.

Leadership and management overall are satisfactory. Although there have been recent improvements, there is more to do to ensure that initiatives have their full impact on standards. Middle managers offer useful support and advice to colleagues throughout the school. However, the school rightly recognises that some middle managers do not have sufficient opportunity to influence the quality of teaching and learning within their areas of responsibility. This limits their ability to raise standards by providing help where it is most needed.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children enter the Nursery with levels of skills broadly as expected for their age although this does vary year on year. For example, many children in the current Nursery class entered with below the expected levels of skills and knowledge, particularly in aspects of literacy, numeracy and personal and social skills. Provision has improved in the past two years so that, now, children make good progress and leave Reception with most reaching the goals expected of them. This is because staff observe, record and track children's progress carefully. They use this information

well to provide a helpful picture of what children need to learn next and to present children with well-structured sessions and stimulating activities. The children can choose activities for themselves and they develop their skills well in all areas of learning. The use of the outdoor area, criticised at the last inspection, is a strong feature of the Early Years provision and children are encouraged to develop the learning they have begun indoors. The environment is safe and pupils' welfare needs are well catered for. As a result, children work and play cooperatively together, enjoying their learning. Children settle quickly because relationships with parents and carers are positive. One parent commented, 'The teachers are very approachable and always have time to listen to you if you have a concern'.

### **What the school should do to improve further**

- Improve the rate of pupils' progress, particularly in writing, by ensuring teachers consistently challenge middle-ability pupils and by raising the pace of lessons.
- Develop the role of some middle managers so that they have more influence over the quality of teaching and learning in their areas of responsibility.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Achievement is satisfactory. Standards at the end of Year 2 and Year 6 are average. Over the past few years, standards had been rising more quickly than the national trend but those at the end of Year 6 dipped last year. Standards were average in mathematics and science and broadly average in English. The high proportion of pupils who find learning difficult or who have statements of special educational need in that year group and the high mobility meant that test results were lower than expected in English. Pupils make slower progress in English than in mathematics and science. Well-targeted professional development over the past two years has meant that teachers are now more skilled in teaching the technical aspects of writing and provide more opportunities for pupils to clarify their thoughts through discussion and drama before starting their writing tasks. As a result, current work and school data show attainment is higher in Year 6. There is good support for some pupils and, as a result, challenging targets are being used more effectively to reduce gaps in attainment. Pupils from different ethnic groups make satisfactory progress. Pupils who find learning difficult or who speak English as an additional language make good progress because their needs are catered for particularly well.

## **Personal development and well-being**

### **Grade: 2**

Spiritual, moral, social and cultural development is good. Pupils have a keen sense of right and wrong and enjoy good relationships with each other, using initiatives such as the 'playground buddies' to support those who feel lonely at times. They enjoy coming to school and this is evident in the good relationships with adults. As one pupil said, 'I like everything about the school. The teachers help you learn, as well as being fun'. Pupils show sensitivity and social awareness when they raise money for the local children's hospice and for a school in Africa. Pupils express their views confidently through the school council, for example when council members were involved in the appointment of the deputy headteacher. The junior safety officers

carry out joint inspections with governors and staff to ensure that the site is safe for pupils. Attendance has improved and is average. Pupils have a good understanding of how to be healthy and safe through the many opportunities for physical activity and a well-planned programme of personal, social and health education. Pupils' sound basic skills and good personal and social skills mean that they are satisfactorily prepared for the next stage of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Relationships are good. As a result, classrooms are calm and supportive environments in which pupils can develop. Teachers make the purpose of the lesson clear so that pupils know what they have to achieve by the end of lesson. They make good use of resources such as the interactive whiteboards to illustrate their clear explanations and to provide interest to pupils' learning. Most lessons are well planned but there are instances when not enough consideration is given to the needs of different groups, for example middle-ability pupils. This means that teachers sometimes expect too little of these pupils, who find the work lacks challenge. In some lessons, the pace of learning slows because introductory sessions are too long and pupils have insufficient time to complete their tasks. The skills of well-briefed teaching assistants are used effectively so that their good support enhances pupils' involvement in their learning and encourages better progress.

### **Curriculum and other activities**

#### **Grade: 3**

Provision for developing pupils' literacy and numeracy skills is satisfactory. Opportunities for pupils to develop their writing skills are becoming increasingly effective in English lessons. However, there are sometimes missed opportunities for pupils to extend their skills by writing for different purposes in other subjects. Teachers are making better use of assessment and target setting to identify and close the gaps in pupils' mathematical knowledge so that pupils are making better progress in acquiring number skills. More opportunities for pupils to apply these skills in investigations and in solving problems are being planned. Computer technology is used well to support pupils' learning. For example, the 'RadioWaves' project provides good opportunities for pupils in speaking and listening and broadcasting. The curriculum is well enriched and extended by visits, close links with local schools, and visitors to the school. Clubs encourage active participation in sports, music, art and movie-making. These activities add to pupils' enjoyment and are well supported. Themed events, such as the 'Olympic Games' and 'community cohesion week' broaden pupils' experiences, develop their interests and strengthen their contribution to the local community.

