

Buckingham Park Primary School

Buckingham Road, Shoreham-by-Sea, West Sussex, BN43 5UD

Inspection dates 4–5 December 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	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.

- Achievement is good and pupils across the school make good progress given their starting points. In 2013, pupils in Year 6 did exceptionally well in the national tests in their reading, spelling, punctuation and grammar.
- Very good support ensures that the school is closing the achievement gap for disabled pupils, those with special educational needs and those eligible for the pupil premium.
- Teaching is generally good and ensures pupils learn effectively. Well-structured, interesting lessons challenge pupils and fully engage them in their learning.
- Effective marking and feedback help pupils to know how well they have done and what to do next in order to improve their work.
- A stimulating, well-organised learning environment and strong relationships secure a good start for children in the Early Years Foundation Stage.
- Strong, supportive relationships and a caring, school community ensure pupils feel safe, behave well and enjoy their learning.
- The carefully planned curriculum engages pupils' interests well and their spiritual, moral, social and cultural development is promoted through a well-organised range of visits and after-school clubs.
- Determined, effective leadership by the headteacher, deputy headteacher, senior staff and governors has ensured that the school has continued to improve well since its previous inspection and now provides a good education for its pupils.

It is not yet an outstanding school because:

- Teachers do not always maintain a good pace in lessons or question pupils in a way that challenges them or extends their ideas.
- Occasionally, pupils' learning is slowed because teachers do not follow up enough on pupils' responses to their learning.
- Subject leaders are not yet doing enough to check up on the quality of teaching and learning or the progress pupils make in their subjects.

Information about this inspection

- The inspectors observed 22 lessons or part lessons, of which two were joint observations: one with the headteacher and one with the deputy headteacher.
- Meetings were held with two groups of pupils, the Chair of the Governing Body and two other governors, the headteacher and other senior staff. Additionally, a meeting was held with a local authority officer.
- The inspectors took account of the 62 responses to the online Parent View survey. An inspector also spoke to several parents and carers when they brought their children to school. The inspectors took account of the 16 staff questionnaires.
- The inspectors observed the school’s work and looked at a number of documents, including the school’s own information on pupils’ current progress, planning and checks on the quality of teaching, records relating to behaviour and attendance, the sports premium action plan and documents relating to safeguarding.
- The inspectors listened to pupils from Year 2 and Year 6 read.

Inspection team

Janet Sinclair , Lead inspector

Additional Inspector

Victor Chaffey

Additional Inspector

Christine Bennett

Additional Inspector

Full report

Information about this school

- Buckingham Park is a larger-than-average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils from minority ethnic groups is below average, a small proportion of whom are at an early stage of learning English.
- The proportion of pupils eligible for additional funding through the pupil premium (additional funding for pupils in local authority care, from armed forces families, or those known to be eligible for free school meals) is average. There are no pupils from services families currently on roll.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Pupils are taught in 13 classes, all of which are single-age classes, except for one mixed-age class of Year 3 and Year 4 pupils.
- There is a breakfast and after-school club.

What does the school need to do to improve further?

- Raise teaching and pupils' achievement to outstanding levels by:
 - increasing the pace in lessons by strengthening pupils' active involvement in their learning
 - checking on pupils' individual responses to their learning so that teachers have a clearer understanding of what pupils know and can do
 - ensuring questioning extends and challenges pupils more effectively
 - developing the roles of subject leaders so that they are increasingly involved in checking the work of teachers in the classroom and the progress pupils make.

