

# Old Buckenham Community Primary School

Abbey Road, Old Buckenham, Attleborough, Norfolk NR17 1RH

**Inspection dates** 23–24 February 2016

**Overall effectiveness** **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Inadequate

## Summary of key findings for parents and pupils

### This is a good school

- Since the previous inspection, school leaders and managers have successfully improved the quality of teaching and learning so that the school is now good.
- School leaders robustly track the pupils' progress and swiftly intervene if any pupil falls behind. As a result, the progress that pupils make is good.
- Teaching and learning are good. Teachers have good subject knowledge and make learning activities interesting and engaging. Pupils' achievement is strong in a wide range of subjects.
- Teachers and support staff use questioning well. They effectively challenge pupils in lessons, who are making better progress as a result.
- Children enjoy their learning in the early years. They are well cared for and adults provide for their individual needs.
- Support for pupils who have special educational needs or disability is very well organised and highly effective.
- Leaders' work on keeping pupils safe is a strength. Staff are well trained, and school records are meticulous.
- Behaviour and conduct is a strength. Almost all pupils enjoy learning and are attentive in lessons. They make confident contributions and work very well with each other.
- The interim executive board provides effective support and challenge to school leaders. They have helped to increase the pace of improvement.

### It is not yet an outstanding school because

- Teachers do not routinely expect the highest presentation of pupils' work. At times, poor presentation detracts from the high-quality work that pupils are completing.
- Some teachers do not systematically check pupils' understanding nor do they adapt tasks and modify the level of challenge.
- In early years, adults do not plan learning that maximises the interests of children, so that even more children can achieve a good level of development.
- The attainment of the more-able pupils, by the end of Key Stage 1, is not as high as it could be.

## Full report

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

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

- Improve outcomes for pupils by:
  - appropriately challenging the more-able pupils in Key Stage 1 so that more achieve the higher levels of which they are capable
  - planning learning opportunities in the early years that maximise children's interests so that the proportion of pupils achieving a good level of development improves further.
  
- Improve teaching and learning by:
  - teachers using assessment systematically during lessons to check pupils' progress by modifying or reshaping the tasks so that more pupils are successful
  - teachers insisting on the highest standard of presentation in pupils' work.

## Inspection judgements

### Effectiveness of leadership and management is good

- Since the last inspection, the determined headteacher, ably supported by the deputy headteacher, has been relentless and focused on improving the standard of education within the school. They have robustly tackled the areas of weakness from the previous inspection report. Consequently, they have managed to both raise the standards of behaviour and improve the quality of teaching together in a short space of time. Pupils' achievement is rising as a result.
- The headteacher has quickly developed a highly positive ethos that promotes respect and a determination to succeed on the part of adults and pupils. As a result, the school is a happy place in which to learn. Pupils are well cared for and make good academic and personal progress.
- Leaders at all levels communicate their passion for pupils to learn through an inspiring and engaging curriculum. Staff have embraced new ways of planning and offer a richer and more well-designed curriculum. In turn, pupils enjoy interesting learning that covers a broad and highly balanced approach to subjects. They participate fully in their learning and make good progress.
- Leaders track the progress of pupils robustly. Any pupil who is in danger of being 'left behind' is quickly identified and additional support put in place to help them catch up in their learning. In one additional learning session, the adult carefully questioned a pupil so that they could practise and develop their reading skills. Due to the calm approach of the adult, the pupil persevered and was successful. By the end of the lesson, the pupil had made significant progress in reading and felt proud.
- Middle leaders in English and mathematics are a driving force in the continued improvements within the school. They made very good use of the quality training they have received and are enthusiastic about raising the quality of teaching and outcomes for pupils. For example, following a review of the pupils' progress in phonics (letters and the sounds they make) lessons, the staff organised a parent event to help parents understand how reading is taught at the school. This event was extremely well attended. Parents spoke with inspectors about their appreciation of the high-quality training they received.
- Although the leadership of subjects other than English and mathematics is relatively new, leaders have already identified the correct areas for improvement and started to monitor the impact of the school's chosen planning systems to link curriculum subjects. In science, planning to link learning with other subject areas is proving highly successful. In Year 1, pupils were demonstrating their knowledge and understanding of birds as part of their science work and effectively linking this to designing poems in English.
- School leaders manage teachers' and teaching assistants' performance effectively. Staff morale is high as they feel valued and supported by this process, which has resulted in improvements in teaching and learning. A well-planned programme of training for teaching assistants, together with providing additional time for planning learning with teachers, has resulted in their increased knowledge and understanding of how best to help pupils learn and achieve.
- Leaders are making effective use of the small amount of pupil premium funding the school receives. They commissioned their own review so that they could have an external perspective on how to use the additional funding even better than previously. Spending is focused on providing additional support for individuals in mathematics, literacy and phonics. Additional training and time has been given to support staff to increase their impact on pupil progress. Across the school, these individuals are making strong progress.
- Additional government funding for primary sports is used well, providing additional opportunities for pupils to take part in sporting competitions with other schools, as well as experience lessons in the local secondary school. Teachers have benefited from additional coaching to increase their own skills in teaching physical education. Leaders monitor the impact of their additional funding which clearly demonstrates that pupils have increased confidence and self-belief in their own skills.
- The leadership of pupils who have special educational needs or disability is a strength of the school. These pupils' specific needs are identified well and good-quality training is provided to the staff members who help them learn. School leaders ensure that pupils who have special educational needs or disability are given equal opportunity to succeed and access the learning so that they can achieve their potential. As a result, these pupils make good and often exceptional progress from their individual starting points.
- Pupils' spiritual, moral, social and cultural development is good. Leaders ensure pupils are well prepared for life in modern Britain. There is a culture of tolerance and respect threaded through school. Pupils are aware of the school's values and the fundamental British values are reinforced well through aspects of the

