

Buckingham Primary School

Inspection report

Unique Reference Number	102904
Local Authority	Richmond upon Thames
Inspection number	376781
Inspection dates	14–15 November 2011
Reporting inspector	Peter Sudworth

This inspection of the school was carried out under section 5 of the Education Act 2005. The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	465
Appropriate authority	The governing body
Chair	Heena Sachdeva
Headteacher	Caroline Boyle
Date of previous school inspection	4 June 2009
School address	Buckingham Road Hampton Middlesex TW12 3LT
Telephone number	020 8941 2548
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Registered childcare provision	Rascals
Number of children on roll in the registered childcare provision	29
Date of last inspection of registered childcare provision	5 February 2010

Age group	3–11
Inspection date(s)	14–15 November 2011
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Introduction

This inspection was carried out by four additional inspectors. They observed teaching and learning in 23 lessons taught by 17 members of staff. They held meetings with the Chair of the Governing Body, the headteacher, other staff and a group of pupils. They observed the school's work and looked at a range of documentation relating to safeguarding, development planning, pupils' work and the information used to track pupils' progress. The 98 questionnaire responses from parents and carers were analysed, as were staff and pupils' responses to their own questionnaires.

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

- Whether there is any difference in rates of progress between pupils in Key Stage 1 and Key Stage 2, particularly in English, especially in writing.
- The strategies the school is adopting to promote the learning of more academically able pupils.
- The effectiveness of measures to improve attendance.
- The rigour of the monitoring techniques and other school systems that leaders and middle managers deploy to secure further improvement.

Information about the school

The school is larger than the average primary school. It is growing in size and it is planned to have three classes in each year group. There are currently two classes in each year group from Year 2 to Year 6, and three classes in the Reception and Year 1. Additionally, the school has a Nursery which the children attend part-time. The vast majority of the Nursery children transfer to the Reception classes. About one third of the pupils speak English as an additional language, which is twice the usual rate. Two fifths of the pupils are of minority ethnic heritage, a much higher proportion than usually found. The school manages an area unit with specially resourced provision for special educational needs for seven Key Stage 1 pupils with severe and complex learning needs (the Unit), all of whom have statements of special educational needs. A very small group of Travellers is registered at the school. The proportion of pupils with special educational needs and/or disabilities outside the Unit is broadly average and most of these have learning difficulties. More pupils than is typical join or leave the school at times other than the usual ones. The proportion of pupils entitled to free school meals is higher than the national average. The school manages its own breakfast club and an after-school club (Rascals).

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?

3

The school's capacity for sustained improvement

3

Main findings

The school provides a satisfactory education for its pupils. It has made satisfactory progress since the last inspection. Parents and carers are extremely happy with the education that their children receive. As one parent wrote, 'My children love school. They are motivated and encouraged. They enjoy learning and this shows when they return from school and tell me about their day.' It is clear that the pupils enjoy school a great deal. They get along well together and the spirit of community and relationships among and between pupils, the staff and parents and carers are a strength. There is a real sense of working together and wanting to improve the school further so that the pupils make better progress.

Children get off to a good start in the Early Years Foundation Stage. The emphasis on practical experience in this part of the school provides them with a secure grounding and understanding for their later work. The approach also helps to develop the children's acquisition of the English language. Pupils' personal development is a strength throughout the school. Their understanding and participation in a healthy lifestyle and their feeling of safety are good. Pupils want to learn and to do their best.

Pupils achieve satisfactorily in the main. Attainment in mathematics by the end of Key Stage 2 has been stronger than that in English, in which writing is not as good as reading. Pupils generally make better progress in English in Key Stage 1 than in Key Stage 2. There is more movement of pupils into and out of the school between Years 3 and 6 than in the earlier years, and this is, generally, unhelpful to continuity of learning and progress. Furthermore, while no unsatisfactory teaching was observed, there is variability in the quality of teaching between different classes, particularly in English lessons.

