

Buckingham Park Church of England Primary School

Jubilee Square, Buckingham Park, Aylesbury, HP19 9DZ

Inspection dates 20–21 November 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Buckingham Park is a happy and welcoming school which has developed well since it opened. It is well ordered with a calm and purposeful atmosphere.
- Most pupils are making good progress in reading, writing and mathematics from their starting points when they joined the new school.
- Almost all teaching is good, with an increasing proportion that is outstanding. Children in the Early Years Foundation Stage are particularly well taught and supported so that they make good progress in their learning and personal development.
- Staff, parents, carers and pupils share a strong belief in the values of their new school and speak highly of it.
- Pupils feel safe, secure and valued within the school community. Warm and trusting relationships underpin their enjoyment of learning.
- Pupils' behaviour is good in lessons. The high numbers of pupils who have joined the school quickly settle in.
- The headteacher has been highly effective in leading the rapid developments since the opening of the new school. He is strongly supported by a knowledgeable and increasingly challenging governing body.

It is not yet an outstanding school because:

- Progress in writing and phonics (the sounds that letters make) is not as good as it is in reading and mathematics.
- Attendance, although improving, has only recently reached national levels.
- Not enough teaching is outstanding. Pupils are not always given work that is challenging or which promotes rapid learning.
- New leaders have not had enough opportunity to check the quality of teaching and pupils' progress.

Information about this inspection

- The inspector observed 17 lessons involving eight teachers and an assembly; two lessons were observed jointly with the headteacher.
- The inspector held discussions with school leaders, staff, governors and a representative of the local authority.
- The inspector observed the school’s work and looked at documentation, including improvement plans, the systems for tracking pupils’ progress, the arrangements for safeguarding pupils and samples of pupils’ work. He heard groups of pupils read and spoke with others about behaviour and safety arrangements at the school.
- Account was taken of the 60 responses to the online questionnaire, Parent View, and the views expressed by those parents and carers who spoke with the inspector at the start of the school day or wrote letters. The inspector also considered nine staff questionnaires.

Inspection team

Michael Bartleman, Lead inspector

Additional Inspector

Linda Rowley

Additional Inspector

Full report

Information about this school

- This school is an average-sized primary school. The oldest year group is Year 3 with 22 pupils. It is planned that the school will grow to 500 pupils by 2019.
- The new primary school opened in September 2012.
- In January 2013 the nursery was opened and separate Years 1 and 2 classes were formed to accommodate the increasing numbers of pupils.
- The majority of pupils come from a White British background. An increasing proportion of pupils come from minority ethnic groups, the largest of which are from Black African and Caribbean heritage.
- As a growing school there is a high inward movement of pupils. Many pupils in Years 2 and 3 joined the school at times other than the start of term.
- The school's own data show that around one pupil in 10, an average proportion, is disabled or has special educational needs supported through school action. A similar proportion of pupils are supported at school action plus or with a statement of special educational needs.
- As a new school, no pupil premium funding (additional government funding for specific groups of pupils, including those known to be eligible for free school meals) was received during the first year. Almost one in five pupils has been identified for support from the pupil premium, which is above average. The majority of these pupils are in Years 2 and 3.
- The Early Years Foundation Stage is made up of two full-time Reception classes and a part-time Nursery class with daily morning and afternoon sessions.
- The headteacher is supported by two phase leaders. One has responsibility for the Early Years Foundation Stage, and the other, who was appointed in January 2013, has responsibility for Key Stage 1 and Year 3.

What does the school need to do to improve further?

- Improve the quality of teaching so that all pupils make rapid and sustained progress in writing and phonics by ensuring that:
 - teachers always set work at the right level of difficulty for different groups of pupils so that learning can move at a good pace
 - activities in lessons help pupils to improve their handwriting, spelling, punctuation and sentence construction
 - pupils have opportunities to write at length in a range of subjects
 - teaching assistants are fully conversant with supporting the phonics programme.
- Increase the effectiveness of leaders and managers by:
 - fully implementing plans designed to raise attendance and improve punctuality
 - developing the role of new leaders to assist the headteacher in checking the quality of teaching and pupils' progress.

