

# Bucknall Primary School

Main Street, Bucknall, Woodhall Spa, LN10 5DT

**Inspection dates** 28–29 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- Outstanding leadership from the headteacher and governors has ensured that the school has improved considerably since its last inspection.
- Staff work very well together to identify and tackle weaknesses and, as a result, teaching is good. Some teaching is outstanding.
- Standards are higher than they were and pupils achieve well, whatever their starting points. Some pupils make excellent progress in reading and writing.
- Teachers provide well for the mixed-age and mixed-ability classes. They ensure that pupils are given work that helps them to build successfully on what they have learnt before.
- Pupils enjoy school very much, behave impeccably and feel very safe. They concentrate fully, work hard and are extremely proud of their achievements.
- Disabled pupils and those who have special educational needs achieve well because they are very well supported.

### It is not yet an outstanding school because

- Marking is not as effective in mathematics as it is in English and pupils do not always have enough opportunity to use their mathematical skills in other subjects.
- Fewer pupils reach the higher levels in mathematics than they do in reading and writing.
- Occasionally, teachers' planning focuses too much on what pupils are expected to do, rather than what they are expected to learn.

## Information about this inspection

- The inspector visited eight lessons, four of which were observed jointly with the headteacher.
- He held discussions with pupils, the headteacher, teachers, two governors and a representative of the local authority.
- The inspector examined a range of documents, including a summary of the school's self-evaluation, the school improvement plan, and policies aimed at keeping pupils safe.
- The views of 10 parents and carers were analysed through the Parent View website. The inspector also spoke informally to parents and carers to seek their views about the school.
- The views expressed by eight staff who returned a questionnaire were considered.

## Inspection team

Keith Williams, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is much smaller than the average-sized primary school.
- There are two classes, one of which contains Reception children and pupils in Key Stage 1, while the other has pupils from Key Stage 2.
- Almost all pupils are from White British backgrounds and very few speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported at school action plus, or have a statement of special educational needs, is above average. No pupils are supported at school action.
- The proportion of pupils supported by the pupil premium, which is additional government funding for pupils known to be eligible for free school meals, children who are in care or whose parents serve in the armed forces, is well below average.
- The school's national test results cannot be compared to the government's floor standard, because there are fewer than the minimum of 11 pupils required to make such a comparison meaningful.

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

- Improve teaching and learning still further, particularly in mathematics, by:
  - providing a more consistent challenge for more-able pupils
  - ensuring that pupils know what they are expected to learn in each lesson
  - ensuring that teachers plan lessons so that they are always able to set out clearly what pupils are expected to learn in each lesson
  - increasing opportunities for pupils to use their mathematical skills in other subjects
  - providing pupils with more precise information about how they can improve in mathematics.

## Inspection judgements

### The achievement of pupils

is good

- Children in Reception arrive with wide-ranging knowledge, skills and understanding. The proportion of more-able pupils, or those who find learning difficult, varies considerably from year to year. Whatever their starting points, children make good progress in all areas of learning. Most reach and some exceed the goals expected of them at the end of Reception. They benefit from learning alongside older classmates and from activities designed specifically for them.
- Across the school, pupils achieve well. Progress has accelerated most quickly in English because of highly successful work by staff. As a result, attainment in reading and writing is above average. Last year, the proportion of Year 6 pupils making better than expected progress was much higher than that found nationally.
- Pupils make an excellent start to learning to read because these skills are taught exceptionally well. Across the school, pupils read widely, both for pleasure and for information, and they use their writing skills very well in other subjects. Pupils' well-developed computer skills are put to good use. They use hand-held tablet computers regularly, confidently and competently in a range of subjects.
- Progress in mathematics is improving too, and is now good. The improvement is not as marked as in English and attainment in mathematics is a little lower than in reading and writing. Steps have been taken to increase the proportion of pupils reaching the higher levels in mathematics to match that in English, but it is too soon to see the full impact of recent initiatives.
- Disabled pupils and those who have special educational needs achieve well. Teachers and support staff work very well together to ensure that they are able to play a full part in lessons. Pupils also benefit from regular sessions working closely with an adult, individually or in small groups.
- The few pupils supported by the pupil premium make good progress. Funding is used very well to ensure that they receive the support they need, particularly in respect of speech and language difficulties. As a result, these pupils achieve as well as their classmates.