curriculum, assemblies and displays around the school. In one lesson seen, older pupils explored the meaning of destiny, considering whether we have control over our lives. They demonstrated maturity and respect in their reflections and discussions.

- The local authority has provided effective support and challenge for the school in its journey to being a good school. Advisers know the school well because they visit regularly. The strong partnership with schools in the local area has also ensured precise and targeted support to help improve the quality of teaching.
- **The governance of the school**
  - The governance of the school has played a significant role in moving the school forward since the last monitoring inspection. The recently formed interim executive board, ably led by the Chair, has a broad range of experience and expertise to support and challenge school leaders. Members have demonstrated a commitment and determination to help the school improve, and have a thorough understanding of its strengths and weaknesses.
  - The interim executive board is well aware of the quality of teaching and how school leaders are continuing to improve the school. A recently produced report on the effective use of the pupil premium funding ensures leaders are focused on continually improving outcomes for the most vulnerable pupils in the school.
  - The interim executive board hold the headteacher fully to account through asking challenging questions and through their own visits to the school. In this way they satisfy themselves that the quality of teaching continues to improve and meet the needs of the pupils.
- The arrangements for safeguarding are effective. The school is diligent in keeping pupils safe. All staff receive appropriate safeguarding training. Staff have received training on their duties in preventing extremism. Policies and procedures within school are robust. Where needed, the designated safeguarding lead liaises closely with external agencies. The vetting of staff is thorough and records are meticulously kept and monitored by school leaders.

## Quality of teaching, learning and assessment is good

- The quality of teaching, learning and assessment has improved and is now good.
- Work in pupils' books confirms that very many are now making good progress in English and mathematics over time. Books are marked in line with the school's policy and pupils act swiftly upon feedback from their teachers. For example, in Year 6, pupils start working from the time they enter the class in the morning, without losing a moment. They respond to comments made by their teacher from the previous day's work, or complete further challenges set for them. These pupils are making accelerated and sustained progress.
- Teachers are enthusiastic and plan an exciting and creative curriculum for the pupils. Pupils say that learning is fun. For example, in one history lesson seen, pupils were experiencing being archaeologists. They were examining the digestion system of the Romans through making their own 'coprolites' and then dissecting them. The teacher skilfully continued this learning by engaging pupils in writing a persuasive letter to a museum curator to include these artefacts in an exhibition. Pupils skilfully used information and techniques acquired in their history learning to bring their persuasive writing to life.
- Teachers have good subject knowledge. This means that they are able to introduce new concepts with confidence and skill. In one lesson seen in Year 1, the teacher was modelling the use of technical vocabulary exceptionally well. She encouraged pupils to challenge themselves. Through skilful questioning, the teacher enabled pupils to describe owls using phrases that used one of their five senses. One young pupil stated that the owl 'could taste a mammal, as the tickly fur rested on his tongue'. The majority of pupils communicated ideas using vocabulary that is above the expected level for their age and ability.
- Pupils' attainment in reading is a strength. This is because teachers choose and effectively use texts that interest and challenge pupils. New books in the library ensure that more-able pupils are continually challenged to deepen and develop their love of reading. In Year 5, pupils have developed their reading skills through learning about Shakespeare. The displays and high standard of art work around the school show that these pupils experienced a wide range of activities to bring the story of *A Midsummer Night's Dream* to life. In mathematics, teachers plan flexible learning activities that encourage pupils to think and reason about their mathematics. As a result, the large majority of pupils are becoming increasingly confident with their explanations, and also developing positive attitudes towards 'having a go' or making a mistake. This means that they are happier to try out new work because pupils know that teachers will give them help.

