

Buckingham Primary School

Foscot Way, Page Hill, Buckingham, MK18 1TT

Inspection dates 5–6 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils continually make rapid progress due to the outstanding teaching. Their progress in all subjects has been consistently well above the national average for the last three years.
- Disabled pupils or those with special educational needs make progress which is at least as good as that of the other pupils.
- Marking is exemplary. The pupils act on the advice given by the teachers, focusing on their targets to improve their work.
- The leadership of the school is strong. Leaders at all levels are well able to maintain the school's high standards. This is based on their accurate assessment of the school's strengths and the areas that need development. They have worked with other schools to improve the quality of teaching.
- The outstanding quality of teaching is due to the school leaders' ability to accurately observe lessons and tell teachers how to improve.
- Safety is very good; pupils are extremely well aware of how to keep safe.
- Pupils' behaviour is exemplary, in their classrooms and around the school. They work well together and have a good attitude to learning.
- The governing body fulfils its role extremely well. Governors are very knowledgeable about the pupils' progress and the quality of teaching. They are not afraid to ask challenging questions.

Information about this inspection

- The inspectors observed 27 lessons and three part-lessons. Seven lessons were observed jointly with the headteacher or deputy headteacher. The inspection included observations of playtime and lunchtime.
- The inspectors looked at pupils' work and heard some pupils read.
- Meetings were held with pupils, the Chair and three other members of the Governing Body and other members of staff with specific responsibilities. A telephone conversation was held with a representative from the local authority.
- The inspectors took account of the 107 responses to the online questionnaire, Parent View, and two letters received from parents as well as the 51 responses to the staff questionnaire.
- The inspectors observed the school's work and looked at a number of documents, including the school's information on pupils' progress, planning and monitoring documentation, and records relating to pupils' behaviour, attendance, safeguarding and the performance management of teachers.

Inspection team

John Taylor, Lead inspector	Additional Inspector
Patricia Wright	Additional Inspector
Peter Thrussell	Additional Inspector

Full report

Information about this school

- This is a much larger than average sized primary school.
- Children in the Early Years Foundation Stage and Key Stage 1 are taught in two classes. In Year 3, pupils who have attended a separate infant school join this school. In Key Stage 2, pupils are taught in three classes in each year. For mathematics pupils are taught in four classes in each year group when they are in Years 5 and 6.
- Almost all pupils are of White British heritage.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for the pupil premium, which is additional funding for looked after children, pupils known to be eligible for free school meals and children from service families, is low.
- The new headteacher took up her role in January 2014.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There is a nursery joined to the school, which will be inspected separately.

What does the school need to do to improve further?

- Further enhance the curriculum so that the pupils gain an even greater passion for learning in and out of school.

Inspection judgements

The achievement of pupils is outstanding

- Pupils achieve extremely well throughout the school. Their work shows they make rapid progress. By the time they leave the school, they are very well prepared for their secondary school. The school is aware of where the pupils' progress is slightly less strong, and has taken actions to address this.
- Disabled pupils and those with special educational needs do as well as other pupils. This is because of the good support they are given and the accurate and detailed checks on their progress.
- Boys and girls achieve equally well in English and mathematics.
- The more able pupils make good progress and attain high standards, especially in mathematics and writing, due to the appropriately challenging work they are given and their excellent attitudes to learning.
- The school has a strong commitment to promoting equality of opportunity and the staff work hard to ensure all groups do as well as they can. Last year, pupils who benefited from pupil premium funding were about six months behind in English and mathematics at the end of Year 6. Inspection evidence and the school's records show that the very good work the school is doing is rapidly closing the learning gap between these pupils and their classmates.
- The school has a robust system for tracking pupils' progress. It uses the information to effectively target support at pupils who are in danger of falling behind. The senior leaders also use this information to tackle any slight inconsistencies in pupils' progress in different years or subjects.
- In the Reception classes, children's progress has improved over the last three years and is outstanding. They are very well prepared for their learning in Year 1.
- Children in the Reception classes quickly gain the basic reading skills because of the outstanding quality of the teaching of phonics (letters and the sounds they make). As a result, a higher proportion of pupils than the national average reached or exceeded the expected level of attainment in the phonics screening check at the end of Year 1. Virtually all Key Stage 2 pupils show enjoyment in reading a wide range of books for pleasure.
- Parents and staff rightly have a very positive view of how well the pupils learn in the school.

The quality of teaching is outstanding

- Learning over time, for pupils of different abilities, is consistently outstanding because teachers plan lessons thoroughly and make sure that the work provides the correct level of challenge.
- Pupils understand the work and make rapid progress because teachers adapt their lessons to best suit the needs of the pupils. They are also very skilled at using questions to check individual pupils' understanding and guide their learning.
- Pupils have pride in their work. It is neat and shows that their knowledge and understanding of the subjects deepen quickly and securely. They are aware of their current standard of work. They know their targets and how to achieve a higher standard.
- The marking of pupils' work is of a very high quality. Teachers clearly indicate how work can be improved and what the pupils should do next to progress their learning. Pupils act on this advice. They have frequent opportunities to reflect on and check their own work. Teachers monitor the accuracy, checking that pupils have a good understanding of how they can improve their work.
- Teaching assistants are highly skilled and used well in supporting pupils of all abilities. They ensure pupils understand what they are meant to be doing. They guide and challenge pupils in a constructive way so they learn well.
- Teachers and other adults have worked hard to create a calm and purposeful atmosphere in

which the pupils feel comfortable and confident in their learning. They are prepared to ask for help, when needed, and are very willing to help each other.