### The quality of teaching

is good

- Teaching is good or better in most lessons. The proportion of good or outstanding teaching has risen as a result of successful work to iron out inconsistencies and raise expectations. This has had a strong influence on raising standards and accelerating pupils' progress.
- Teachers usually ensure that pupils understand what they are expected to learn in lessons and share the criteria they will use to judge their success. Occasionally, this focuses on what pupils will do, rather than what they will learn. This makes it more difficult for teachers and pupils to assess how they have done.
- Teachers have high expectations of pupils' potential and their attitudes to learning. Much is expected of the younger members of each class, and they rise to the challenge. Typically, harder work is provided for more-able pupils, although opportunities to extend the challenge are sometimes missed in mathematics.
- Reading and writing are taught very successfully. The teaching of early reading skills, in particular, is outstanding. This ensures that pupils make a fast start in learning to read and contributes to the above-average standards.
- Steps to improve the teaching of mental mathematics are bearing fruit. Pupils enjoy the brisk, lively and regular sessions, and their confidence in calculating mentally is high. Opportunities for them to use their mathematical skills in other subjects are not as extensive as those for writing or using computers.
- The new system of marking is clearly understood by pupils. In English, pupils are given detailed feedback on their learning and what they need to do to improve. This is contributing to the good and sometimes excellent progress made by pupils. Marking in mathematics, although accurate,

is not so detailed. This limits pupils' understanding of the next steps they need to take to improve their work in this subject. Pupils are increasingly given specific time to reflect and act upon teachers' comments.

- Teachers and teaching assistants work very well together to ensure that disabled pupils, those who have special educational needs and those supported by the pupil premium are able to learn well. A close check is made on pupils' understanding and progress, and well-targeted additional help is provided when they need an extra boost.

### **The behaviour and safety of pupils are outstanding**

- Pupils' excellent attitudes and behaviour have a very positive impact on their learning and progress. They are extremely proud of their school and thrive in its warm and friendly atmosphere.
- Pupils of all backgrounds, ages and abilities are fully included in school life. All are given the opportunity to contribute to the school council and they respond very well to the extra responsibilities they are given. Pupils' high levels of enjoyment are reflected in above-average attendance levels.
- Pupils are extremely keen and interested in lessons, and are eager to do well. They listen attentively to their teachers and to each other. They concentrate fully and show great determination when they find the work difficult.
- Relationships among pupils and with the adults are excellent. Pupils behave impeccably around the school and they are courteous and polite to others. As a result, lunchtimes and breaks are highly civilised social occasions. Pupils understand the school's approach to rewarding and encouraging good behaviour. They say they appreciate the consistency with which staff deal with rare instances of misbehaviour.
- Pupils say they feel safe, and their parents and carers agree. The school ensures that pupils understand how to stay safe in a variety of situations, including when using the internet. They play extremely safely and with a strong regard for each other's safety.
- Pupils have no concerns about bullying and say that they are confident that staff would deal with it swiftly should it arise. Older pupils in particular are very well informed about different types of bullying.

### **The leadership and management are outstanding**

- The school's improvement is a direct result of excellent leadership. The headteacher leads by example, and staff are united in striving to achieve the best for pupils. As a result, standards are higher, attendance levels have risen, pupils make better progress, their behaviour has improved and teaching is now good.
- Systems to check on and improve the quality of teaching and learning are extremely thorough. A very close check is made of teaching and learning in lessons and pupils' progress over time. Areas for improvement are identified and tackled robustly. Leaders use the outcomes of their monitoring rigorously to hold staff accountable for pupils' progress.
- The local authority has provided good support to help improve teaching, learning and leadership.
- Significant inroads have been made into tackling weaknesses in reading and writing and, as a result, these areas are now strengths. Work to improve mathematics is resulting in pupils making good progress, but some of the initiatives are too new to have had the full effect. Nevertheless, leaders know clearly what needs to be done to match the success in English and work on this is well underway.
- Staff provide an interesting and exciting programme of lessons and extra activities. There is a strong emphasis on promoting pupils' personal development, particularly their independence, and ensuring that they are very well placed for the next stage of their education. Pupils have a good understanding of a range of religions and cultures.
- Parents and carers are very supportive of the school and are pleased with what it offers. Leaders

ensure that parents are fully informed about their children's learning and welfare. The regular text messages outlining pupils' recent achievements, for example, are much appreciated by parents.

■ **The governance of the school:**

- The governing body has made an excellent contribution to the school's improvement. Governors have well-established and comprehensive systems to check on the school's performance. They visit school regularly, meet with staff and pupils to find out their views and are very well informed about the school's successes and priorities. A well-organised programme of training enables governors to keep up to date, and excellent use is made of the individual expertise of governing body members. They use their detailed knowledge of the school's performance insightfully to seek explanation and clarification from leaders, hold them to account and secure good value for money. They work closely with the headteacher to ensure that weaknesses are being tackled successfully. Governors are fully involved in making decisions about spending including, for example, the funding for pupils supported by the pupil premium. They ensure that funds are used very well to provide extra support for these pupils, extending the skills of staff and securing equality of access to the school's activities. As a result, these pupils achieve well. The school's website provides detailed information about how the funding is spent. Very strong links are made between the performance of teachers and pupils, staff training and their salary. The governing body ensures that systems to keep pupils safe are robust, and they are checked thoroughly and regularly.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	120443
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	401938

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	33
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Judi Smith
<b>Headteacher</b>	Ian Randall
<b>Date of previous school inspection</b>	18 May 2010
<b>Telephone number</b>	01526 388233
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