

Buckland Primary School

Inspection report

Unique Reference Number	135237
Local Authority	Surrey
Inspection number	381849
Inspection dates	October 2011
Reporting inspector	Julie Sackett

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

Type of school	Primary
School category	Community
Age range of pupils	
Gender of pupils	Mixed
Number of pupils on the school roll	350
Appropriate authority	The governing body
Chair	Mr Graeme Ross
Headteacher	Mrs Karima Mould
Date of previous school inspection	14 January 2009
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Introduction

This inspection was carried out by three additional inspectors. The team observed 16 lessons taught by 14 teachers. Discussions were held with senior staff, members of the governing body, pupils and parents and carers. Inspectors observed the school's work and looked at documentation including the school's improvement plan, arrangements for safeguarding children, policies and records of pupils' progress and attainment. The inspection team considered 184 questionnaires from parents and carers, as well as questionnaires from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The way in which targets are used to improve pupils' attainment and progress.
- The extent to which pupils make expected progress in English and mathematics.
- The extent to which teaching and the curriculum meet the needs of pupils of different abilities, particularly in English and mathematics.
- The quality of leadership and management at all levels in the school and the school's capacity to improve.

Information about the school

Buckland Primary is larger than the average-sized primary school. There has been a year-on-year increase in the number of pupils on roll since 2009. The proportion of pupils known to be eligible for free school meals is below the national average. The proportion of pupils with special educational needs and/or disabilities is above average. The majority of pupils are of White British background. The proportion of pupils who speak English as an additional language is lower than the national average but increasing. The proportion of pupils who join or leave the school part-way through their education is above the national average. There is a privately-run breakfast club, nursery and a children's centre on the school site, which were not inspected at the time of the school inspection. The school has a range of awards, for example it has Healthy School status and is an Eco-school.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

4

The school's capacity for sustained improvement

3

Main findings

In accordance with Section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to teaching, pupils' progress, attendance and the effectiveness of partnerships.

Although the school provides appropriate care and support for its pupils, and a satisfactory curriculum, its overall effectiveness is inadequate. This is because, despite some improvements in provision and pupils' outcomes since the last inspection, until relatively recently, strategies to improve pupils' achievement in Key Stages 1 and 2 and their attendance have had insufficient impact. Whilst some pupils make at least expected progress, too many pupils do not make enough progress in English and mathematics, including those pupils with special educational needs and/or disabilities. Attendance rates are low.

The school is a safe and nurturing place where pupils are happy, get on well together, enjoy learning and respect people's differences. This is recognised by parents and carers, one of whom said 'Buckland Primary is a wonderfully nurturing community school'. Pupils play a positive role in the school and their contribution to the community is good. Effective relationships and high expectations mean that pupils' behaviour is good. Pupils say they feel safe in school because adults look after them and help them if they are worried. This is reflected in one pupil's comment that 'We truly feel protected and looked after by the teachers.' However, pupils' inadequate progress in the development of basic skills and their low attendance mean that they are not prepared well enough for their futures.

Self-evaluation procedures are satisfactory. Improvements to the Early Years Foundation Stage since the last inspection, combined with recent more rapid change in the school as a whole, illustrate satisfactory capacity to improve further. Provision in the Early Years Foundation Stage has improved because of effective leadership and management, and is now good. This provides a secure basis for pupils' future learning. Teaching has recently begun to improve. No inadequate teaching was seen during the inspection. Improvements such as these are recognised by some parents and carers, one of whom commented on the way 'the school has improved greatly over the last couple of years'.

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Many of the initiatives are too recent to have had lasting impact on pupils' learning. The school acknowledges that records of progress and the use of assessment to help pupils improve have been inadequate and this has been a major cause of the continuing legacy of underachievement. Systems have now been established to record and track pupils' progress. Teachers have begun to use this information to plan the next steps in pupils' learning and to ensure that learning is more accurately matched to individual pupils' needs and abilities. However, systematic and rigorous use of assessment is not yet embedded in all lessons. As a result, there is not enough good teaching and pupils are not making up for lost ground. Given the significant weaknesses in assessment and the current inconsistencies, teaching is judged inadequate.

The school sets challenging targets for its pupils, including pupils' progress targets. However, school leaders, including the governing body, are aware that leaders have in the past focused on overall attainment rather than examining the learning and progress made by all pupils rigorously. Leaders describe recently published data as 'a wake-up call' and prompt steps have already been taken to address concerns about the persistently slow progress made by some pupils over time. For example, at the beginning of this academic year, the school met with the parents and carers of Year 6 pupils to share progress information so that they were fully aware of concerns about the slow rates of progress made by their children during the year. The headteacher and the senior team are determined to accelerate developments and staff morale is good.

What does the school need to do to improve further?

- Improve progress through ensuring 70% of teaching is good by September 2012 by:
 - ensuring that teachers use assessment information to accurately plan the next steps in learning and set work which is appropriately challenging for all pupils and reflects their capabilities
 - ensuring that all lessons are well paced and that expectations are consistently high
 - planning more opportunities to apply pupils' basic skills across different areas of learning.

