

# Buxton Primary School

Aylsham Road, Buxton, Norwich, Norfolk NR10 5EZ

## Inspection dates

31 October – 1 November 2017

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

## Summary of key findings for parents and pupils

### This is an outstanding school

- Strong and incisive leadership at all levels has ensured that the school now provides an outstanding quality of education.
- The headteacher has rightly earned the full support of her staff, the governing body and the local authority. Pupils love the school and all that it stands for.
- Consistently effective teaching motivates pupils to achieve exceptionally well, and to become curious and inquisitive learners. Teachers' assessments of progress are accurate.
- Teachers' relationships with pupils are positive. Pupils' attitudes in lessons are exemplary. They respect their teachers and value their teachers' excellent subject knowledge.
- Pupils make rapid and sustained progress across a wide range of subjects during their time in the school.
- Disadvantaged pupils, pupils who have special educational needs (SEN) and/or disabilities and most-able pupils achieve well.
- Pupils' behaviour reflects the school's high expectations. They are proud of their school, wear their uniform smartly and enjoy the wide range of responsibilities offered to them.
- The school provides pupils with a safe and secure environment in which they flourish.
- The broad and balanced curriculum is well matched to pupils' needs. Additional activities in the form of clubs and school trips enhance pupils' overall learning experiences very well.
- Pupils enjoy coming to school and attend school regularly.
- Parents rightly hold the school in very high regard. Staff morale is high.
- School leaders promote pupils' spiritual, moral, social and cultural development very well. Pupils model fundamental British values and are very supportive of one another.
- Strong governance has contributed towards the school's improvement. Governors are skilled and knowledgeable at holding the school's leaders to account.
- The early years provision is good. Children settle in well and enjoy a positive experience in this setting. Recent changes in leadership, and modifications to the way in which progress is assessed, mean that some systems and procedures are not yet fully established. Leaders are starting to work more closely with some of the pre-school providers.

## **Full report**

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

- Make the early years provision outstanding by:
  - ensuring that leaders implement and embed the priorities outlined in their detailed development plans
  - making sure that children’s progress is tracked more closely so that teaching can be targeted more precisely at their individual needs
  - improving the transition processes between the early years provision and its nursery providers.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- The headteacher, ably supported by her deputy headteacher and business manager, has transformed this school into a highly effective provider where pupils excel. The restructuring of leadership responsibilities at senior level has allowed the headteacher to be more strategic and less operational.
- Parents who responded to Ofsted's online questionnaire, Parent View, are overwhelmingly supportive of what the school aims to achieve. One parent wrote: 'The school is fantastic. The quality of teaching is second to none and the teachers always ensure that the children are happy. I would have no hesitation in recommending this school to other parents in the local area.'
- Procedures to monitor, evaluate and review the school's effectiveness are thorough and systematic. The school improvement plan is detailed and rightly identifies actions to sustain the progress that has been made. This plan is closely linked to the school's self-evaluation summary document. Leaders and governors regularly review these documents for impact.
- Subject leaders have undergone high-quality training to enable them to fulfil their crucial role in contributing towards school improvement. They are experts in their field, and they evaluate the effectiveness of their roles well by constantly looking for the impact of their actions.
- The curriculum is very well matched to pupils' needs and is reviewed regularly to ensure that this remains the case. Pupils really enjoy the clubs and activities which supplement the learning they do in school. These after-school clubs operate four days a week and include sport, performing arts and eco-friendly projects. Leaders monitor pupils' participation to ensure equality of opportunity.
- The quality of teaching is managed efficiently. The headteacher and deputy headteacher produce clear and concise monitoring plans for teaching which are informed by whole-school priorities. Teaching which is at risk of not meeting the headteacher's high expectations is immediately identified, and appropriate support is provided.
- Performance management systems are clear and understood by all staff in the school. Teachers' targets are all related to school improvement, and progress towards meeting these is measured regularly. This is why the quality of teaching is particularly high. Teachers on the upper pay scale are expected to support other primary schools within the local authority.
- Additional funding received by the school is used well to improve outcomes for pupils. The impact of the pupil premium funding to target disadvantaged pupils at the school is evaluated annually to ensure that only the most effective support strategies are used. These pupils make strong progress due to the quality of the interventions put in place.
- Additional funding for pupils who have SEN and/or disabilities is used effectively to secure rapid progress.