Inspection judgements

The achievement of pupils is good

- Attainment at the end of Year 6 has been rising and in 2013 was above average in reading and in the spelling, punctuation and grammar assessment. There are an above average proportion of disabled pupils and those with special educational needs currently in Year 6. Their attainment is average in English and mathematics. Their progress is good.
- Taking into account pupils' starting points, their progress across the rest of the school is almost always good. Effective checks on pupils' progress ensure that the school can quickly identify those not doing well enough and put support in place to ensure they catch up. This helps to ensure equality of opportunity and discourages any discrimination. It has been particularly effective in closing the attainment gap for different groups of pupils.
- Children start school with skills and abilities that are mainly below the levels typical for their age. They make good progress due to strong relationships and an effective learning environment.
- Disabled pupils, those who have special educational needs and those at an early stage of learning English make good and sometimes very good progress. This is because they are quickly and accurately identified and monitored closely to ensure they are provided with effective support.
- Pupils supported through the pupil premium funding perform well. The school makes very effective use of the funding to provide a range of measures that improve their rates of progress in English and mathematics. Their attainment in national tests at the end of Key Stage 2, including their average points score (a method of measuring attainment), has been improving. In 2013, 12 pupils funded through the pupil premium took the national tests. Their attainment and progress were better than the national average for their group and similar to, or better than, those of other pupils in their class.
- The school ensures pupils achieve well in reading due to well-planned, daily guided reading sessions that focus well on key skills, the use of reading buddies and careful checks on pupils' progress.
- The school has worked hard to improve pupils' writing skills so that they are now mainly good. This is due to a strong focus on clear success criteria for pupils' learning in lessons, regular feedback, clear targets and regular checks on their performance.
- Progress in mathematics is good overall, with a good emphasis on match of work to pupils' previous learning and a good emphasis on calculation skills. Particularly good features are the mental mathematics sessions that cater well for pupils' differing abilities.
- The school provides a breakfast and after-school club. They are well organised and ensure pupils are well cared for before and after school.

The quality of teaching is good

- Teaching is good, and occasionally outstanding. Strong relationships, well-organised lessons and challenging activities well-matched to pupils' needs stimulate and engage pupils well.
- Teachers provide effectively for more-able pupils through small-group work that is well matched to their needs. For example, a group of Year 2 pupils made good progress due to effective questioning and clear instructions that challenged them, enabling them to solve mathematical problems.
- Well-trained teaching assistants provide effective support and challenge for pupils, including those who have special educational needs, those known to be eligible for the pupil premium and those at an early stage of learning English. As a result, these pupils make similar progress to their peers.
- Pupils' performance in the Year 1 phonics (letters and sounds) screening assessment has varied. Well-structured teaching of phonics in Reception and Key Stage 1 is now taking place and helping pupils to achieve well. Where there is any underperformance, teachers follow this up

rigorously so that those taking the test again in Year 2 are successful.

- There is a high level of consistency in the marking of pupils' work, with a clear focus on what pupils have done well and what they need to do to improve. Good use of targets and regular use of self-assessment help pupils to know how well they are doing and this contributes well to their good achievement.
- Although teachers question pupils, they do not always use pupils' responses to challenge them or deepen their understanding. Also they do not always check sufficiently on pupils' understanding and this hinders their progress.
- Well-organised teaching and a stimulating learning environment ensure that children in the Early Years Foundation Stage are inquisitive learners who enjoy exploring their environment. However, staff do not always question children in a way that deepens their knowledge or extends their ideas and this sometimes hinders their learning.
- Homework is used well to support pupils' learning in school. It is linked well to pupils' topic work as well as focusing on their reading and mathematical skills.

The behaviour and safety of pupils are good

- Pupils behave well in lessons and around the school. Behaviour is well managed in lessons through effective strategies and adult encouragement. The school monitors behaviour well and support is given to pupils who find it difficult to conform. Occasionally, where teaching is less effective pupils lose interest and become restless and fidgety.
- Pupils have good attitudes to their learning and are kind and friendly to each other and adults. Pupils enjoy the responsibility of being school councillors who help to improve the school. For example, they voted to provide playtime equipment, such as an adventure trail.
- Pupils say that there is very little bullying, mainly play-fighting or friendship problems that are sorted out by staff. The school records any incidents of bullying or racism and follow-up procedures are fully in place.
- Lunchtimes are well organised with good staffing levels. School meals provide a good selection of foods and parents and carers are encouraged to make packed lunches healthy. This contributes well to pupils' behaviour and well-being.
- Pupils say they feel safe in school and say that any poor behaviour is dealt with so it does not interfere with their learning. They are confident that there is always someone they can go to if they have any concerns.
- Attendance is above average and the school has rigorous procedures, including an attendance officer, in place for managing any poor attendance or punctuality.
- The school provides a safe environment for its pupils. Pupils learn about how to stay safe through, for example, e-safety training and involvement in risk assessments for school trips. Policies and procedures for behaviour and safeguarding are fully in place.
- The vast majority of parents and carers who responded to the online Parent View survey agree that their children are safe in school and that behaviour is good. School staff are also in agreement. Inspection evidence confirms that their views are accurate.