- Raise attendance to at least the national average by January 2013 by:
 - ensuring that systems are used rigorously to support pupils who are poor attenders
 - strengthening partnerships with external agencies to provide more effective support for pupils who are poor attenders.

Outcomes for individuals and groups of pupils

4

Children's skills and understanding vary on entry to the school but are generally below those expected for their age. Children get off to a good start in the Reception

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Year, making good progress in their learning and development. However, variations in the progress pupils make across Years 1 to 6 mean that the overall progress made by all groups of pupils is inadequate. In some lessons, pupils are interested in their work and are actively engaged in their learning. For example, in a good lesson in Year 2, the teacher's confident subject knowledge ensured pupils thoroughly enjoyed listening to 'The Tickle Book' and working with their learning partners to successfully identify rhyming words. As a result, they made good progress in the development of literacy skills. However, this quality of pupils' learning is not consistent across the school.

Pupils enjoy a range of different positions of responsibility, for instance as members of the school council or as eco-warriors. The school places a high value on listening to the views of its pupils and these are regularly collected through pupil surveys. Pupils are proud of their school and one said 'I like pretty much everything – the space, the gardens, and being a buddy is good.' The maturity pupils demonstrate when discussing their school environment is recognised in the school's Eco-school status. Pupils understand the difference between right and wrong and eagerly support each other in ensuring that they behave responsibly. Pupils respond positively to opportunities to reflect, as seen in an assembly during which they listened seriously and carefully to how they could help children in less fortunate circumstances by participating in the 'shoebox appeal'. Pupils from different backgrounds get on well although pupils' understanding of different cultures and beliefs is less well developed. Pupils understand how to lead a healthy lifestyle and participate with enthusiasm in the good range of extra-curricular clubs provided. Attitudes such as these are reflected in the school's Healthy School status.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	4
Taking into account:	
Pupils' attendance ¹	4

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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The extent of pupils' spiritual, moral, social and cultural development

3

How effective is the provision?

Although relationships are positive and pupils' behaviour is managed well in lessons, the use of assessment and hence the quality of teaching are inadequate. This is because, despite improvements, learning tasks are not consistently matched accurately to pupils' individual needs. In some lessons, although the pitch of the work is broadly matched to the class, all pupils are expected to do very similar tasks despite their range of abilities. As a result, pupils do not make sufficient progress. At times, teachers use questioning well to judge pupils' understanding and to adapt plans accordingly. For example, in a good Year 2 lesson, pupils made good progress in their understanding of three-dimensional shapes because the teacher successfully adapted her questioning to reflect pupils' individual needs, so that all groups were effectively challenged. However, assessment is not used consistently well across all subjects or lessons.

Other improvements made in the quality of teaching and learning mean that some lessons are now well paced with high expectations of the pupils. For instance, in an outstanding Year 6 lesson, assessment information was used highly effectively to tailor learning to individual needs. As a result, all groups of pupils were able to provide good quality responses to a film clip and made rapid progress in the development of literacy skills. That said, variations in the quality of teaching across the school persist. Opportunities are missed in some lessons to enable pupils to apply basic skills across different areas of learning. Sometimes the pace of learning is slow, expectations are too low and there is little sense of urgency in improving the quality of pupils' learning.

The school is justly proud of its success in developing an attractive, stimulating and well-managed environment, both in classrooms and in the outdoor areas. Classrooms are attractive and a good range of resources are available to support pupils' learning. Pupils' work is widely displayed with care so that they feel valued. Teachers use a wide range of resources, including interactive whiteboards, to successfully engage pupils. The curriculum is broad and balanced so that subject coverage is appropriate. Teachers make greater use of engaging and stimulating subject matter so that pupils find many lessons interesting. Learning is enriched well with visits and visitors and themed events such as 'art week' contribute well to pupils' positive attitudes to learning. Pupils' work is regularly marked and this, combined with increased opportunities to be involved in defining how they can be successful in their learning, is helping pupils to understand how they can improve.

Care, guidance and support are satisfactory. This aspect of provision makes a good contribution to pupils' personal development. The school's support for pupils whose circumstances may make them vulnerable is central to its inclusive philosophy and this contributes well to the cohesive school community. Pupils who speak English as an additional language receive particularly good care, enabling them to settle quickly,

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feel secure and participate in all the school offers. Partnership work with agencies has not had sufficient impact on attendance. The school has supported parents and carers to improve their children’s attendance but this support has not always been followed through with rigorous challenge. Recognising this, a home-school link worker has been appointed. Teaching assistants play a positive role in many lessons. However, this varies across the school and, at times, teaching assistants are not used as fully as they could be to support learning.

These are the grades for the quality of provision

The quality of teaching	4
Taking into account:	
The use of assessment to support learning	4
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The headteacher and the leadership team have established a cohesive ethos, ensuring that staff share a common purpose. Senior leaders are involved in monitoring, training and evaluation processes and help teachers to be more aware of the progress of individual pupils and groups and the implications of this for their teaching. Monitoring and evaluation are beginning to impact positively with evidence of accelerated pupils’ progress in some year groups. The school has recently increased the frequency of pupil progress meetings. These now take place each half term, so that the success of interventions to support pupils’ learning can be monitored more rigorously and subsequent initiatives adapted more promptly. Although there is no evidence of discrimination, past weaknesses in data analysis and a lack of sustained improvement in outcomes for different groups mean that the promotion of equal opportunities is inadequate. The governing body knows the school well, provides satisfactory levels of challenge and ensures that there are appropriate safeguarding arrangements to secure pupils’ safety and welfare.

