

# Buxton Primary School

Aylsham Road, Buxton, Norwich, NR10 5EZ

**Inspection dates** 12–13 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils of all abilities and backgrounds make good progress in reading, writing and mathematics.
- Achievement is particularly strong in reading and mathematics because the school has recently focused successfully on improving these aspects of learning.
- The quality of teaching is good in all age groups, and it is sometimes outstanding. It has improved considerably as a result of clear sighted and determined leadership by the headteacher and governors, with good support from the local authority.
- Behaviour is excellent and pupils, parents and staff are all proud of the school and its friendly atmosphere. Exemplary promotion of pupils' spiritual, moral, social and cultural awareness lies at the centre of the school's work.
- Strong links with parents and other local schools benefit pupils by making teaching and learning interesting, exciting and productive.
- Pupils are supported well in their emotional growth and develop self-reliance through activities such as the 'forest school', where they learn a range of skills through activities in the school grounds.

### It is not yet an outstanding school because

- Teachers do not always remind pupils about their individual writing targets when they mark work in other subjects.
- The teachers in charge of subjects do not yet routinely check lessons to identify and share best practice across the school.
- Teachers do not say exactly what pupils need to put in their writing to reach the next level.

## Information about this inspection

- The inspector observed teaching in all classes in seven lessons, including one seen together with the headteacher. She observed two assemblies and carried out a 'learning walk' of the whole school during 'family learning day'. Pupils were heard reading, and their work in books was looked at carefully.
- Discussions were held with a range of people including the coordinator for the 'forest school', the Chair of the Governing Body and two other governors, pupils, and a representative of the local authority.
- The inspector took account of the 34 responses to the online questionnaire (Parent View) as well as 20 responses to staff questionnaires.
- The inspector observed the school's work and looked at a range of documents relating to: safeguarding, planning and monitoring; pupils' behaviour and attendance; how pupil premium money is spent; and pupils' progress.
- During this inspection, the inspector asked additional questions designed to ascertain the school's view of the impact and effectiveness of local authority services to support school improvement. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of those services.

## Inspection team

Sheelagh Barnes, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This school is smaller than the average primary school.
- Almost all of the pupils are White British.
- The proportion of pupils supported by additional government funding through the pupil premium, which in this school caters for looked-after children and those known to be eligible for free school meals, is average.
- The proportion of pupils who are supported by school action is below average. The proportion supported by school action plus, or a statement of special educational needs, is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Raise the quality of teaching and learning to outstanding by ensuring that:
  - teachers mark work as rigorously in all subjects as they do in English
  - older pupils are clear about what they need to include in their writing to reach the highest level they are capable of
  - the range of pupils' reading opportunities increase across all subjects
  - all teachers have consistently high expectations of all pupils and provide lessons that enable pupils to make exceptionally good progress
  - subject leaders regularly monitor lessons in order to share and spread best practice across the whole school.

## Inspection judgements

### The achievement of pupils is good

- Children start school with skills and knowledge broadly in line with the levels typical for their age. They settle into school quickly in the Reception class because of the well-established routines, and make a good start to their education.
- In the past, progress was variable throughout the school and there was some underachievement. However, because of the strong and effective actions taken by leaders to raise the quality of teaching, pupils all now make good progress and achieve well.
- Initial work to improve standards in mathematics has resulted in pupils enjoying the subject and having a very positive attitude towards it. They make good progress and by the end of Year 6 attain above average standards. When asked what the best thing about the school was, one pupil replied promptly, 'mathematics'.
- Pupils read widely and often, with great enjoyment. A new focus has been placed on improving the teaching of reading and pupils are systematically taught phonics (the relationship between letters and the sounds they make). In the Year 1 national phonic check last year, results were just below average. However, the school has carried out a review of teaching methods and changed them. As a result, progress has improved and the pupils due to undertake the check this year are likely to attain much better.
- Currently the particular focus for improvement is on writing. Pupils from all groups are making good progress, although not yet as consistently or strongly as in mathematics and reading.
- Disabled pupils and those who have special educational needs make similar progress to their classmates due to the support they receive.
- Pupils who are known to be eligible for the pupil premium also make similar progress to their classmates. The funding is used to ensure that these pupils have full access to all activities, and are supported in class by extra adults when the need arises. The school's system for checking pupils' achievement shows that the progress of eligible pupils has accelerated in English and mathematics, and the gap between their attainment and that of other groups is being reduced.

### The quality of teaching is good

- The quality of teaching has improved considerably in recent years. The school's records and the lessons observed during the inspection show that it is now consistently at least good and sometimes outstanding.
- Teachers in all year groups plan carefully to ensure that the tasks they set truly interest pupils. As a result of this attention to detail, pupils have a positive approach to learning throughout the school. This was demonstrated in the Reception class when children were asked to draw treasure maps, linked to their literacy work. They took to the task with relish and achieved well as a result.
- Teaching is effective, because pupils from all groups are given work that matches their needs and abilities well. For example, in a mathematics session for more-able pupils, the challenge to find the process that had taken place in a 'magic machine' was at exactly the right level of

difficulty, so that their perseverance and application were exemplary.