### **Care, guidance and support**

#### **Grade: 2**

Care, guidance and support are good. Parents and pupils recognise the high quality of pastoral care and say that pupils feel safe, happy and secure. The school works very effectively in partnership with a wide range of agencies to meet the needs of vulnerable pupils through sensitive, well-focused support. Assessment arrangements are used well to analyse progress at regular progress review meetings and to set up effective support where it is needed. This contributes to the good progress made by pupils who find learning difficult and pupils learning

English. The work in the unit is outstanding in meeting the diverse and complex needs of the pupils through excellent care and very well-targeted support and guidance. Teachers mark pupils' work well and comments are often, but not always, linked to the purpose of the lesson and to pupils' targets in reading, writing and mathematics. As a result, pupils are becoming more aware of how to improve their work.

## **Leadership and management**

### **Grade: 3**

The headteacher, ably supported by her senior leadership team, gives clear direction to school development. School leaders identify key areas for improvement and take appropriate action to tackle them. As a result, there have been improvements in the Early Years provision, attendance, and the progress made by some groups of pupils. This shows the school's sound capacity to make further improvements. Comprehensive assessment information underpins the regular progress review meetings that help support pupils at risk of underachieving. Regular monitoring of teaching by the headteacher and external consultants has led to professional development and improvements in teaching. This has already had a positive impact on achievement but more remains to be done to ensure that all teachers give due consideration to the needs of some pupils in their planning, particularly those of middle ability. School self-evaluation is satisfactory because not all middle managers are sufficiently involved in evaluating the school's work. Although they have clearly defined roles, and monitor their areas of responsibilities through activities such as the analysis of data and work sampling, their role in monitoring teaching and working alongside colleagues is underdeveloped. This means that they are not fully aware of the strengths of teaching and those aspects that need improving within their particular areas. Governors are supportive. They contribute to the well-developed community aspects of the school's work, based on an accurate analysis of what the school needs to do to promote community cohesion. They are strengthening their monitoring role so that they can more fully hold the school to account for the progress made by pupils.

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## Annex A

## Inspection judgements

|   |                |
|---|----------------|
| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
|---|----------------|

### 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   |
| Effective steps have been taken to promote improvement since the last inspection  | Yes |
| How well does the school work in partnership with others to promote learners' well being?   | 2   |
| The capacity to make any necessary improvements   | 3   |

### Effectiveness of the Early Years Foundation Stage

|   |   |
|---|---|
| How effective is the provision in meeting the needs of children in the EYFS?              | 2 |
| How well do children in the EYFS achieve?   | 2 |
| How good are the overall personal development and well-being of the children in the EYFS? | 2 |
| How effectively are children in the EYFS helped to learn and develop?                     | 2 |
| How effectively is the welfare of children in the EYFS promoted?                          | 2 |
| How effectively is provision in the EYFS led and managed?                                 | 2 |

### Achievement and standards

|  |   |
|--|---|
| How well do learners achieve?  | 3 |
| The standards <sup>1</sup> reached by learners   | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 |
| How well learners with learning difficulties and/or disabilities make progress                           | 2 |

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

## Personal development and well-being

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

## The quality of provision

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

## Leadership and management

|  |     |
|--|-----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 3   |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 3   |
| How effectively leaders and managers use challenging targets to raise standards  | 3   |
| The effectiveness of the school's self-evaluation  | 3   |
| How well equality of opportunity is promoted and discrimination eliminated   | 3   |
| How well does the school contribute to community cohesion?   | 2   |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money  | 3   |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 3   |
| Do procedures for safeguarding learners meet current government requirements?  | Yes |
| Does this school require special measures?   | No  |
| Does this school require a notice to improve?  | No  |

**Annex B****Text from letter to pupils explaining the findings of the inspection**

17 June 2009

Dear Pupils

Inspection of Buckingham Primary School, Hampton, TW12 3LT

Thank you for all your help when we visited your school. We enjoyed visiting your classrooms and talking to you. We found that your school provides you with a satisfactory education.

Here are some of the good things about your school.

- The adults take good care of you, which makes you feel safe and happy.
- You enjoy your learning and the other activities in school.
- You behave well and want to do your best in lessons.
- You take lots of exercise and know a good deal about healthy living.
- The school council represents your views well and you all help the school to run smoothly.
- The school works well with outside people to make sure that you get the help you need.

We have asked the headteacher, staff and governors to make your school better for you by doing two main things.

- To improve the progress that some of you make by giving you harder work that makes you think more, particularly in your writing, and increase the pace of lessons so that you can learn more.
- To make sure that some of the teachers who have special responsibilities visit classrooms more often to see you being taught. This will help them to check that things are going well in their areas of responsibility and that you are making good progress.

You can help by always trying your hardest and doing your best work. A few of you take time off school and when you do, your learning suffers. You can make sure that you come to school when you should unless you have a very good reason. We hope that you will help your teachers as they work hard to make your school even better for you.

Yours faithfully

Olson Davis

Lead Inspector