Effective partnerships with parents and carers are demonstrated through the welcoming school atmosphere and the confidence parents and carers show in the school. The school actively shares pupil progress information with parents and carers so that they can support their children’s learning. One parent said of a recent meeting ‘The SAT evening held last week has really helped with an insight into what the children face and how we can help them as parents at home.’ The school is working closely with the local authority and with other partners to support and accelerate future school development although it is too soon for the impact of these valuable partnerships to be evident.

The school has carried out an audit to support its promotion of community cohesion. There are some links with other communities to help pupils appreciate different

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backgrounds and cultures, such as the link with a Ugandan orphanage. However, the school recognises there is more to be done to develop links with communities within the United Kingdom as well as further afield, so that pupils have a fuller understanding of diverse cultures and beliefs.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	4
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

The Reception classes provide an attractive and welcoming environment in which children feel safe and secure. Induction arrangements are carefully planned and successfully help children to settle into new routines quickly and to enjoy their learning. One parent commented 'I was impressed with the preparation for my son in starting school, including three 'starting school' clubs and a home visit.' Adults provide a good range of interesting activities both indoors and outside so that children are stimulated and engaged and make good progress in the development of personal and social skills. For example, during the inspection children were observed enjoying opportunities to take carefully managed risks when they balanced and climbed on the equipment in the supervised outdoor area. Activities such as these make a valuable contribution to the development of their confidence and self-esteem, as well as their physical skills. Adults ensure a good balance of activities that the children choose for themselves and those that are directed by adults. High expectations and good relationships mean that children feel valued, behave well and quickly begin to make progress in the development of independence skills. The children enjoy their learning and cooperate well with one another. One parent said 'I am already noticing the progress my child is making. My child is happy and enjoys the activities and I am very happy.'

Leaders and managers in the Early Years Foundation Stage have successfully secured

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improvements since the last inspection and focus on helping children to achieve well. Staff work closely as a team and their good knowledge of learning and development requirements are used to plan the next steps in children’s learning, although opportunities are occasionally missed to fine-tune learning to individual needs. Initiatives such as the ‘open door’ policy for the first 15 minutes of each day mean that communication between parents and carers and the school is effective. Arrangements for safeguarding children are robust and given a high priority to help children stay safe and secure.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The proportion of Ofsted questionnaires completed was above average. The questionnaires show that most parents and carers are happy with the school and justifiably believe that their children are safe there. A very small minority expressed concerns about the progress their children are making in the school. The team found that too many pupils are not making enough progress. A few parents and carers expressed concerns about the way the school deals with unacceptable behaviour. The inspection team found behaviour in the school to be good and noted that any instances of misbehaviour are dealt with well by members of staff.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Buckland Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 184 completed questionnaires by the end of the on-site inspection. In total, there are 350 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	104	57	75	41	4	2	0	0
The school keeps my child safe	109	59	68	37	4	2	1	1
The school informs me about my child's progress	77	42	96	52	7	4	0	0
My child is making enough progress at this school	77	42	88	48	11	6	3	2
The teaching is good at this school	91	49	83	45	2	1	0	0
The school helps me to support my child's learning	94	51	76	41	6	3	1	1
The school helps my child to have a healthy lifestyle	101	55	76	41	2	1	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	76	41	90	49	0	0	0	0
The school meets my child's particular needs	83	45	85	46	5	3	2	1
The school deals effectively with unacceptable behaviour	59	32	104	57	10	5	1	1
The school takes account of my suggestions and concerns	78	42	91	49	8	4	1	1
The school is led and managed effectively	96	52	78	42	4	2	0	0
Overall, I am happy with my child's experience at this school	101	55	75	41	5	3	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



21 October 2011

Dear Pupils

Inspection of Buckland Primary School, Staines, TW18 1NB

Thank you for making us feel so welcome and for helping us with the inspection. We enjoyed meeting you all and hearing what you had to say about your school. Here are some of the best things inspectors found about your school.

- You get on well with each other, behave well and know how to stay safe and healthy.
- Adults care for you and make sure you are safe.
- You are proud of your school and take your responsibilities, such as being a member of the school council, seriously.

We also found that, although there have been a number of recent improvements, the school is not doing as well as it could, so that you are not making the progress you should be in English and mathematics. We have decided that your school needs a 'notice to improve' to help ensure that you all do as well as possible. This means that your school will be visited again for inspectors to see how much progress it has made. We have asked your headteacher to help you make faster progress in a number of ways, including:

- making sure the work you are asked to do in lessons is challenging for all of you
- ensuring you attend school every day that you possibly can.

You can all help by doing your best in lessons and by coming to school every day.

I wish you well for the future.

Yours sincerely

Julie Sackett
Lead inspector

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