The school has rightly recognised that full consistency across classes is not established in the rate of progress of the pupils who are academically more able. It has put arrangements in place to address this, but it is still too early to evaluate the impact. Pupils who have special talents are provided with good opportunities to develop these further through the good range of extra-curricular opportunities and Saturday morning activities held off-site.

Good teaching in the special Unit, including some examples of outstanding teaching, and the very favourable ratio of adults to pupils support these pupils' good progress, although their attainment is low because of their specific and complex learning

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difficulties. The use of signing and pictograms enable the pupils to understand what they have to do. The staff have a good understanding of these pupils' learning and social needs and tailor teaching accordingly. The pupils get along well together and are well supported by the staff. The Unit is well led and managed. The pupils are well cared for and the curriculum provided is very appropriate for their particular needs.

The school has good systems in place to evaluate its progress. Self-evaluation is accurate. However, the reports from subject leaders which contribute to future development are not always sharp enough nor focused sufficiently on standards and progress. Given its satisfactory track record of pupils' achievement and the quality of educational provision since the previous inspection, the school demonstrates a satisfactory capacity to sustain improvement.

Up to 40% of 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?

- Improve standards in writing by the end of Year 6, by:
 - ensuring that there is a greater consistency in the quality of teaching English
 - reading texts with the pupils so that they acquire a wider range of vocabulary
 - modelling different styles of writing with the pupils so that they are more aware of techniques and audience when writing.

- Raise the quality of teaching and learning, by:
 - sharing best practice in the school more widely
 - making more effective and purposeful use of literacy and numeracy in different subjects
 - using the new assessment-tracking system to help pupils make better progress
 - ensuring that individual pupils know their next steps in learning and following these through with individual children.

- Ensure that subject leaders report analytically, and identify strengths and areas for development in the subject and/or aspects for which they are responsible, with a clear focus on standards and progress.

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Outcomes for individuals and groups of pupils

3

Attainment on entry to the Nursery is below expectations for this age group. Pupils' attainment by the end of Key Stage 2 is broadly average, although it is weaker in writing than in other key skills. Pupils make satisfactory progress from the average results obtained at the end of the Reception year. Their progress and attainment in mathematics are often better than in English. This is because the teaching of mathematics is particularly strong in key parts of the school and the pupils who are at an early stage of learning to speak English do better in mathematics than in English. The progress of the small group of Travellers, when they attend, is satisfactory.

Pupils who speak English as an additional language make good progress in acquiring the language, which supports their full access to the curriculum. Overall, pupils' speaking and listening skills are broadly average. The emphasis on correct grammar when speaking is a key feature of this success. Additionally, the pupils have good opportunities to engage in focused talk. For example, after they had seen a video clip from *The Railway Children*, pupils successfully concentrated their thoughts in pairs on imagery. All groups of pupils make satisfactory progress, including minority ethnic pupils and pupils with special educational needs and/or disabilities who are not in the Unit. While the attainment of higher attainers in Year 6 in mathematics was better than the national average and progress good from Key Stage 1 in both science and mathematics, higher attainers in Year 6 did not do as well as expected in 2011 in English. Current grouping of pupils of similar ability together for English is being trialled to address this.

Pupils feel safe in school because of the good support that they get from the staff. They are confident to share any concerns and know that these will be resolved. They behave well in lessons, including the Unit pupils. Good attitudes to work ensure that time is used well. Pupils have a good understanding of healthy lifestyles. They take part in a wide range of sports and select healthy food at lunchtimes. Pupils undertake a wide range of responsibilities within school. The school council enables pupils to understand how a community can work together. Pupils work within the wider community. Year 4 pupils, for example, collaborate with pupils in a nearby special school in some shared activities.

Interesting developments, such as 'Radio Waves' led by Year 5 pupils, enable pupils to put their work on a children's website to share with others. The pupils take much pride and also responsibility in undertaking this task. Attendance is broadly average, and pupils develop a sound range of basic skills to support their future education. They acquire good social skills and cooperate effectively. Pupils respect one another's beliefs and feelings. They develop a good appreciation of music from the wide range of opportunities provided. Pupils who attend the breakfast and after-school clubs also demonstrate the same good quality of social skills.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
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	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

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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How effective is the provision?

