

Inspection of a school judged outstanding for overall effectiveness before September 2024: Buxton Primary School

Aylsham Road, Buxton, Norwich, Norfolk NR10 5EZ

Inspection dates:

8 and 9 October 2024

Outcome

Buxton Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils make lots of friends and are happy here. This is because the school values kindness. It gives pupils many opportunities to mix with others in different classes. Pupils emulate the politeness shown to them by staff. For example, by greeting each other in the corridors and holding open the door to let others pass through.

Pupils achieve well because the curriculum is well planned and because teachers have high expectations. Teachers are passionate about the subjects they teach. All pupils have opportunities to catch up with basic skills such as reading if they need to. Pupils receive praise for their efforts. They like learning the 'word of the week' and the way that teachers help them to understand new concepts.

Opportunities to develop new talents, interests and responsibilities are an important part of the school's provision. For example, staff share their interests in yoga, technology and the natural world through 'enrichment' sessions which pupils can choose from. Pupils learn about and contribute to the wider community, for example, through gardening projects and taking care of the school's chickens. They can take on a range of roles, such as sports leader or pupil council member.

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

Since the previous inspection, the school has continued to improve the curriculum and the way it is taught. The school aims for pupils to develop a deeper understanding of the world around them. As a result of their work, pupils can recall their knowledge of

scientific discoveries, artists' work and the plots and characters in books they read in class.

In each subject, the school has identified important vocabulary that pupils will learn. The curriculum is well sequenced. For example, in mathematics, pupils have opportunities to master simpler concepts before using them to solve trickier problems. The school has plans to strengthen the way that writing is taught. Much of these plans are already underway, such as additional opportunities to learn and practise spelling. This is having a positive impact on pupils' writing confidence.

Teachers teach subjects well. Staff regularly meet for training and to discuss subject teaching. In lessons, teachers' explanations are clear, and they quickly spot pupils' misunderstandings. In reading lessons, staff aptly support pupils to learn the sounds that letters make. Pupils quickly become confident readers. However, teachers are inconsistent in their use of routines to help pupils focus, answer questions and repeat new words and concepts. As a result, pupils' focus occasionally wanes.

Staff in the Reception Year build warm relationships with the children in their care. Staff are knowledgeable about child development. This helps them to identify when children need more support to be ready for Year 1. For example, through providing a drawing club to help children to become more skilled at using their hands and fingers for tasks like writing.

The school is proud of its work in supporting pupils with special educational needs and/or disabilities (SEND). The school regularly discusses pupils' needs with their parents and carers, and with external professionals. The school's checks on pupils' learning quickly identify pupils' differing needs. Additional catch-up sessions, which the school calls 'workshops', provide small group support for a range of skills. For example, communication and language, social skills, handwriting and phonics. At the same time, other pupils can access different challenges to deepen their thinking. The school's effective workshops provision means that pupils with SEND do not miss out on learning in their main lessons.

The school has high expectations of pupils' conduct. Staff encourage pupils to take ownership for their behaviour. For example, by giving pupils extra opportunities to learn and reflect when a playtime game has not gone well. As a result of the school's approach, challenging behaviour is rare. The school is calm. Pupils behave well.

Provision for pupils' wider development encompasses healthy relationships and how to keep safe. Pupils have discussions every week about a range of topics, such as their understanding of people's cultures and beliefs. These discussions help pupils to learn about democracy, individual liberty and how to respect others.

Leaders have sustained the school's performance through prioritising pupils' education and well-being. The school gives subject leaders the support and time they need to succeed. Regular staff training and a collaborative culture promote continuous

improvement. The governing body stays engaged. Governors visit the school frequently to ensure accountability and maintain a shared vision for high-quality education.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some lessons, teachers are inconsistent in their use of routines to help pupils focus and answer questions. As a result, pupils' focus occasionally wanes. The school should work with staff to implement more consistent lesson routines to help pupils focus and respond to teachers' instruction.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged outstanding for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 first ungraded inspection since we judged the school to be outstanding for overall effectiveness in October 2017.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	120794
Local authority	Norfolk
Inspection number	10288467
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	203
Appropriate authority	The governing body
Chair of governing body	Kathryn Corder
Headteacher	Juliet Stops
Website	www.buxtonschool.co.uk
Dates of previous inspection	31 October and 1 November 2017, under section 8 of the Education Act 2005

Information about this school

- The school does not use alternative provision.
- The headteacher took up the post in April 2022.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher and other senior staff.
- The inspector met with members of the governing body, including the chair.
- To evaluate the quality of education, the lead inspector: visited a sample of lessons in a range of subjects, including English and mathematics; spoke with pupils about their learning experiences and looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, the inspector reviewed the school's single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interest first.
- The inspector spoke with several groups of pupils and observed their behaviour in lessons and at lunch time.
- The inspector met with staff and considered their views expressed through the staff survey.
- The inspector considered 63 responses made by parents to Ofsted Parent View, including 42 free-text responses.

Inspection team

Hannah Stoten, lead inspector

His Majesty's Inspector

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