Inspection judgements

The achievement of pupils

is good

- Children join the Nursery and Reception classes with skills below the levels typical for their age, particularly in communication, language and personal and social skills. They settle quickly into the well-organised and caring classes and make good progress through well-planned activities. Children build good relationships with each other and the adults around them. The 2013 school data show that the attainment of the vast majority of reception children is above average when they start Year 1.
- The school's own data for 2013 show that attainment at the end of Year 2 was average in reading, writing and mathematics, which represents good progress for pupils from their different starting points when they join the school.
- Disabled pupils and those who have special educational needs make similar progress to their classmates due to well-targeted additional support from teaching assistants. Pupils who join the school part-way through their primary education and those from minority ethnic groups also make similar progress to their classmates because of effective induction and assessment arrangements so that the support given precisely meets their needs.
- Although the school did not receive any pupil premium funding during its first year the headteacher quickly assessed the pupils' needs on entry to the school and provided additional support so that these pupils made similar progress to that of their classmates. In Year 2 in 2013, data showed that pupils who would have been supported by the pupil premium were the equivalent of one term behind their classmates in reading and writing, and three terms behind in mathematics.
- Pupils' progress in writing is good but not consistently as strong as it is in reading and mathematics, particularly in Years 2 and 3, as there are few opportunities to write at length. No pupils attained the higher Level 3 in writing in the Year 2 tests. A few pupils do not write confidently, often making errors in spellings, punctuation and sentence construction. Their handwriting is too often poor.
- The school has worked effectively to improve the teaching of phonics by using teachers and teaching assistants to run daily small-group sessions, although there are still some differences in progress and attainment between classes and groups. The proportion of Year 1 pupils reaching the required standard in the national phonics screening check at the end of Year 1 in 2013 was below average.
- Pupils have good opportunities to read for a variety of purposes in lessons and enjoy reading a wide range of books. The recently introduced mobile library and 'hooked on books' initiative develop further interest well.

The quality of teaching

is good

- Almost all teaching is good and there are elements of outstanding practice. This is particularly the case in the Early Years Foundation Stage, where teachers and other adults build on children's earlier learning and develop their curiosity especially well. Children have many opportunities to practise basic skills in literacy and numeracy both indoors and outside.
- Teachers have established good relationships with pupils and manage their behaviour calmly.
- The focus on individual needs means that disabled pupils, those who have special educational needs and those who have recently joined the school are supported effectively and progress well.
- Reading is promoted well. Pupils read regularly to adults as part of their guided reading sessions.
- In the better lessons teachers and teaching assistants question pupils effectively, securing good understanding. Good links are made with previous work and other subjects. Pupils have good opportunities to discuss and share their ideas with each other. During the inspection Year 2

pupils were engrossed in developing their own 'We're going on a bear hunt' story using repeated language. Good reference to previous work and appropriate vocabulary by the class teacher ensured all groups of pupils fully understood the task.

- Teaching assistants usually contribute well to the pupils' learning both in lessons and in sessions where small groups of pupils work exclusively with them. However some new staff are not fully conversant with the agreed school programmes for supporting phonics, which slows progress.
- Marking is encouraging and teachers are consistent in their approach to planning. However, they do not always plan activities at precisely the right level that challenges more-able pupils or provide additional support for less-able pupils so they can achieve successfully.