Staff manage classes well. Good relationships between the teachers and pupils support a calm and work-focused environment. The quality of teaching ranges widely but is satisfactory overall. Teachers make clear what it is that the pupils will learn, but staff are not consistent in ensuring pupils know exactly how to be successful in the activities that follow, for example in writing. In most classes, good attention is paid to providing activities that match different pupils' abilities. Teaching assistants are deployed well to support those who need extra help to understand. Marking is up to date but with variation in the quality of guidance for improvement. Good information is provided about getting to the next level. Resources are used effectively to assist the pupils' understanding. The school is working to model different writing styles for the pupils to make them more aware of their audience, but practice is not yet embedded. It is also aware that reading more literature with pupils could increase their familiarity with language.

Visits to places of interest, such as to galleries and museums, and visitors, such as theatre groups, broaden the range of experiences and help to build up the pupils' knowledge. Years 3 and 4 pupils eagerly look forward to the residential visit to a contrasting location from their own. The number and range of extra-curricular activities are good and cater for all ages. Not only do they include a wide range of sport, but also a selection of other activities which appeal to the pupils, including 'knit and natter'. Suitable attention is given to the basic skills. Numeracy and literacy are used satisfactorily across the curriculum. There are missed opportunities in science in some classes to record investigations thoroughly and use data to draw conclusions. Similarly, the overuse of worksheets across the curriculum on occasions restricts the opportunities for pupils to organise their own thinking and to write in prose. These approaches limit the pupils' progress and attainment in writing and use of mathematics

The children are well cared for during school hours and also in the after-school and breakfast clubs, where healthy snacks are provided. Pastoral care is a particular strength of the school. Staff relate well to the whole family. Good arrangements are made to help children settle when they first start school through the links with parents and carers and also pre-school providers. Equally helpful arrangements are made to help transition from one year group to the next and to the secondary school. The action taken to ensure that parents and carers know the importance of regular attendance for their children has resulted in improved attendance, and the school's systems show a keen sense of purpose to raise rates further.

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These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school embeds ambition and drives improvement satisfactorily. There is a clear vision supported by a detailed school development plan which has a focus on improving teaching and learning and accelerating the rate of progress. The school has put in place a well considered system for monitoring the provision. It has recently obtained a tracking system that enables it to find out more exactly about the progress of different groups and individuals. At the same time, the accountability of staff for the progress of the pupils has been sharpened. While modelling good-quality teaching for less experienced staff has not been extensive enough, monitoring of teaching and learning is regular and evaluations state areas for improvement as well as strengths. However, subject leaders' reports of different aspects of the school's work are not sharp enough and not focused sufficiently on standards.

The governing body is proactive and increasing in its effectiveness. Members have a clear understanding of the school's strengths and aspects for development and are now more involved in tracking progress. They realise that the impact of their work has yet to be fully realised. Their management of the breakfast and after-school clubs is good.

Safeguarding arrangements are good because the systems for this are comprehensive and robust. Procedures to manage all child protection issues are well considered and staff receive regular training. The school's promotion of community cohesion is also good. The school community is very cohesive and it has strong links with the local community. The school works hard to engage different groups in the community to work as volunteers or to undertake training which will support them in gaining employment. Pupils have links with a school in Kenya and they exchange letters and information. Links with different religious groups are developing and the school is aware that this aspect could be strengthened further.

The school's engagement with parents and carers is good. It determinedly reaches out to those parents and carers who are disinclined to support their children and is reaping success, shown, for example, in the improved attendance. Partnerships in promoting learning and well-being are good and particularly strong in enriching the curriculum. There are effective links with external services to support pupils whose circumstances may make them vulnerable and their families. This is reflected in the very low rate of exclusions over time. While much is done to ensure equality of

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opportunity within school groups, higher attainers do not consistently achieve in line with their abilities in English.