- The physical education and sport premium funding is also put to very good use in the school. Pupils have good access to a wide range of sporting activities and understand very well how to keep themselves fit and healthy.
- The school promotes pupils' spiritual, moral, social and cultural development very well and pupils understand and model fundamental British values on a daily basis. The school has mapped out carefully how it promotes these important aspects across all subjects. Pupils appreciate that many people are less fortunate than themselves both in the United Kingdom and further afield. They support local charities and arrange collections for local foodbanks. They also have a good understanding of people who have protected characteristics under the Equalities Act 2010.
- Communication between the school and parents is regular and informative. The school's website is detailed and user-friendly. The school provides termly reports on pupils' progress. This supports the school's aim to communicate effectively with parents and respond to their feedback.

### **Governance of the school**

- Strong governance contributes towards the school's overall effectiveness. Each member of the governing body oversees an aspect of the school's provision. In order to gain an accurate understanding of their area of responsibility and to validate what they are being told by the headteacher, governors visit the school according to their monitoring schedule. Following their visit, they write a report on their findings with suggestions for development.
- The governors regularly contribute towards whole-school improvement planning. They contribute towards the school's development plan and its self-evaluation document. This gives them a good understanding of what the school does well, and what it needs to do to improve.
- Governors regularly review the impact of the pupil premium funding to make sure that it is being spent to best effect. They also ensure that all school policies are regularly reviewed and updated, including the school's safeguarding policy.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- School leaders' work to safeguard children is commendable.
- Leaders, including governors, check that safeguarding procedures when recruiting staff are thorough and implemented rigorously. Senior leaders ensure that staff are kept up to date with important changes to safeguarding information. All staff receive regular training and half-termly safeguarding newsletters. Consequently, staff are highly vigilant and use their wealth of knowledge to produce meticulous and informative records which highlight concerns.
- Leaders robustly monitor safeguarding matters and are relentless in their work with external agencies to ensure that families receive timely and relevant support. Additional links to the police provide further information which helps to support children and families at risk of and/or experiencing domestic violence.

- Teachers provide high-quality lessons for pupils on how to stay safe online, how to identify and deal with bullying, road and bicycle safety, and safety in the local community and wider world. These lessons empower pupils who confidently report they are happy, feel safe and know how to stay safe both inside and outside of school.

## Quality of teaching, learning and assessment

## Outstanding

- Pupils typically experience teaching which is of a high quality. Teachers' excellent subject knowledge enables them to make learning an enjoyable experience. Pupils respect their teachers and these positive relationships contribute towards their rapid and sustained progress.
- Teachers make very good use of questioning during lessons. This enables teachers to pick up quickly on any misconceptions, and allows pupils to demonstrate that they understand what they are being taught.
- Teachers constantly make reference to key terms specific to the subject being taught. Pupils are able to use these terms when talking about what they are learning, as well as in their written work. This prepares them very well for examination-type questions.
- Teachers have established clear routines and pupils are used to these. This means that pupils start their lesson swiftly without wasting any time. Some teachers have established routines to gauge the noise level when pupils are working together in pairs or groups. Inspectors observed pupils asking what volume level they were allowed to work at. Another pupil, who had not understood the teacher's explanation the first time, confidently asked, 'Can you just walk me through that again, please?'
- In Year 1, the teaching of reading and phonics is particularly effective. Pupils in Year 1 who read to inspectors demonstrated impressive use of their phonic skills when reading from a book of their choice.
- Teachers' regular assessments of pupils' progress mean that they plan lessons which suitably meet the needs of the range of abilities in the class. This enables pupils to make progress at a level which is appropriate, allowing the most able to excel and pupils who need additional support and guidance to access their learning.
- In a very well-planned Year 5 mathematics lesson on long multiplication, the teacher carefully allocated tasks to ensure that all pupils were stretched. Pupils needing extra support worked productively with their designated teaching assistants; middle-ability pupils had smaller numbers and used a traditional die to decide the multiplication factor; and the most able pupils had more complex numbers and used a nine-sided die as the multiplication factor.
- Assessments of pupils' progress from Years 1 to 6 are well established, and take many forms. In addition to more formal assessments, based on the school's assessment policy, teachers also gauge pupils' progress through high-quality questioning and verbal and written feedback. Pupils deepen their understanding of what they are learning through regular self-assessments and peer assessments.
- Teaching assistants are extremely proactive when working with pupils in their care. They liaise very well with the class teachers and play a key role in ensuring that targeted pupils are able to access and understand their learning.

**Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils know that staff are there to help and keep them safe. During a meeting with inspectors, pupils spoke about their own knowledge of safety and stated; 'Bullying and safety are probably the most important things in this school.' They went on to explain the different forms of bullying and the e-safety 'SMART' rules. They were very clear on what to look out for, how to spot potential online danger and what to do if they feel unsafe.
- Pupils are motivated by the peer mentoring and buddy schemes at the school. Pupils who met with inspectors all aspire to become a 'Buxton Buddy'; they have a true sense of looking out for and caring for others. Links to the high school actively promote a sense of responsibility in the older pupils who are positive and inspirational role models for those lower down the school.
- Staff think carefully about how best to meet the needs of each individual pupil. Through nurture, pupils become confident, self-assured individuals who have a love of learning. They spoke passionately about how they are striving to become 'independent learners' so they can be 'ready for high school' and could explain the skills they needed. Pupils 'lit up' when they talked to inspectors about learning, enthusing over a wide range of subjects. In lessons, pupils demonstrated resilience, motivation and cooperation.
- Leaders have established an environment where mutual respect and tolerance is held in the highest regard. Teachers' lessons on debating, world issues, human rights and freedom ensure that pupils have rounded and balanced opinions. Pupils express this eloquently: 'We love new people coming in; it is a whole new opportunity to learn more and make new friends. Everyone would be treated equally and welcomed to school. We treat everyone the same here.'
- Pupils understand the importance of exercise and know how to stay healthy. For example, pupils know it is important to eat a balanced diet which includes 'a little bit of everything, carbs, sugar, fats as well as fruit and vegetables'. They enjoy physical education and participate in wider clubs on offer to them such as cross country.

**Behaviour**

- The behaviour of pupils is outstanding.
- Pupils have a strong sense of right and wrong. Behaviour is impeccable in lessons and within the wider school environment. Pupils are respectful of adults and their peers. They step aside for each other in the corridor, thank adults for their help, follow and are proud of the school rules, and respond instantaneously to instructions.
- Pupils' conduct around the school is praiseworthy. The school environment showcases pupils' work, and displays are well kept and reflective of pupils' social and academic skills. Staff expertly support the few children who find managing their emotions more difficult. As a result, incidents, of any nature, are very rare.

- Pupils play together well and are kind and courteous to each other. For example, Reception children helped each other to zip up their coats. Pupils did state they would like additional equipment to play with when it is wet. Nevertheless, they are imaginative in their play and enthusiastic about having the opportunity to spend time with their friends.
- Pupils value their education and attendance is above the national average. Disadvantaged pupils attend school almost as regularly as their non-disadvantaged classmates. Persistent absence is very low and the school's leaders swiftly follow up any such incidents with parents. Exclusions of any kind are extremely rare.

## Outcomes for pupils

## Outstanding

- Pupils typically enter Year 1 with prior levels of prior attainment which are above the national average. They make rapid progress over time in reading, writing and in mathematics. This is linked to the high quality of teaching they experience, and their exemplary attitudes towards their learning.
- Pupils achieved well at the end of key stage 1 in 2017. The proportion of pupils who achieved the expected standard in reading, writing and in mathematics was high, and those working at greater depth exceeded the national average.
- This high level of achievement was sustained by those pupils who reached the end of key stage 2 in 2017. All pupils achieved the expected standard in reading, writing and in mathematics and the proportion achieving the higher standard in all three subjects was 13% compared to 9% nationally.
- This rapid progress is being maintained by pupils currently in the school across all year groups and in a wide range of subjects. Inspectors' thorough scrutiny of pupils' books confirms this.
- The most able pupils make strong and sustained progress because teachers take account of their needs when planning for learning. These pupils respond well to the challenges given to them by their teachers.
- There is little notable difference between the achievement of disadvantaged pupils, including the most able disadvantaged, and their non-disadvantaged peers nationally.
- Pupils who have SEN and/or disabilities or an education, health and care plan typically progress very well from their individual starting points. This is due to the high-quality and well-targeted support they receive from the additional adults in the classroom and their teachers' well-considered planning.
- Many pupils in Year 1 achieved the required standard in the phonics screening check in 2017.
- The importance of reading is emphasised across all year groups. Pupils are provided with many opportunities to read different types of books. Pupils who read to inspectors did so with fluency and expression, and could explain in great detail why reading more helps them to learn new words and use these in a variety of subjects.
- Pupils are very well prepared for their move to secondary school because outcomes are consistently strong. Effective links with the secondary schools ensure a smooth transition when they leave Buxton Primary School.

