

# Inspection of Buckingham Primary Academy

Buckingham Street, Hull HU8 8UG

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Inspection dates: 26–27 November 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

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

Leaders and staff have worked hard since the last inspection to improve the school. As a result, the quality of education pupils receive is now good. Leaders are ambitious about what pupils can achieve, and staff have high expectations.

It does not take long for a visitor to the school to experience the warm and caring relationships that exist between teachers and pupils. Pupils are happy and smiling, and they enjoy coming to school because they enjoy their learning. The school feels calm and orderly and pupils behave well. In lessons, pupils try their hardest. Pupils told us that they feel safe. Bullying is rare, and pupils know there is an adult they can go to if they are worried about something. Pupils know how to stay safe, including when they use the internet or social media.

Parents and carers are very positive about the school. They appreciate the support that teachers give to their children. Pupils say that there are lots of things to do outside their lessons. For example, they enjoy joining clubs like football, dodgeball, chess and music. Pupils regularly go on visits to museums and other local places of interest, to bring to life what they are learning in the classroom.

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

Leaders have worked hard and with support from the Enquire Learning Trust, and they have designed a strong and ambitious curriculum. Teachers have worked together with leaders to plan what pupils need to learn and when. For example, in science, pupils in Year 4 can explain how learning about the human digestive system helps them to learn about the mouth and teeth. The content in each subject is also carefully linked to knowledge from other subjects, what leaders call the '3-D curriculum'. As a result, pupils are able to learn and remember new things better.

Teachers make sure that pupils regularly revisit what they learned in previous lessons. For example, in mathematics, the 'Do it Now Activity (DNA)' helps pupils to recap what they learned in the last lesson, last week and last term and link it to what they are learning now. Teachers apply the same principle at the beginning of all other lessons. Some weaker teaching in the past has led to some gaps in pupils' knowledge in key stage 2. Teaching is much stronger now and teachers work hard to fill these gaps. As a result, pupils' achievement in reading, writing and mathematics is improving every year.

Reading is a high priority in the school. There is a structured approach to reading across the school. Reading areas can be found everywhere and are welcoming places for pupils to use. Pupils display a clear love for reading. They take every opportunity to immerse themselves in reading their favourite books or use the electronic devices in the school to improve their reading skills. New resources have been added this year. Pupils read regularly at home and in school. Story time at the end of each day is engaging. In early years, daily phonics sessions help pupils learn their sounds quickly and combine the teaching of reading with the teaching of

spelling. Any pupil who falls behind in their reading gets extra support. Language development and communication is a high priority for the school. The early years curriculum is planned coherently. As a result, children are well prepared for Year 1.

Subject leaders have sequenced the content in each subject of the curriculum in a logical way. Visits and trips are linked to the curriculum and are planned carefully. Teachers regularly check what pupils have learned and can remember in all lessons. Assessment is used well, in the core subjects of reading, writing and mathematics to identify any gaps pupils have at the end points of these curriculums. However, this is not as developed in science and other non-core subjects. As a result, teachers are less clear about what each pupil has learned and can do at the end of each year.

The school supports pupils with special educational needs and/or disabilities (SEND) well. Leaders make sure that all pupils can take part in all the activities on offer. Staff provide extra help to pupils with SEND when they are at risk of falling behind.

Pupils are polite to each other and staff. They smile and greet visitors. In lessons, pupils concentrate, and their books show that they take pride in their work.

The school is well led and managed. The principal and her dedicated team of staff are all proud to be part of this calm and inclusive school. Staff value the way leaders consider their workload. Leaders make sure that teachers are well supported. Governors and trustees use their skills well to support and challenge the leadership of the school.

Pupils have a lot of opportunities to take part in extra-curricular activities. They enjoy the breakfast and after-school clubs, and taking part in sports competitions. From an early age, pupils are taught how to keep healthy.

## **Safeguarding**

The arrangements for safeguarding are effective.

The designated safeguarding leaders work closely with the well-being team and make sure that there is a culture of safeguarding in the school. The business manager ensures that thorough recruitment checks are in place for all staff who work with pupils. Teachers receive regular training in safeguarding, including awareness around the criminal exploitation of children. Leaders ensure that safeguarding records are accurate. Staff know the potential risks in the area and what to do if they have concerns about the pupils. Pupils know who to go to if they have any concerns. Also, pupils know what to do to stay safe, including online.

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

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

- The school curriculum is ambitious and well planned, and content is logically sequenced. Teachers check regularly in lessons what pupils learn and can do. As

a result, teachers can quickly identify any gaps in knowledge, particularly in reading, writing and mathematics. Leaders must now refine assessment systems further so that teachers know exactly what individual pupils know and can do by the end of each curriculum end point, in science and the other non-core subjects.

- The school's strong, interconnected curriculum is designed so that key knowledge is revisited regularly in every subject. As a result, pupils can recall previous learning with confidence, and their achievement in national tests has been improving over time. Leaders must continue their effective work in developing the implementation of the reading, writing and mathematics curriculums. This is needed so that the proportion of pupils who achieve and exceed the expected standards in these subjects at the end of Year 6 increases, and the gap between the school's outcomes and the national averages continues to diminish.

## 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>	140847
<b>Local authority</b>	Kingston upon Hull City Council
<b>Inspection number</b>	10110598
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	320
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Jack Harrison
<b>Principal</b>	Paula Hillman
<b>Website</b>	<a href="http://www.buckinghamprimaryacademy.net">www.buckinghamprimaryacademy.net</a>
<b>Date of previous inspection</b>	11–12 July 2017

## Information about this school

- Buckingham Primary Academy is larger than the average-sized primary school.
- A new vice-principal was appointed in September 2019.
- The proportion of disadvantaged pupils is above the national average.
- The proportion of pupils with an education, health and care plan is below the national average. The proportion of pupils with special educational needs support is broadly in line with the national average.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the principal, vice-principal, assistant vice-principal, subject leaders, SENCo and teachers. We also met with the chief executive officer from the trust and the chair of the academy improvement committee.
- We held informal and formal discussions with many pupils and observed interactions during playtime and lunchtime.
- We observed the work of the school and scrutinised a wide range of evidence,

including the school's self-evaluation of its overall effectiveness, action plans, attendance and behaviour records, safeguarding files, and recruitment checks. We talked to staff about their role in keeping pupils safe.

- An inspector listened to pupils read from Years 1 to 6, inclusively.
- We talked to staff, including the newly qualified teacher, about their workload, and about the amount and quality of training and support they receive from leaders.
- We took into account the 33 responses from parents to Ofsted's online questionnaire, Parent View. We also took into consideration the seven responses from staff and 18 pupils' responses to Ofsted's online staff's and pupils' surveys.
- We undertook 'deep dives' into the following subjects: reading, writing, mathematics and science. This involved meeting with the leaders of these subjects, joint visits with them to a sample of lessons in their subject areas, and joint scrutiny with them of the workbooks and other work produced by pupils from the classes visited. Discussions were held with teachers and groups of pupils from the lessons observed. We also took a broad overview of pupils' work in subjects across the curriculum.

### **Inspection team**

Dimitris Spiliotis, lead inspector

Her Majesty's Inspector

Julia Norton Foulger

Ofsted Inspector

Jim McGrath

Ofsted Inspector

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