- Parents are pleased with the improvements in the quality of teaching in the school. They support teachers well by helping their children with their homework projects and by hearing them read, as well as attending the recent workshops on phonics and mathematics. Some examples of recent projects demonstrate the involvement of parents in their children's education. The intricate longboats and the bird projects from younger children were of a particularly high standard.
- Although the standard of pupils' work has significantly improved, teachers do not have consistently high expectations about how work should be presented, particularly in mathematics. Consequently, poor presentation by some pupils does not reflect their capabilities. This is because teachers are not meticulous in modelling or insisting how pupils could successfully present their work.
- Teachers regularly check pupils' understanding by asking questions or listening to discussions and generally use assessment information well to provide good levels of challenge. However, they do not systematically check and either intervene or move learning on quickly enough during more independent times of learning. This results in slowing the progress for some pupils, particularly the more-able pupils, who have already grasped a task or who have finished their work.

## Personal development, behaviour and welfare is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils take on responsibilities seriously and are keen to fulfil their role. The eco-councillors confidently explained how they give feedback to the headteacher around saving energy. They willingly give their time to ensure the correct waste food goes to the compost, and recycling is efficient across the school. School leaders ensure that their opinions and ideas are listened to and acted upon where possible. As a result, pupils are confident and participate well in school life.
- Pupils say that they feel safe and are taught how to stay safe. They are clear about the dangers they may face outside school, and can explain how to avoid problems when using the internet or social media.
- Pupils understand what bullying is and they say that it is very rare at Old Buckenham Primary School. Pupils know who they would talk to if they are worried and are very confident that adults will listen and help them.
- Leaders provide precise support for pupils to promote emotional well-being and skills. This ensures that pupils are ready for learning and feel well cared for.

### Behaviour

- The behaviour of pupils has improved and is good.
- Pupils are polite and well mannered throughout the school. They have good relationships with adults and each other. This results in a positive environment in which to learn.
- Pupils conduct themselves well around the school. They hold doors open, acknowledging adults and pupils in a positive and friendly way. During lunchtimes and playtimes, pupils interact well with each other. The lunch hall was a happy place to visit, with pupils socialising and enjoying time with their friends.
- Pupils told inspectors that they enjoy school. The vast majority attend and rarely miss a day. For the few that are regularly absent or late, the school is rigorous in following their duties to both support and challenge parents in ensuring their child attends school more regularly. Attendance overall is good and is currently above national averages.
- During the inspection, pupils spoke to inspectors about the positive changes in behaviour at the school. Older pupils identify that the use of the school 'windmill' behaviour system helps pupils to want to choose good behaviour. They recognise that, because there is one system, adults apply it fairly and consistently. Records and logs of behaviour incidents held by leaders show a marked reduction in the number and frequency of incidents.
- The vast majority of pupils are now keen to learn and show great enthusiasm when working. Pupils appreciate the way that teachers and other adults help them improve their work. Pupils show good levels of perseverance and concentration when they know exactly what to do and how to achieve their very best. On occasions, they become distracted when the activity is not clear enough, or they have too long on a task that does not require them to work hard.

## Outcomes for pupils

are good

- Pupil's outcomes are good and continue to improve. Very many pupils currently in the school are making good progress in reading, writing and mathematics from their individual starting points.
- Attainment by the end of Key Stage 1 in 2015 was broadly in line with national expectations. The outcomes in mathematics, particularly at the higher levels were not as good as reading and writing. Current work in books and school records indicate that this is improving this year.
- Results at the end of Key Stage 2 have risen year on year, with attainment in 2015 being in line with national expectations in mathematics, reading, writing, and grammar, punctuation and spelling. A larger proportion of pupils attained the higher levels, especially in reading, than in previous years. Although last year pupils by the end of Year 6 did not make as much progress as they should in writing, current work shows high-quality and lengthy writing in literacy and other topic subjects. These pupils are on track to achieve better results in writing this year.
- A below-average proportion of pupils passed the Year 1 phonics screening check in 2015. Leaders have acted swiftly to address the dip in outcomes. They have improved the teaching of phonics and robustly monitor pupils' progress. In Year 1, learning is very well planned and successfully matches the needs of pupils so that they can practise their skills and understanding of sounds in small groups. The more-able pupils receive additional challenge and are making sustained progress as a result. A much higher than average proportion of pupils are on track to pass the screening check this year.
- The attainment and progress of the more-able pupils by the end of Key Stage 2 continues to rise. In 2015, the majority of the cohort reached the higher levels in reading, with a few pupils achieving the even higher secondary school standard in mathematics. This high level of achievement is continuing for pupils currently in the school. This is because these pupils have many opportunities to apply their skills and knowledge across a wide range of subjects. Adults expect and provide more possibilities for the more-able pupils to excel.
- Pupils who have special educational needs or disability receive precise and well-targeted support both in lessons and through additional sessions. They are making good and often better progress from their individual starting points.
- The number of pupils who are considered disadvantaged is too small to report on their attainment without identifying individuals. However, across the school, strong provision is in place to help this group of pupils achieve as well as they can. School records and books show that the proportion of disadvantaged pupils across the school who achieve more than expected is high.
- Although standards at the end of Key Stage 1 are in line with national expectations, the more-able pupils are not challenged as well in Year 2 to excel and reach the high levels of which they are capable. As a result, their progress slows.