- Pupils enjoy the lessons and like learning. Rightly, parents have a very positive view of the high quality of the teaching and learning.
- Teaching in the Reception classes is outstanding as adults intervene at appropriate times, with a well-balanced variety of activities, to ensure the children's learning moves on at a swift pace. Phonics (letters and the sounds they make) is taught very well, with an appropriate level of work which is not too hard or too easy for the children.

The behaviour and safety of pupils are outstanding

- The school's work to keep pupils safe and secure is outstanding. The pupils, staff and parents all say they feel the school is a safe place and behaviour is well managed. Pupils have a good knowledge of how to keep safe.
- Behaviour is outstanding; pupils have a very positive attitude which helps their learning. They work well together in groups and pairs and move swiftly from one activity to another, showing their enjoyment of learning.
- Incidents of inappropriate behaviour are very rare, and senior leaders are well informed of any occurrences. Pupils are aware of the sanctions and they are confident that any poor behaviour will be effectively sorted out.
- Pupils have a good knowledge of the different types of bullying; they know how to deal with it themselves if the situation arises, by a set of actions known as the 'de-bug' system. On the very rare occasions that bullying occurs, they are confident that it will be effectively dealt with by the school.
- Around the school and in the playground, pupils are very courteous and considerate to other pupils and adults.
- The support for vulnerable pupils is good; their progress is carefully monitored and this enables them to make good progress.
- There have been no exclusions in recent years. Attendance has been consistently high and the pupils are punctual.
- In the Reception classes, children cooperate and interact well with each other and adults. The children's attitudes are very positive and they participate enthusiastically in the different activities.
- The vast majority of parents and all staff who completed the questionnaire said behaviour was good.

The leadership and management are outstanding

- The recently appointed headteacher has taken over the role with minimal disruption. Pupils, parents and staff are extremely supportive and welcome the changes being smoothly introduced.
- The well-focused school improvement plan, based on accurate self-evaluation, is being further improved by the headteacher to ensure the changes and impact happen more quickly.
- Continued maintenance of high standards and achievement shows the school leaders have a strong capacity to improve. The consistent drive to maintain high standards of teaching is shared by leaders at all levels. Middle leaders have been effective at improving the quality of teaching where needed.
- The headteacher and other senior leaders check the quality of teaching extremely accurately. They give clear and very useful feedback when telling teachers how to improve. The teachers appreciate this and have found the advice very useful in helping them improve.
- The school places the promotion of equality of opportunity at the heart of all its work. There is no discrimination. All teachers are held to account for pupils' achievement and pupils' progress is checked at regular meetings. If any pupil is seen to underperform, extra help is quickly arranged

to help them catch up.

- There is a strong system for managing teachers' performance. Setting targets for teachers to improve their work has been clearly linked to pupils' learning. There is very clear evidence that underperformance has been tackled.
- The school's curriculum is strong and supports outstanding achievement. However, the school recognises that for pupils to gain an even greater passion for learning in and out of school, it is time for some changes to be made. On the second day of the inspection, inspectors saw the whole school focusing on 'World Book Day'. Staff and children dressed as characters from their favourite books, the learning was focused on literacy, and a range of activities were highly effective in increasing the pupils' awareness of the enjoyment gained from reading.
- The primary school sport funding is used well to hire specialist sports coaches and provide equipment and opportunities for more pupils to participate in competitive games. This has clearly increased the number of pupils taking part in sports activities and has increased the health and well-being of the pupils.
- The local authority provides 'light touch' support for this school. It has checked the school's performance in recent years. The school has bought in additional support from the local authority where it has seen fit.
- The strong partnerships with other local schools have been used effectively to develop individual teachers and improve the quality of teaching throughout the school.
- The leadership of the Early Years Foundation Stage is outstanding. Strong systems to establish the children's starting points and next steps in their learning for all children result in them making rapid progress. The leaders are aware of the different groups of children and work closely with parents and outside agencies to increase the proportion of children working at levels appropriate to or above their age.
- **The governance of the school:**
 - Governance is very strong. Governors have a very accurate knowledge of the school's strengths and areas needed for development. Governors have a good knowledge of the quality of teaching and how underperformance has been tackled. They visit the school to ensure they maintain an accurate picture. They are aware of the assessment information and challenge the headteacher to drive improvements. They receive regular reports on the progress made on the school development plan. They are aware of how the pupil premium money is spent, and are closely monitoring its impact. They know that teachers' performance is linked to pay. Governors receive appropriate training from a variety of sources. They rigorously and frequently check the school's finances. They have ensured safeguarding meets statutory 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	110329
Local authority	Buckinghamshire
Inspection number	432080

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	505
Appropriate authority	The governing body
Chair	Betsy Cook
Headteacher	Becky Ellers
Date of previous school inspection	1 April 2009
Telephone number	01280 812864
Fax number	01280 812806
Email address	office@bps.bucks.sch.uk

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