The leadership and management are good

- Strong, determined leadership has ensured that the school has improved well since its previous inspection. The key issues have been fully addressed and the school has continued to improve pupils' achievement. Progress across the school is good and accelerating, the school is effectively closing the attainment gaps between different groups and teaching is effective. This indicates that there is capacity for further improvement.
- Senior staff, governors and subject leaders are fully committed to the school's continuing improvement and fulfil their roles well. However the subject leaders' role in checking on classroom teaching or pupils' progress is not working consistently. This limits their ability to fully

drive improvements in their areas of responsibility.

- The school's self-evaluation is accurate. The school development plan is clearly set out to ensure key areas are tackled effectively. Governors and senior staff are involved in checking progress on a regular basis.
- The headteacher and senior leaders have a clear view of teaching quality and what needs to be done to improve it further through regular checks. These include teachers' planning and work sampling as well as learning walks and detailed lesson observations. Effective feedback to staff helps them to improve their practice. Additionally, further professional development is given where needed.
- The process of setting targets relating to pupil's progress for all staff is fully in place and is both appropriate to their level of accountability and responsibility in ensuring these are met. Professional development is provided for all staff to aid the process.
- The curriculum is well planned and makes good use of topics to engage pupils' interests. A good range of visits, events and after-school clubs supports pupils' academic, sporting and social development well.
- Pupils' spiritual, moral, social and cultural development is promoted well. Relationships are strong and pupils respond with good manners and respect for adults and each other. They have a clear sense of right and wrong and enjoy social activities such as judo and the Christmas concerts.
- The school has carefully planned how it will use the extra sports funding. It has ensured professional development for staff and swimming lessons for all pupils in Key Stage 2 to ensure all pupils can swim 25 metres. There are sporting activities, such as football competitions, that are already having a positive impact on pupils' health and well-being. All of this will ensure more effective physical education teaching so that the provision is sustained.
- There are good links with parents and carers who are well involved through, for example, the parent forum, school policy review and school improvement. Parents and carers who responded to the online Parent View questionnaire and those spoken to during the inspection were very positive about the school and what it provides.
- The school has received good support from the local authority in its drive to become a good school.
- An effective partnership with local schools has provided, for example, opportunities for sporting competitions, a schools' counsellor and a speech and language assessor, which have improved outcomes for pupils.
- **The governance of the school:**
 - The governing body fulfils its statutory duties well and provides support and challenge to the school in equal measure. Governors have a good knowledge of the quality of teaching and learning through the headteacher's reports and visits to classes to find out for themselves. They ensure appropriate safeguarding policies and procedures are in place so that pupils and staff are kept safe. They have a good knowledge of the school's finances, including the pupil premium funding and how it is spent and monitor spending carefully. They know how well pupils in the school are doing as they check data carefully, particularly the progress of different groups. Governors undertake appropriate training so that they develop their knowledge and skills and are well informed of local and national initiatives. They are fully involved in setting targets for the management of the headteacher's performance and know that there is a similar process in place for staff.

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	134791
Local authority	West Sussex
Inspection number	426528

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	369
Appropriate authority	The governing body
Chair	Becky Sykes
Headteacher	Louise Swann
Date of previous school inspection	8–9 February 2012
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