## Early years provision

is good

- Children enter school with levels of knowledge, language and skills that are broadly typical for their age. Through well-planned activities that cover all the areas for learning, children develop a very positive attitude to their learning. The proportion of children that reach a good level of development is increasing over time.
- School leaders ensure that the progress of children is carefully monitored. Current school assessment information, supported by evidence collected by inspectors, indicates that the proportion of children who are achieving well is continuing to rise, and this year is above national expectations because of the good quality start they receive. Children are well prepared for Year 1.
- Children have settled well into well-established routines and have good relationships with each other and adults. They are well looked after and are kept safe and secure. Consequently, they are confident and articulate. Children are keen to share their ideas and views, using an increasingly wide range of vocabulary. For example, one child reminded a friend to 'leave the bee alone, as he is just waking up and might be a bit grumpy', as they enjoyed making bird feeders in one of their outdoor lessons.
- The classroom is a bright, welcoming and stimulating place in which to learn. All the areas for learning are provided for equally well. Adults skilfully question children. For example, when leading activities such as planting or singing songs when learning the months of the year, the adults promoted language development and checked children's understanding exceptionally well. The children explained their learning and answered questions asked.

- Phonics and early reading are taught well. Children quickly gain an understanding of the sounds that letters make and are using these skills increasingly successfully to spell words or write sentences. Leaders have provided additional information and training workshops for parents. Parents spoken to during the inspection felt that the workshops were helpful and gave them skills to support their child in developing reading skills.
- Mathematics is promoted well within the class. Children who are very interested in mathematics are provided with even more opportunities to develop their perseverance in problem-solving, appropriate to their age, as seen in 'learning journeys'. As a result, the proportion of pupils who can recognise, count and use numbers to 20 is high.
- At times, adults do not make maximum use of the interests of the children or the information received from parents, to accelerate learning. For example, during the inspection, the outdoor area was under refurbishment, so there was a wide range of interesting construction equipment for the children, that particularly appealed to some of the boys, to see through their classroom window.

## School details

<b>Unique reference number</b>	120839
<b>Local authority</b>	Norfolk County Council
<b>Inspection number</b>	10010358

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	211
<b>Appropriate authority</b>	Interim executive board
<b>Chair</b>	Tim Newton
<b>Headteacher</b>	Julia Humphrey
<b>Telephone number</b>	01953 860380
<b>Website</b>	<a href="http://www.oldbuckenham-pri.norfolk.sch.uk">www.oldbuckenham-pri.norfolk.sch.uk</a>
<b>Email address</b>	<a href="mailto:office@oldbuckenham-pri.norfolk.sch.uk">office@oldbuckenham-pri.norfolk.sch.uk</a>
<b>Date of previous inspection</b>	4–5 February 2015

## Information about this school

- Old Buckenham Community Primary School is an average-sized school.
- Most pupils are of White British heritage.
- The proportion of disadvantaged pupils who are eligible for the pupil premium is well below average. (The pupil premium is additional funding for pupils known to be eligible for free school meals and children who are looked after by the local authority.)
- The proportion of pupils who have special educational needs or disability or an educational health care plan is below average.
- The school does not make use of alternative provision.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.



## Information about this inspection

- The inspectors observed learning in 24 lessons, some jointly with senior leaders, and two assemblies. They observed the teaching of reading and listened to pupils read. Examples of pupils' work were scrutinised to gain a view of teaching, learning and assessment over time. Inspectors observed and talked to pupils at lunchtimes and during breaktimes.
- The inspectors held meetings with pupils, staff and members of the interim executive board, who included a representative of the local authority.
- During the inspection, the views of parents were gathered through informal conversations at the start of the school day.
- The inspectors took account of the views of staff from 19 responses to a staff questionnaire.
- The inspectors scrutinised a range of documents, including the most recent information regarding pupils' progress and attainment across the school, the school's own evaluation of its effectiveness together with plans for improvement. The minutes of the interim executive board and information relating to checks on the quality of teaching were evaluated.
- The inspectors checked the arrangements for safeguarding pupils and the processes and procedures for recruiting staff.

## Inspection team

Kim Hall, lead inspector	Her Majesty's Inspector
Jacqueline Frost	Ofsted Inspector
Susan Heptinstall	Ofsted Inspector

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