

# Buckland Primary School

Berryscroft Lane, Staines, TW18 1NB

**Inspection dates** 29–30 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Inadequate	4
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher, senior leaders and governors have worked relentlessly since the previous inspection to improve all aspects of school life, creating a purposeful working environment in which pupils achieve well.
- Standards have risen steadily and are above the national average at the end of Year 6. This is because senior leaders have made teachers more accountable for pupils' achievement and progress, especially in English.
- Teachers plan lessons carefully and there is regular helpful marking that clearly sets out what pupils need to do next.
- Disabled pupils and those with special educational needs make good progress because the extra support they receive is carefully matched to their needs.
- Pupils enjoy coming to school and are keen and enthusiastic learners. They are polite and friendly to each other and adults.
- Pupils get off to a good start in the Reception classes because the provision is stimulating and exciting.

### It is not yet an outstanding school because

- The proportion of outstanding teaching is not high enough to ensure that all pupils make rapid progress.
- Some teachers do not regularly give enough time for pupils to respond to the marking comments and so improve their work.
- Achievement in mathematics is not as high as that in English because the more able pupils are not always given work that is difficult enough for them.
- Less experienced leaders are still developing their skills in checking the quality of pupils' work.

## Information about this inspection

- Inspectors observed 16 lessons or part lessons, the majority being observed with the headteacher or assistant headteacher. They also conducted short visits to classrooms to look at pupils' work, observed support sessions for small groups of pupils, listened to pupils read and observed pupils in the playground.
- Inspectors also observed assemblies, and a special musical workshop to celebrate Chinese New Year.
- Inspectors held meetings with the headteacher, senior leaders responsible for English, mathematics and special educational needs, members of the governing body and a representative from the local authority.
- Inspectors spoke to pupils from the school council and informally to pupils in the playground.
- Inspectors took into account the 43 responses to the on-line Parent View questionnaire and reviewed comments from the 118 responses to the school's own recent questionnaire. They also took account of the 31 views of staff.

## Inspection team

Penny Spencer, Lead inspector

Additional Inspector

Bill James

Additional Inspector

Ken Bryan

Additional Inspector

## Full report

*In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.*

### Information about this school

- The school is larger than the average-sized primary school.
- The proportion of pupils known to be eligible for support through the pupil premium (additional funds made available to schools by the government to support pupils in receipt of free school meals, in the care of the local authority or whose parents are serving in the armed forces) is broadly average.
- Most pupils are of White British heritage and the proportion of pupils who speak English as an additional language is much lower than average.
- The proportion of disabled pupils and those with special educational needs who are supported at school action, school action plus or with a statement of special educational needs, is average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There is a privately run nursery on site that was not part of this inspection.
- There is no alternative provision linked to the school.

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

- Increase the proportion of outstanding teaching and raise achievement further, by:
  - making sure the level of challenge in mathematics for all pupils, but especially the more able, consistently matches that seen in English
  - sharing the excellent teaching seen in some year groups more consistently with all staff, especially those new to the school
  - making sure that all teachers plan sufficient time for pupils to respond to marking.
- Develop the skills of new leaders in checking the quality of pupils' learning and progress.

## Inspection judgements

### The achievement of pupils is good

- Pupils enter the Reception classes with skills and understanding that are generally below those expected for their age, especially in social and communication skills. They make good progress and the proportion of pupils that reaches standards in line with, or above, the average by the end of the Reception year has risen steadily. This was observed during a learning session where pupils were working independently. They were seen copying inspectors by writing their own observation notes and using good skills in phonics (linking letters to the sounds they make).
- All pupils make good progress in English as they continue to move through the school. Standards in reading and writing at the end of Year 2 and Year 6 have risen steadily and are above average. Standards in mathematics at the end of Year 2 are not as high and were below average in 2012. Pupils catch up by the end of Year 6 to reach standards in mathematics that are broadly in line with the national average.
- Progress and attainment of current learners show continued improvements in reading, writing and mathematics. The number of pupils at the expected levels for their age by the end of Year 2 has risen compared to previous years. However, progress in mathematics in Years 3 to 6 is still not as rapid as that in English, especially for the more able.
- The teaching of phonics is strong. The percentage of Year 1 pupils who met or exceeded the standards set in the government's phonics screening check was broadly in line with the national average.
- Pupils in Year 1 and Year 6 who read to inspectors were confident in using their phonic knowledge to read unfamiliar words and were keen to talk about the books they had read recently. Most pupils read regularly at home and parental involvement in the process is high.
- Disabled pupils, those with special educational needs and those who speak English as an additional language make similar progress to their peers and standards are above the national average for similar groups.
- Pupils eligible for support through the pupil premium funding also make good progress. The average point score for this group at the end of Year 6 is above similar groups nationally. This is due to the manner in which the school allocates this funding, and the high quality of support it provides.

