

Inspection of Long Buckby Infant School

High Street, Long Buckby, Northampton, Northamptonshire NN6 7RE

Inspection dates: 21 and 22 March 2023

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
Previous inspection grade	Good

What is it like to attend this school?

There is a family feel in and around school. Pupils are happy and enjoy coming to school. They are positive about their learning and are focused during lessons. Pupils behave well. They move calmly and purposefully around the school. Expectations for pupils' behaviour are high. Pupils appreciate the rewards systems, and relish the opportunity to move onto the 'golden face'.

The school values thread through the life of the school. Pupils demonstrate high levels of tolerance to one another and with regard to difference. They have a clear understanding, for their age, of equality and diversity. Pupils welcome visitors with warmth and enthusiasm. They are keen to share their learning, and do so with excitement.

Leaders and staff have high expectations for pupils, particularly those with special educational needs and/or disabilities (SEND). Parents and carers appreciate the information they receive about their child. They believe that the school does more than cater for their academic needs. As one parent typically stated, 'We always feel that the teachers are supportive and care about individual needs.' The forest school provides opportunities for pupils to apply their learning and work collaboratively. As a consequence, there is a strong sense of community in the school.

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

Pupils learn to read as soon as they join the Reception Year. The recent introduction of a phonics scheme has increased the pace in which pupils learn to read. There is a consistent approach to teaching pupils to read. Teachers expertly identify pupils when they fall behind. They provide swift support when needed. As a consequence, pupils soon catch up. Leaders' investment in phonics books ensures that pupils benefit from frequent practice. The library provides a calm space for pupils to concentrate and enjoy books. Teachers read regularly to pupils and bring the story to life. Pupils say they enjoy reading.

The school's curriculum is well structured. Leaders focused recently on identifying the key knowledge pupils need to know and remember. However, in a few lessons, teachers are not ambitious for all pupils to achieve all they can. The curriculum plan provides teachers with the guidance and knowledge they need to teach each subject. Teachers deliver this content in the right order. This ensures pupils remember what they have learned. In some subjects, subject leaders have not yet had the time to check on the implementation and impact of their curriculum. Pupils develop into confident learners. They are not frightened to 'have a go'. As one pupil stated: 'Mistakes are a part of life. We learn that it is OK to make mistakes.'

Children settle well into the early years foundation stage (EYFS). Staff establish clear routines. The setting is calm yet purposeful. Carefully chosen tasks provide children with opportunities to learn on their own. 'Challenge activities' provide pre-recorded instructions for children to follow. As a consequence, children develop into

independent learners. Staff know the children well. They check what children can do, only intervening to challenge their thinking. Children are keen to share their learning. Children make a good start in the EYFS.

Leaders are ambitious for pupils with SEND to achieve well. Regular reviews help to identify pupils' needs quickly. Leaders consult regularly with parents. Leaders work closely with teachers to deliver the right support. Simple targets provide staff with the information they need to support pupils with SEND effectively in their class. Staff provide the necessary resources to ensure pupils with SEND achieve in lessons. Pupils with SEND do well.

Pupils enjoy coming to school. As a consequence, attendance is high. Pupils say that behaviour is good. Pupils behave well in lessons. Low-level disruption is rare. Pupils learn the difference between poor behaviour and bullying. They know that should bullying occur, teachers will deal with it. Pupils play well together on the playground. If pupils need someone to play with, they sit on the friendship bench and someone soon comes over.

Pupils learn how to be good citizens. They learn about British values, and the significance of them in their lives. Pupils have a strong sense of moral purpose. They challenge stereotypes and recognise the importance of equality. Pupils nominate and vote for a charity to raise money for each year. Pupils enjoy the responsibilities on offer, such as being on the school council and organising the summer fayre. The wide range of clubs extends pupils' experiences beyond the academic.

Leaders are considerate of their staff's well-being. They care about their community. Consequently, parents are supportive and positive about the school. Governors engage with parents. Governors have a good understanding of their responsibilities. They undertake them effectively.

Safeguarding

The arrangements for safeguarding are effective.

Leaders provide staff with the knowledge they need to keep pupils safe. Staff are vigilant to any signs of potential harm or neglect. Sound reporting and recording systems are regularly reviewed. Leaders ensure pupils and families receive the support they need. Leaders and governors make sure only appropriate adults work in the school.

Pupils say they feel safe. If concerned, pupils know there is a trusted adult they can go to. They learn how to keep themselves safe online, around roads and icy water and learn what to do if there is a fire.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Subject leaders have not yet had the time to check on the implementation and impact of their intended curriculum. As a consequence, there are inconsistencies in delivery, which means pupils cannot recall all they have learned. Senior leaders should ensure that subject leaders have the time to make these checks to ensure maximum impact.
- In a few lessons, teachers are not ambitious for all pupils to achieve all they can. As a consequence, a few pupils do not achieve as well as they could. Subject leaders should ensure all teachers, in all subjects, are ambitious for all learners and plan lessons to support these pupils' needs.

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

Unique reference number	121844
Local authority	West Northamptonshire
Inspection number	10254828
Type of school	Infant
School category	Community
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	129
Appropriate authority	The governing body
Chair of governing body	Daniel Lister
Executive headteacher	Sarah Dugdale
Website	www.longbuckbyinfantschool.org.uk
Date of previous inspection	14 November 2017, under section 8 of the Education Act 2005

Information about this school

- The school is a part of a collaboration with Flore Church of England Primary School.
- The school does not make use of any alternative providers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the executive headteacher, the head of school and the special educational needs and disabilities coordinator.
- Inspectors carried out deep dives in four subjects: reading, mathematics, science and art and design. To do this, they met with curriculum leaders, visited lessons,

looked at pupils' work, listened to pupils read and met with teachers and pupils. They also looked at curriculum documentation for history.

- The lead inspector met with five members of the governing body, including the chair.
- The lead inspector met with a local authority representative.
- The lead inspector took account of the responses to the Ofsted Parent View survey, and Ofsted's staff survey. An inspector spoke informally to parents outside the school.
- Records of attendance, behaviour and safeguarding were scrutinised. This included the school's single central record. Inspectors also conducted meetings with leaders to discuss the safeguarding of pupils.
- Inspectors considered pupils' behaviour at various times of day, including in lessons, around the school site and at lunchtime.

Inspection team

Mark Anderson, lead inspector

His Majesty's Inspector

Sally Wicken

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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