

# Buckingham Park Primary School

## Inspection report

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<b>Unique reference number</b>	134791
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	381743
<b>Inspection dates</b>	8–9 February 2012
<b>Lead inspector</b>	Chris Grove

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

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<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>	285
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Keith Tulley
<b>Headteacher</b>	Louise Swann
<b>Date of previous school inspection</b>	9–10 July 2009
<b>School address</b>	Buckingham Road Shoreham-on-Sea West Sussex BN43 5UD
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<b>Fax number</b>	01273 441772
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	8–9 February 2012
<b>Inspection number</b>	381743



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## Introduction

Inspection team

Chris Grove

Additional inspector

Veronica Young

Additional inspector

Howard Jones

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 15 lessons taught by 11 teachers. Meetings were held with groups of pupils, a group of parents and carers, members of the school's staff and the Chair and another member of the Governing Body. There were no responses to the on-line questionnaire (Parent View) which inspectors could take account of in planning the inspection. Inspectors observed the school's work, and looked at analyses of pupils' attainment and progress, the school's development planning and documents relating to monitoring, safeguarding and the curriculum. Inspectors analysed inspection questionnaires returned by 100 parents and carers, as well as those completed by 116 pupils, and 18 members of the school staff.

## Information about the school

Buckingham Park Primary is slightly larger than the average-sized primary school. Most pupils are White British, and the rest come from a mixture of other ethnic backgrounds. The proportion of pupils known to be eligible for free school meals is broadly average. The proportion of disabled pupils and those who have special educational needs, principally speech, language and communication needs, is also broadly average. The number of pupils on roll has increased since September 2011, after a period of sharp decline following the amalgamation of a first and a middle school to form the present primary school from September 2008. As a consequence of the reduction in pupil numbers, the school's staffing complement has also reduced. The school has gained a range of accreditations, including the International Schools (Intermediate) and the Eco Schools (Bronze) awards, and has Healthy School status. The school meets the current floor standard, whereby the government sets the minimum expectations for attainment and progress.

## Inspection judgements

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

### Key findings

- This is a satisfactory school. The strong relationships between adults and pupils are testimony to the caring ethos and very positive climate for learning. Pupils enjoy school because they are looked after well. Parents and carers hold the school in high regard.
- In the Reception year, children get off to a good start in their learning and progress well. Pupils continue to make good progress in Years 1 and 2 to reach above average standards in reading, writing and mathematics.
- Attainment by the end of Year 6 has risen from well below average to broadly average, but is higher in reading and mathematics than in writing. Pupils' progress in Years 3 to 6 is satisfactory, and is improving.
- The quality of teaching is satisfactory, with a growing proportion of good teaching. Where teaching is less strong, the tasks set for pupils, and the questions they are asked, are not consistently well matched to their needs. Marking and target setting do not always help them as much as they could. Teachers and learning support assistants do not always apply the best strategies to support disabled pupils and those who have special educational needs.
- Pupils' behaviour and attendance have improved. Their attentiveness and involvement in lessons are good and contribute well to learning. Pupils feel very safe in school. They say that there are few instances of bullying, and that bullying is effectively handled by the staff.
- Staff and governors share the headteacher's ambitious vision for the future of the school. Effective systems to track pupils' progress and to monitor the quality of teaching are helping to accelerate pupils' progress.
- The curriculum ensures that most pupils' needs are adequately met, though there are currently insufficient opportunities for pupils to write at length in a variety of subjects.
- The rise in attainment, pupils' improved behaviour, attendance and personal development, attest to the capacity of the leadership to continue to improve the school.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise pupils' attainment and accelerate their progress in writing in Key Stage 2, by:
  - increasing opportunities for pupils to write more extensively in a range of subjects
  - providing a consistently good match of questions and tasks to the different groups of pupils in each class
  - raising teachers' expectations about the accuracy of pupils' grammar and spelling.
  
- Make more consistent use of guidance for pupils about improving their work, so that they develop a clearer understanding of the next steps in their learning in writing and mathematics by:
  - making sure that feedback from marking has a greater impact
  - sharpening target-setting arrangements to enable teachers to indicate more precisely to pupils the improvements necessary to reach higher levels of attainment.
  
- Provide better support for disabled pupils and those who have special educational needs, in order to raise their achievement, by:
  - improving the professional development of all staff in relation to the needs of pupils with particular difficulties
  - clarifying the strategies that the learning support assistants can best use to help these pupils make faster progress.