### The quality of teaching is good

- In the Reception classes the exciting range of activities and effective adult support mean that children thoroughly enjoy their time in school. All staff have high expectations and children respond accordingly. Children were observed playing extremely cooperatively in the 'bike repair shop', making appointments by telephone and using a variety of tools to mend the bikes brought in by 'customers'. The adult supervising this play was adept at joining in at the right moment to ensure the learning kept moving forward.
- The teaching of phonics is a strength and all teachers are skilled in using this knowledge to support both reading and spelling.
- Teachers are effective in developing pupils' understanding through the use of questioning and there are frequent opportunities for pupils to collaborate with each other. This was observed in a Year 1 religious education lesson about the parable of the Good Samaritan. After being able to talk with their partners, pupils' responses showed a mature understanding of how it might feel to be ignored by people when you were hurt or upset.
- Teaching assistants work closely with the teacher in class and their support is carefully targeted for maximum impact. They are well trained and run small group sessions in specific areas of learning, which are successful in helping pupils catch up. As a result, disabled pupils and those with special educational needs make good progress towards their targets. This is also the case for pupils who speak English as an additional language who develop their language skills well

due to good quality support.

- Teachers plan work for different abilities and the level of challenge in English is high for all groups. In mathematics this level of challenge is not as strong and in some classes the work set for pupils, especially the most able, is too easy.
- Opportunities for pupils to practise their skills in literacy and mathematics across a range of subjects are planned carefully. This was observed during a Year 4 history lesson where pupils were developing their skills in taking notes whilst watching a video clip on the Tudors, as a precursor to writing a comparison between the way of life of the Aztecs and Tudor explorers.
- Marking is frequent and detailed and follows a consistent pattern. However, in some classes, pupils are not given sufficient time to respond to this feedback and so speed up their progress.

### **The behaviour and safety of pupils** are good

- All pupils have very positive attitudes to learning. They are keen to succeed and inspectors were impressed with the concentration they gave to their work.
- Pupils are polite to adults and quick to respond to instructions. They play well with each other and make good use of the spacious playground and equipment.
- Parents who responded to both the school's own survey and Parent View were overwhelmingly positive about the good behaviour at the school and in the school's approach to any rare occurrence of poor behaviour. This view was echoed by the staff and endorsed by the inspection team.
- Pupils who spoke to inspectors stated that pupils behaved well virtually all the time. They were confident in the ability of teachers and support staff alike to sort out any problems or arguments they might occasionally have with their friends.
- Pupils and parents agree that the school is a safe place to be. Bullying is almost non-existent, but is dealt with swiftly if it does occur. This view was backed up by the comprehensive records kept by the school, showing few incidents over a number of years.
- Pupils have a sound knowledge of how to keep safe in a variety of situations, including when using the internet. They said that recent sessions on how to keep safe on the roads when riding their bicycles were 'really helpful'.
- Pupils enjoy taking on responsibility as 'eco warriors' and members of the school council, as well as representing the school in sports teams and choirs. They take their roles seriously and are eager to talk about their experiences.
- Attendance has improved steadily since the last inspection and is now consistently in line with national averages.

### **The leadership and management** are good

- The school is led by a strong and determined team supported ably by governors and the local authority. The school has made particularly good progress in tackling the areas for development identified at the last inspection. There is a strong capacity for improvement. As the headteacher commented, 'No stone is left unturned in our drive to keep on improving.'
- The school regularly checks on how well teachers are improving and career progression is now firmly related to performance and pupil outcomes. Monitoring by less experienced leaders is developing but does not always relate closely enough to the quality of pupil outcomes, often focusing instead on the quality of procedures or policies.
- Excellent training opportunities have been provided by the local authority and the school is increasingly using the expertise of its own staff to successfully support and mentor teachers, especially those who are newly qualified. However, this approach is not yet consistent across the school.

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- The curriculum provides pupils with a broad range of interesting experiences. The school makes good use of its proximity to London and the River Thames to support the topics studied by the pupils. There is a wide range of clubs and activities for all groups of pupils, including music, sport, cookery and gardening. Activities are available to all, ensuring there is equality of opportunity. No pupil is excluded from any aspect of school life.
  - Pupil premium funding is used carefully to provide specific targeted support and to offer one-to-one tuition to pupils in this group who may be falling behind. Careful monitoring of pupils who receive support through this funding enables school leaders to quickly evaluate the impact on standards.
  - The local authority has provided excellent support, enabling the school to move forward to its current successful position. It now offers an appropriately lighter touch.
  - **The governance of the school:**
    - Governors have a clear awareness of the school’s strengths and areas for development. They have a good understanding of data and are aware of the performance of the school in relation to that of others. They have developed their skills as a result of very effective training, both from the local authority and senior leaders. Work with the National College has led to links with other governing bodies to ensure current good practice is continually improved. Governors work alongside the headteacher to set priorities and ensure action plans are precise and easily monitored. They make sure the pupil premium is well spent and expect detailed reports from the headteacher and various committees to enable them to make informed decisions. Minutes of meetings show clear evidence of the challenge that governors provide to the school, including that related to salary progression of staff and promotion. Safeguarding procedures are sound and fully meet requirements. Governors are well placed to make sure the school continues on its upward path to further success.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	135237
<b>Local authority</b>	Surrey
<b>Inspection number</b>	399734

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	365
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Graeme Ross
<b>Headteacher</b>	Karima Mould
<b>Date of previous school inspection</b>	October 2011
<b>Telephone number</b>	01784 455022
<b>Fax number</b>	01784 460351
<b>Email address</b>	info@bucklandprimary.surrey.sch.uk



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