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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The children make good progress from the time they enter the Nursery to the end of the Reception year. Their attainment by then is broadly average and, sometimes, above. The staff provide a secure and orderly environment for learning. The activities are thoughtfully planned to develop learning skills. For example, the children were encouraged to make numbers from spaghetti and to investigate the colour of the water in the water tray when they added a different colour. Small-world-play toys develop the start of their geography skills and encourage shared talk. The staff provide a good balance of adult-directed tasks and those that are chosen by the children themselves, although opportunities to work together to solve problems were less in evidence. In the role-play theatre area, the children make up stories for puppets to perform and other children can book their seats at the box office to watch. In a mathematical activity, the children enjoyed sorting pebbles labelled attractively with numbers to 20, which helped to develop their counting and number-ordering skills.

Staff teach letter sounds well and the children are already beginning to blend letters to make and read simple words. Follow-up activities are well conceived. In one class, the children were sorting small objects into different hoops by the initial letter of the object, such as, ‘t’ for the train. There are good opportunities for their physical development on the good range of large-wheeled toys which they can manoeuvre around a track. The provision is effectively managed and led. Activities are carefully

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planned to cover a range of learning areas. Assessments of children’s progress are well kept.

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 percentage of questionnaires returned was lower than usual for primary schools. The overwhelming majority of parents’ and carers’ responses were favourable. All parents and carers are happy with their children’s experience of school, feel that their children are safe and state that their children enjoy school. All but one feel that teaching is good, that their children are making good progress and that the school meets their children’s particular needs. The vast majority of written comments were favourable and there is much praise for leadership. Very few comments were less favourable. There was no main theme to these and they were personal to particular children.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Buckingham 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 98 completed questionnaires by the end of the on-site inspection. In total, there are 465 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	62	63	35	36	0	0	0	0
The school keeps my child safe	62	63	35	36	0	0	0	0
The school informs me about my child’s progress	53	54	41	42	2	2	1	1
My child is making enough progress at this school	52	53	41	42	1	1	0	0
The teaching is good at this school	56	57	40	41	1	1	0	0
The school helps me to support my child’s learning	50	51	46	47	2	2	0	0
The school helps my child to have a healthy lifestyle	45	46	53	54	0	0	0	0
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)	50	51	43	44	1	1	0	0
The school meets my child’s particular needs	48	49	45	46	1	1	0	0
The school deals effectively with unacceptable behaviour	39	40	53	54	2	2	0	0
The school takes account of my suggestions and concerns	32	33	60	61	1	1	0	0
The school is led and managed effectively	58	59	38	39	1	1	0	0
Overall, I am happy with my child’s experience at this school	60	61	38	39	0	0	0	0

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.



16 November 2011

Dear Pupils,

Inspection of Buckingham Primary School, Hampton TW12 3LT

Thank you for your warm welcome when we visited your school, and for talking to us about what you do. Your school provides a satisfactory education for you. You obviously enjoy school and all your activities. Your parents and carers are pleased that you attend Buckingham Primary School. We were impressed with your behaviour and the way that you get along so well together. The pupils in the special Unit make good progress and you show a lot of compassion in appreciating these pupils' specific difficulties.

You make satisfactory progress and reach a standard about that expected for your age, but your writing recently has not been as good as your reading and mathematics by the end of Year 6. We have asked the school to help you to improve your writing and we have made some suggestions for this. We saw some good and a little outstanding teaching when we visited, but overall it is satisfactory. We have asked the school to develop teachers' skills where they are not as good as those of others so that the progress you make is better.

There are some good arrangements to keep track of what is going on in the school, but the reports that staff write about what they have found out do not concentrate enough on areas for development and the progress that you are making. We have asked the school to get staff to make these reports more helpful in improving progress and the standards that you reach.

The staff are hard working and take good care of you. They are keen to improve the school further and to ensure that you make even better progress. You can help by always doing your best work, listening carefully to what your teachers have to say and joining in with the discussions. Thank you once again for your help. We wish you well in your future and hope that you will continue to work hard.

Yours sincerely,

Peter Sudworth
Lead inspector

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