## Main report

### Achievement of pupils

When pupils enter the school, their attainment is variable, but is typically broadly average. Children in Reception make good progress in their learning, especially in acquiring basic skills in reading, writing and counting. They enjoy the many practical activities available, such as measuring their feet in a 'shoe shop' and recording their different sizes, or playing with melting ice and discussing its properties with their teaching assistant.

In Years 1 and 2, pupils' attainment has improved recently to above average levels in reading, writing and mathematics. Current school data indicate good progress in all three subjects. Pupils in a Year 1 class demonstrated their success in learning how to write their own examples of alliteration, which they also presented to the class. In Year 2, pupils showed their capacity to estimate accurately, making correct use of appropriate mathematical vocabulary. Pupils learn to read well. For example, one hesitant reader applied his knowledge of linking sounds to letters to good effect to sound out unfamiliar words. Other pupils showed good comprehension of the stories in their current reading books. Pupils who are disabled and those who have special educational needs make the same good progress as other pupils in Years 1 and 2

because they are well supported.

In Years 3 to 6, the overall progress of pupils, including those who are disabled or have special educational needs, is satisfactory. Progress is more rapid in reading and mathematics than in writing. Attainment in reading is broadly average in Year 6. In some lessons, progress is good. In a mathematics lesson about dividing two-digit numbers mentally, for instance, pupils in Years 5 and 6 developed the confidence to employ a new method by using the opportunities provided to explain their thinking to one another, and to demonstrate the method practically using apparatus. In an English lesson about the use of adjectives and similes, pupils in Year 3 made good progress because they had well-judged opportunities to develop their understanding before they completed the written work.

Sometimes, however, tasks for pupils are not well matched to their learning needs, for example when lower-attaining pupils are expected to undertake a reading or writing task which has not been well enough adapted to enable them to succeed. In addition, more-able pupils are not always challenged sufficiently by teachers' questions to demonstrate their powers of explanation or reasoning.

Most parents and carers believe that their children make good progress. Inspectors agree that progress is good in Reception and in Years 1 and 2. Despite strong signs of improvement, it is not yet consistently good in Key Stage 2, especially in writing.

### **Quality of teaching**

The good relationships between teachers and pupils lead to the very positive ethos and supportive climate for learning. Teachers successfully communicate high expectations about behaviour and moral development. As a result, they seldom need to set boundaries in managing pupils' behaviour. The best teaching is characterised by good planning, including the well-judged match of tasks to pupils of different abilities, and by a lively pace and pupils' close involvement in the learning. In a good lesson in mathematics, for example, the teacher organised extensive use of 'talk partners', encouraging pupils to explain their reasoning to another pupil. She also frequently assessed the extent of pupils' understanding of new learning. Both questions and tasks were matched to pupils' different attainment levels, ensuring appropriate challenge to their thinking.

However, not all lessons include a good match of work to pupils' differing ability levels. There are instances where pupils with particular disabilities or needs are not well supported. Arrangements to identify pupils who have special educational needs work effectively. However, teachers and learning support assistants are not always sufficiently knowledgeable about the most appropriate strategies to provide well for pupils with some additional needs.

Teachers' use of marking and target setting to raise pupils' achievement is not consistent. Some marking of pupils' work is thorough and encouraging, indicating clearly what pupils could do to improve further. However, there are also instances where marking includes too little guidance about necessary improvements. In addition, errors in spelling and weak sentence construction are sometimes overlooked. Although teachers set targets for pupils in writing and mathematics, their

impact is limited because pupils, including those in Year 6, are unsure how the targets set can help them to reach higher levels of attainment.

Almost all parents and carers consider that teaching is good. Inspectors found that, although some teaching is good, its overall impact is satisfactory because it is not yet leading to consistently good progress in Years 3 to 6.

### **Behaviour and safety of pupils**

Pupils are courteous to adults and welcoming to visitors. Their behaviour around school is good. The calm and caring ethos, very good relationships between staff and pupils, together with the high expectations about conduct, are reflected in their mature behaviour. In the Reception classes, children behave especially well. Pupils demonstrate a good readiness to learn in lessons, and are well behaved in assemblies. In the playground, they cooperate sensibly, making good use of the school's equipment. They feel safe, and are confident to talk to an adult if they should ever feel unsafe. They say that the school helps them to be safe, for instance through discussions in assemblies and through lessons about exercising care over internet use, and the possible danger that strangers might represent.