The behaviour and safety of pupils are good

- Pupils' behaviour in lessons and around the school is consistently good. There is a calm and purposeful learning atmosphere in the school, and all groups of pupils get on well together. Pupils like their teachers and enjoy learning which contributes greatly to their good achievement as most get involved quickly in the learning activities.
- School records confirm that pupils' behaviour is good on a daily basis, although it is not yet exemplary because a few pupils find it difficult to manage their own behaviour without adult support.
- Parents and carers have great confidence in the care that the school provides, and pupils agree that they feel happy and safe in school. Virtually all parents and carers who responded to Parent View or spoke to the inspector judged behaviour to be good and their children to be safe in school.
- Discussions with pupils showed that they understand about different types of bullying. They said that although bullying did occasionally happen they have great confidence in the staff to deal with any incidents immediately.
- Pupils show clear values of respect and tolerance of others. This is because these aspects are central to the school's Christian values. They spoke knowledgeably and sensitively about assemblies and the times of reflection during the week.
- The school has close working relationships with a number of outside agencies and other professionals to support pupils and their families whose circumstances make them potentially vulnerable or who have additional needs.
- Pupils' attendance has risen recently to the national average, in part due to the leaders' concerted efforts regarding the '96 challenge' which encourages all pupils to have an attendance of at least 96%. However a small number of pupils are regularly late to school each day.
- Pupils know how to stay safe and healthy. For example, they know about road safety, how to stay safe using the internet and the importance of regular exercise.

The leadership and management are good

- The headteacher provides inspirational leadership for staff and pupils. He is ably supported by the governing body and a developing leadership team who share his high expectations and vision.
- Developments since the opening of the school have been rapid. The strong leadership of the headteacher has been the driving force in meeting the changing needs of this growing school. He has managed the pace of change effectively and created a welcoming and harmonious community.
- The governing body and the headteacher's accurate evaluation of the school's strengths and weaknesses and the record of developments show that leaders have a strong capacity to improve the school further.
- Regular lesson observations by the headteacher, followed by detailed feedback to teachers and a successful training programme, have kept most teaching good, with an increasing proportion

that is outstanding. Decisions about the salary that each teacher receives are securely based on the progress made by the pupils in their care.

- The headteacher regularly checks that all pupils are on track to make good progress. Regular meetings make sure that teachers are accountable for the progress of pupils in their care. However subject leaders are new to their roles and have only recently started to support the headteacher in checking on the quality of teaching and pupils' progress.
- The school promotes equality of opportunity and tackles discrimination well, and this is reflected in the good achievement of all groups of pupils. There are no recorded incidents of harassment.
- Partnerships with parents and carers are developed effectively and start with well-managed arrangements, home visits and the many workshops that introduce them to the school's teaching methods and ways of working. All parents and carers who completed the Parent View survey said that they would recommend the school.
- The school offers a broad and balanced range of topics and subjects which develop pupils' communication, language and mathematical skills well. Visits to Waddesdon Manor and local farms and museums, close links with the local church and community and a wide range of after-school clubs add further enhancement. Pupils' spiritual, moral, social and cultural development is developed well and intrinsic to all activities.
- The new school sports funding has been used to enable sports coaches to work alongside teachers and to develop pupils' skills in a wide range of sports and to increase their participation in sports activity, which is closely checked for its effectiveness.
- The headteacher's presence around the school at the start and end of the school day is highly effective in forging strong relationships with staff, parents and carers and pupils.
- The local authority and diocesan advisers provide regular support for school leaders and governors which has helped them to develop the new school, evaluate the school's performance accurately and to develop a clear strategy to improve it further. The school works effectively with a range of others in the local area for teachers' training and for checking the accuracy of assessments.
- Leadership and management are not outstanding because initiatives to improve pupils' writing have not yet been translated into higher attainment and subject leaders are developing in their roles.

■ **The governance of the school:**

- Governors have worked effectively with the headteacher and members of the community to develop a common vision and aims for the new school. The increasingly well-trained governing body supports and monitors the work of the school effectively through regular visits. Governors understand the school's performance information well and how the school is improving. They know about how teachers' performance is managed and how any underperformance is tackled. The governing body is kept informed about how teaching is improving. This has led to good decisions being made on the rewards that teachers receive and the allocation of the school's finances, which it monitors effectively. The governing body carries out its statutory duties effectively, ensuring, for example, that procedures for safeguarding pupils are well managed, regularly reviewed and fully meet national requirements.

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

Unique reference number	137570
Local authority	Buckinghamshire
Inspection number	428948

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	226
Appropriate authority	The governing body
Chair	Mark Ackford
Headteacher	Nick Waldron
Date of previous school inspection	Not previously inspected
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