- Behaviour management is very effective. Pupils know what is expected of them, because of the consistency of approach throughout the school. No time is wasted on reminding pupils to listen and pay attention, because that is now automatic for them. As a result, the pace of lessons is brisk.
- Teachers regularly ask pupils probing questions that are sharply focused. This helps to move learning on quickly, but also to gauge pupils' understanding and to make them think more deeply.
- Marking is regular, positive and helpful. This is especially the case in pupils' literacy books. However, when teachers mark work in other subjects, such as science or topic work, they sometimes miss opportunities to remind pupils of the particular 'focus to improve' in their writing.
- Teachers involve pupils in evaluating their own work and that of others. They clearly explain, to older pupils in particular, what might improve a piece of work and what level each pupil has currently reached. However, they do not tell pupils in a simple way what exactly they need to include in their writing to meet the criteria for higher levels. As a result, pupils do not always write to the very best of their ability, and their progress is good rather than outstanding.
- The support provided for disabled pupils and those who have special educational needs enables them to take a full part in all activities and achieve well, in line with their friends.
- Adults who help in class are well briefed and used well by the teachers. Their work has a positive impact on the progress pupils make in lessons.

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

- Pupils' attitudes to learning are excellent because of good teaching and very positive relationships throughout the school. Pupils show respect and courtesy to others, which helps to create a positive learning atmosphere. As one parent commented in response to a school performance, 'It is a little school with a big heart!'
- Behaviour is of a consistently high standard in lessons, assemblies and at break times. Pupils say that there is very little disagreement or poor behaviour. They were not aware of any instances of bullying having taken place, but they have a good awareness of the various types of bullying that could occur. They know what to do if any should occur and are confident that it would be dealt with promptly by the staff.
- Pupils say they feel safe in the school and they have a good understanding of safety matters. School records confirm the absence of aggressive or racial incidents. As a result, there have been no exclusions.
- Parents and staff are also unreservedly positive about behaviour and safety in the school. Parents say how happy their children are in school, so pupils are punctual, keen to attend and proud of their achievements.
- The school systems for behaviour management are applied consistently well by all staff. They are based on encouraging pupils to take responsibility for their actions and making wise choices. As a result, pupils' moral and social awareness is a real strength.

- Pupils have very good opportunities to take responsibility for their learning. Because of this, they work diligently on tasks in class and maintain high levels of concentration and application. This has a positive impact on the progress they make.

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

- The headteacher, well supported by all staff and governors, has a determination and ambition for the school to be as good as it possibly can be. Her leadership and hard work have already resulted in a sharp improvement in the quality of teaching and learning.
- Improvements have been achieved through the rigorous monitoring of teaching and pupils' progress, combined with training and firm action taken when standards have started to slip in any way. This approach to continuously improving teaching and achievement has resulted in high levels of morale among staff and pupils, and the full support of parents. All parents who responded to the online questionnaire said that they would recommend the school to others.
- Leaders have an accurate awareness of the school's strengths and weaknesses, and their improvement plan is focused on the right priorities to improve achievement further. They make sure that staff, including those responsible for leading particular aspects and subjects, are accountable for their performance. As a result, any slowing of pace is responded to swiftly and teachers' pay rises are appropriately linked to pupils' achievements.
- Links with other local schools are very strong and productive. The schools work together in a mutually beneficial way, sharing training and monitoring each other's work. This pooling of resources, including expertise, has a positive impact on school improvement and subsequently on standards.
- Subject leaders monitor teachers' planning and pupils' progress effectively by checking planning, assessment and work in pupils' books. As yet they do not visit lessons, and so they miss opportunities to spread the best practice in the very best teaching throughout the school.
- The local authority has a good understanding of the school's performance derived from its close involvement over several years. It has taken very effective action to support the development of leadership and management of the governing body and staff. Through training and modelling roles, it has enabled the school to become effective in self-analysis and strategic planning. These improvements have helped to drive up the quality of teaching and learning.
- **The governance of the school:**
  - Governors have an accurate understanding of the school's strengths and areas for development, based upon their careful monitoring. Through good-quality training, they have developed appropriate skills to confidently interpret school statistical information. As a consequence, they support and challenge the headteacher about the quality of teaching and pupils' achievement. The governing body receives appropriate information about the management of teachers' performance. Governors know about the quality of teaching and learning in reading, writing and mathematics throughout the school. They manage the school's finances well. They are fully aware of how the pupil premium is spent, and the impact this has on the achievement of eligible pupils and their developing confidence and self-esteem. Governors ensure that the school meets national requirements for safeguarding children. Policies are regularly reviewed to keep pupils safe and free from harm.

## 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>	120794
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	405962

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>	Foundation
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	134
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Matthew Fruish
<b>Headteacher</b>	Deborah Leahy
<b>Date of previous school inspection</b>	24–25 May 2011
<b>Telephone number</b>	01603 279357
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