The great majority of respondents to the parental questionnaire agreed that their children feel safe in school. Most also judged that there is a good standard of behaviour in school, although a few believe that lessons are disrupted by bad behaviour. In their observations in class and around the school, and in discussion with a group of pupils about typical behaviour, inspectors heard little evidence of poor conduct. Where misbehaviour occurs, pupils say that members of staff address the problem effectively.

The school's midday supervisors note few incidents of bullying. From responses to the questionnaire, most pupils felt that the school deals well with all types of bullying. Most responses from parents and carers were also positive about the school's handling of incidents, although a very small minority expressed dissatisfaction about the treatment of bullying issues. School records show that there have been no racist incidents in recent years, and a low level of reported incidents of bullying. Concerted action has been effective in raising pupils' attendance to above average, and has reduced rates of persistent absence. The breakfast and after-school clubs offer a safe and secure environment for those who attend.

### **Leadership and management**

Detailed planning for improvement, and thorough self-evaluation, indicate leaders' ambitious vision for the school. With good support from other senior members of staff, the headteacher has provided a strong lead in building the positive ethos and in the drive for further improvement. Leaders have been notably successful in helping parents and carers to support their children's learning. Parents and carers are appreciative of the leadership's positive impact. One, for example, praised the 'hands-on approach of the head and deputy'.

The governing body has a clear understanding of the school's strengths and weaknesses. Governors know how to provide appropriate challenge for improvement

through adopting the role of 'critical friend'. Since the last inspection, senior leaders have developed strong systems to track pupils' progress and to hold teachers to account for their pupils' progress, so as to promote more effectively equality of opportunity. The role of middle leaders in improving the quality of provision has been clarified. Monitoring arrangements and professional development have had a good impact on the quality of teaching and learning in Reception and in Years 1 and 2, where attainment has risen, though there is more to be done to improve pupils' progress in other years.

The satisfactory curriculum is broad and balanced, although there are not enough opportunities at present for pupils to undertake extensive pieces of writing in different subjects. An innovative element known as 'independent learning' enables pupils to take personal responsibility for consolidating and extending their own learning. Older pupils, for example, pursue topics which they research and diligently record in bound books of high quality. The curriculum does much to promote pupils' spiritual, moral, social and cultural development. Their spiritual and cultural development is enhanced, in particular, through the experience of 'independent learning', and participation in the good range of extra-curricular activities on offer. Pupils' moral and social development is effectively encouraged by high expectations for behaviour.

The school's capacity for sustained improvement is demonstrated through the rise in attainment. Pupils' good behaviour, heightened readiness to learn, and attendance that has improved to above average, also attest to the effective impact of the leadership. Middle leaders play positive roles. Leaders have also ensured that all safeguarding arrangements are rigorous and effective.



## 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



10 February 2012

Dear Pupils

**Inspection of Buckingham Park Primary School, Shoreham-on-Sea  
BN43 5UD**

Thanks to all of you for your help during the inspection. We enjoyed seeing you in your classrooms and talking to you at breaktimes and lunchtimes. We especially thank those of you who filled in the pupils' questionnaire. Inspectors judge that you go to a satisfactory school.

These are the main things that we found out about your school.

- You have very good relationships with teachers and other adults.
- Your behaviour at school is good, and you cooperate well with other pupils.
- You feel very safe in school.
- The teaching and the curriculum in your school are satisfactory.
- The headteacher and the other leaders know what to do to continue to improve your school.
- Most of your parents and carers would recommend the school to others.
- Your attainment in English and mathematics by the end of Year 6 is broadly average, and your progress across the school is satisfactory.

We have asked the headteacher and the governing body to make the school even better by doing these things:

- Raising your attainment and improving your progress in writing, by giving you more opportunities to do longer pieces of work, and helping you to be more accurate in your spelling and use of English.
- Helping you to understand more about what you can do to improve your writing and your mathematics work, through better marking and target setting.
- Supporting more effectively those of you with disabilities, or who find learning difficult, so that you make better progress.

You can help by continuing to work hard so that the school can improve even more. We wish you every success in the future.

Yours sincerely

Chris Grove  
Lead inspector

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