

# Inspection of Buglawton Primary School

Buxton Old Road, Congleton, Cheshire CW12 2EL

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Inspection dates: 19–20 November 2019

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Overall effectiveness at previous inspection Outstanding

## **What is it like to attend this school?**

Buglawton Primary School is a happy school. Adults and pupils are welcoming to all. Together, they make school a warm and friendly place to be. Adults put the pupils' well-being at the heart of all that they do.

The adults in school want everyone to achieve well, and they work hard to make this happen. The school's motto is 'Be the best we can'. This exemplifies the high expectations that adults have of pupils. Staff are always looking for ways to make learning exciting and memorable.

Pupils have a sense of fun. They are curious and confident. They are polite and well-mannered. Pupils told us that bullying was very unusual in school. If it ever did occur, adults would act straight away to stop it.

Pupils told us that they trust the adults who work with them, so they feel safe. Pupils know that staff care for them. In turn, pupils are caring and considerate of each other. Adults also give pupils the chance to be thoughtful towards others in the local and wider community. For example, staff encourage pupils to help at the local food bank, raise money for charities and attend a weekly dance session with the elderly.

## **What does the school do well and what does it need to do better?**

The new headteacher and deputy headteacher are a strong team. They are clear and confident about the curriculum that they have chosen to teach. There are high expectations of what pupils should learn. Leaders have thought carefully about the order that lessons are taught. They ensure that the curriculum prepares pupils well for life in modern Britain.

The curriculum is most effective in reading, writing and mathematics. Pupils become confident readers, writers and mathematicians. This is because teachers organise learning effectively to help pupils to be successful. Consequently, they achieve well in these subjects by the end of Year 6.

In some subjects, for example science and information technology, leaders also ensure that pupils' learning builds on what they already know. Careful curriculum planning helps pupils to know and remember more in these subjects. Leaders know that in other subjects, such as geography and history, the order in which pupils learn new things is not as strong and needs further work.

Reading is important in Buglawton Primary School. Children learn phonics as soon as they start in the pre-school. Teachers teach phonics well. They choose reading books carefully to make sure that they match the sounds that pupils know. Pupils' phonics achievement has improved noticeably. In 2019, most pupils reached the

expected standard in the Year 1 phonics screening check. Throughout the school good-quality books and print are everywhere.

The teaching of writing is closely linked to reading and phonics. Teachers encourage children to write as soon as they start school. Older pupils use interesting vocabulary to bring their writing to life. Pupils enjoy writing. However, they do not get as many opportunities as they should to try out different ways of writing. For example, pupils do not write enough stories.

Leaders and staff commit to ensuring that all pupils achieve their very best. They are quick to notice and help if a pupil is struggling. The school supports pupils with special educational needs and/or disabilities (SEND) well. However, on some occasions, the activities that teachers prepare for pupils with SEND are not ambitious enough.

Overall, pupils behave well in school. They are enthusiastic about school life and they enjoy being with their friends. Staff help the minority of pupils who struggle with their behaviour effectively. They take time to understand the individual needs that pupils have, and then they put things in place to help them. There is no evidence of bullying in school.

Pupils are keen to get involved in the wide range of clubs that are available, such as cooking, clarinet and playing board games. Teachers plan lots of events and activities to make sure that all pupils experience the world beyond their own community. This includes all pupils from Year 2 to Year 6 who participate in residential visits. Pupils told us how much they loved trying out their French when they stayed in France for a week. Equally, they can't wait for their stay in York next term.

Staff in early years have created an inviting learning environment. Children are happy and play well together. Learning is carefully planned and inspired by children's interests and ideas. Adults encourage children to chat, be inquisitive and to ask questions. Children enjoy a rich choice of activities in classrooms and in the outdoor space. Staff prepare children well for when they move up to Year 1.

The new leadership team has been quick to tackle the improvements needed to the curriculum. Governors play a helpful and active part in these improvements. Staff enjoy working at the school. They feel listened to and well supported. Parents say that their children love coming to school. They would recommend the school to others.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a caring and nurturing ethos in the school. The protection of pupils is important to all staff. Leaders make sure that all policies and procedures are in place and that everyone knows them in detail. Leaders are confident to act if they are

concerned about a pupil. They work well with professionals outside school to keep pupils safe.

The pastoral care in the school is a strength. Staff ensure that pupils and their families are well looked after and supported.

Pupils learn how to keep themselves safe, including when online.

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

### **(Information for the school and appropriate authority)**

- Leaders have concentrated on making sure that the subject areas of reading, writing and mathematics are of a good quality. This is also the case in science and information technology. In other subjects, such as geography and history, the sequencing of learning is not as strong. Pupils do not achieve as well as they should in these subjects. Leaders have already acted to improve the foundation curriculum. They are training staff in how to deliver it. However, further work is needed. This is to help pupils to know and remember more across the curriculum. The transition statements have been applied.
- Teachers should make sure that they provide pupils with opportunities to try out different styles of writing. This is because some pupils do not explore different genres and styles of writing in enough depth. This stops them excelling. In particular, leaders should ensure that pupils have the chance to write more narrative pieces. This will help spark pupils' imagination so that they achieve even more.
- Leaders should ensure that the ambitious targets set for pupils with SEND are being monitored closely. This is because, on occasions, pupils with SEND do not achieve as well as they should. Leaders should ensure that the activities for pupils with SEND are ambitious enough to meet their learning needs. This will ensure that SEND pupils achieve all that they can.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	111033
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	10111089
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	209
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	George Hayes
<b>Headteacher</b>	Alison Kennerley
<b>Website</b>	<a href="http://www.buglawtonprimaryschool.org">www.buglawtonprimaryschool.org</a>
<b>Date of previous inspection</b>	10 July 2007

## Information about this school

- Since the last inspection, there has been a high turnover of senior leaders. The school is now more settled.
- The headteacher, who was formally the deputy headteacher of the school, and the new deputy headteacher have been in post since September 2019.

## Information about this inspection

We carried out this inspection under section 8 of the Education Act 2005. We deemed the inspection a section 5 inspection under the same Act.

- During the inspection, we spoke with pupils, both formally and informally, about their work and school life. We spoke with the headteacher, the deputy headteacher, the special educational needs coordinator, subject leaders and members of staff. We also held discussions with staff which focused on safeguarding.
- We spoke with members of the governing body, including the chair of governors.
- We reviewed a range of documentation, including that relating to school improvement, safeguarding and the checks undertaken on newly appointed staff.

- We spoke with parents at a coffee morning organised by the school, and we considered 45 responses to Ofsted’s online survey, Parent View.
- We also considered 23 responses to Ofsted’s survey for staff.
- We talked to pupils about the books they like to read.
- We looked in detail at reading, writing, science and geography. For each of these subjects, we held discussions with subject leaders and teachers, visited lessons, looked at samples of pupils work and talked with pupils.

### **Inspection team**

Sue Eastwood, lead inspector

Her Majesty’s Inspector

Gaynor Rennie

Ofsted Inspector

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