

# Inspection of a good school: Bucknall Primary School

Bucknall Primary School, Main Street, Bucknall, Woodhall Spa, Lincolnshire LN10 5DT

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Inspection date: 17 January 2023

## Outcome

Bucknall Primary School continues to be a good school.

## What is it like to attend this school?

Pupils enjoy attending this welcoming and inclusive school. There is a strong sense of community. Pupils appreciate time with their friends in the playground. They said the school feels like 'a family'. Many pupils said their favourite part about school is learning.

Leaders have high expectations of all pupils, including those with special educational needs and/or disabilities (SEND). Pupils are treated as individuals. They behave well and work hard. Pupils said that bullying is rare and, if it did happen, they could tell someone and they would sort it out. Pupils feel safe in school. They enjoy learning and achieve well.

Pupils enjoy the opportunities that the school offers. They benefit from meeting other pupils across the Limewoods Federation, to take part in sports, swimming and Stone Age Day. They talk proudly of Matilda, the donkey they sponsor. They enjoy taking part in 'bikeability' sessions and after-school sports clubs.

Parents and carers are positive about the work of the school. They appreciate the care and support their children get in this small village school. A typical comment from a parent was, 'The school supports our children to achieve their potential in all ways; they allow individuals to shine.'

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

Leaders have designed a broad and balanced curriculum. Teachers adapt the curriculum each year depending on how many children are in a mixed-age class. This ensures that they are equally ambitious for all children.

Leaders have identified the most important knowledge in each subject. They have ordered the curriculum so that pupils can build on what they already know. For example, in physical education (PE), the knowledge and skills needed to correctly dribble a basketball are carefully set out and built on each year. One child commented, 'When we

played basketball, we learned how to handle the ball properly; you use your fingertips, not the flat of your hand.' However, in a small number of foundation subjects, some pupils do not develop the depth of knowledge they should.

Teachers use methods that help pupils remember important knowledge. They begin lessons in mathematics with a 'flashback' to recap on previous learning. This routine helps children to practise the skills and vocabulary they need to know. The activities that teachers choose match closely to what they want pupils to learn. This helps most pupils know and remember more in most subjects.

Teachers know how to support pupils with SEND so they can take part in the same learning as other pupils. Skilled teaching assistants support children to access the same learning. However, the small steps in knowledge and skills needed to support pupils with SEND to access the curriculum are not always clear for all pupils.

Leaders have prioritised the teaching of reading. Children begin in Nursery by distinguishing sounds. Teachers assess pupils' phonics knowledge regularly. They use skilled questioning in small groups. If a pupil falls behind, they give them support to keep up. Pupils enjoy story time each day and take part in 'reading bingos' to encourage an enjoyment of reading.

Children in the early years enjoy learning in the many spaces available. Children in Nursery and Reception listen carefully in the 'cabin', hiding their eyes and distinguishing between sounds. The mixed-age classes help them to see routines and structures modelled by older children. The outside area encourages children to develop their physical skills. However, opportunities to develop children's skills as they play are sometimes missed because the knowledge and vocabulary are not always clear in all areas of learning.

Pupils appreciate the strong relationships that are built with adults. They say, 'The school is like a family. We value friendship and are accepting of one another.' They understand that if they misbehave, they will be given a warning, time out for reflection and then a senior teacher will speak to them. Pupils demonstrate positive attitudes to learning and behave well in lessons.

Pupils' wider development is supported by the values of 'friendship, trust, compassion, honesty, respect, fairness and forgiveness', which permeate the curriculum and feature in assemblies. Pupils know and understand about democracy. They enjoy the opportunities that being part of a federation offers and appreciate joining together for sports week. They enjoy taking on positions of responsibility, such as being librarians and school-council members.

Leaders have further developed systems to support all pupils to attend school every day. They work closely with families to make sure this happens.

Staff comment on how well leaders engage with them and consider their workload. They appreciate the shared planning.

## Safeguarding

The arrangements for safeguarding are effective.

Teachers receive regular safeguarding training. They follow the well-known recording and reporting procedures if they have a concern. They know that no concern is too small. Leaders have built strong relations with families and with outside agencies to ensure that all children receive any support needed. Those responsible for governance make regular checks on safeguarding arrangements.

Pupils learn about online safety as part of the curriculum, which also includes information, advice and resources specific to educating children about the potential dangers involved in interacting with strangers, water safety and the dangers of alcohol. They know they can talk to an adult if they have a worry or concern.

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

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

- The precise knowledge that pupils need to learn is not as clear in a small number of subjects, including in some areas of learning in the early years. Leaders are aware of these gaps. Some pupils cannot remember what they have learned over time in these subjects. Leaders should ensure that the knowledge pupils learn is clearly identified in all subject areas and phases.
- The development of knowledge, skills and abilities for pupils with SEND is not as clear in some individual education plans. Some pupils with SEND are not gaining increasing fluency and independence as quickly as they could. Leaders should ensure that clarity about what these pupils know and what they need to learn next is identified for all SEND pupils so that gaps in learning can be addressed.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in November 2012.

## 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 information from Ofsted Parent View 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.

## 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>	120443
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10254957
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	35
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Catherine Lee
<b>Headteacher</b>	Garth Hicks
<b>Website</b>	<a href="http://www.bucknallprimary.org.uk">www.bucknallprimary.org.uk</a>
<b>Date of previous inspection</b>	11 January 2018, under section 8 of the Education Act 2005

## Information about this school

- The school became part of the Limewoods Federation in 2017.
- The school does not use any alternative providers.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- The inspectors carried out deep dives in reading, mathematics and PE. For each deep dive, the inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector met with the early years leader and reviewed curriculum plans.
- The inspector scrutinised the school's safeguarding documentation, including the single central record of pre-employment checks. The inspector considered how well safeguarding leaders act on concerns about pupils' welfare and safety. The inspector talked to pupils, staff and governors about safe working practices.

- The inspector had a telephone call with the local authority representative.
- The inspector met with governors.
- The inspector reviewed a range of documents, including curriculum plans, the school improvement plan, self-evaluation and SEND paperwork.
- The inspector met with the headteacher, the special educational needs and/or disabilities coordinator and other leaders.
- The inspector considered responses to Ofsted Parent View, Ofsted's online survey, including free-text responses, and responses to the staff survey and pupil survey.

### **Inspection team**

Ann Davey, lead inspector

Ofsted Inspector

Di Mullan

His Majesty's Inspector

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