## Early years provision

**Good**

- The early years leaders accurately evaluate the current strengths and weaknesses of the provision and have produced a detailed action plan based upon their self-assessment.
- By the end of Reception Year, children are well prepared for the start of Year 1. In 2017, 80% of children achieved a good level of development. This represents good progress over time from starting points that are below what is typically expected.
- The early years leaders establish children's starting points within three weeks of their joining the school, and use this information well to plan learning opportunities for each child.
- Communication with parents and their involvement with their child's learning are good. Each term parents are invited to attend a progress meeting which results in areas for improvement for each child. Workshop sessions and an open-door policy also contribute to parents' involvement in their child's learning.
- Teaching in the early years secures good progress for children. Children are inquisitive learners and respond positively to their learning environment. There is no significant difference in the progress made by different groups of children, and the additional funding used for disadvantaged children is used appropriately.
- Children interact with one another well in the recently refurbished outdoor space, where they participate actively in a range of interesting activities. The outdoor space also engages boys well in their learning.
- Children behave well in the setting and maintain positive relationships with one another and their teachers.
- Safeguarding is effective. Staff have a good understanding of safeguarding procedures and apply them well. Children are safe and happy in the setting and attend regularly.
- Children do not achieve as highly in their speech and language development as in other areas. Leaders have identified this area as a priority in their development plans as some children did not achieve the national average for these areas in 2017 at the end of Reception Year.
- Leadership of the early years provision is currently at a transitional stage, as a new leader has recently been appointed on a part-time basis. In addition to this change in leadership, a recently-introduced electronic system to assess children's progress is still being established. The use of this system is not yet fully developed, although parents have already used it to monitor their child's progress online.
- Leaders also acknowledge that further liaison and work with the nursery providers is required to ensure a smoother transition to the early years.



## School details

Unique reference number	120794
Local authority	Norfolk
Inspection number	10031517

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.

Type of school	Primary
School category	Foundation
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	The governing board
Chair	Matthew Fruish
Headteacher	Deborah Leahy
Telephone number	01603 279357
Website	<a href="http://www.buxtonschool.co.uk">www.buxtonschool.co.uk</a>
Email address	<a href="mailto:office@buxton.norfolk.sch.uk">office@buxton.norfolk.sch.uk</a>
Date of previous inspection	12–13 March 2013

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- Since the previous inspection, a deputy headteacher and a business manager have been added to the senior leadership team.
- Buxton Primary School is smaller than the average-sized primary school.
- Most pupils are White British. The proportion of pupils from minority ethnic groups and those who speak English as an additional language is well below the national average.
- A below-average proportion of disadvantaged pupils attend the school.
- The proportion of pupils who have SEN and/or disabilities is well below the national average but the proportion of pupils who have a statement of special educational needs or an education, health and care plan is broadly average.

- The headteacher also provides leadership support to other schools in the local authority. She has also been trained to conduct reviews of other schools within the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

## Information about this inspection

- This inspection was conducted with one day's notice.
- Inspectors observed pupils' learning in every class. Inspectors looked at pupils' books across a wide range of subjects and all year groups. Work scrutinised represented different groups of pupils in the school, including disadvantaged pupils, most-able disadvantaged pupils, higher-attaining pupils and pupils who have SEN and/or disabilities.
- Meetings were held with senior leaders, subject leaders, different groups of pupils, a representative of the local authority and the chair and two additional members of the governing body.
- Inspectors scrutinised school improvement documents; policies; information on pupils' progress; records of the quality of teaching; information on pupils' behaviour and attendance. The single central record of recruitment checks of staff was also scrutinised.
- Inspectors considered 49 responses to Ofsted's online questionnaire, Parent View, and 14 responses to the staff questionnaire. Ofsted also took account of a telephone call made by one parent.

## Inspection team

John Daniell, lead inspector	Her Majesty's Inspector
Debbi Flowerdew	Ofsted Inspector
Kerry Grubb-Moore	Her Majesty's Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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