

# Buckshaw Primary School

Chancery Road, Astley Village, Chorley, PR7 1XP

## Inspection dates

16–17 October 2012

Overall effectiveness	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		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Since the last inspection, school leaders have taken action to improve teaching and, as a result, teaching in all classes is usually good. This means that pupils now make better progress than they used to and achieve well.
- The high quality teaching in the well-organised Reception class means that the youngest children develop good attitudes to learning and towards each other. This helps them to learn quickly when they start school, and as they move up through the classes.
- A particular strength of the school's work is the additional support provided for pupils who face difficulties with their learning or in their lives.
- The caring approach by staff to the management of pupils' behaviour, coupled with their thoughtful attention to everyone's talents and needs, has created a calm and caring school environment where pupils feel safe.
- School leaders, including governors, have a clear understanding of how well the school is doing and what it needs to do to improve. The capable and dedicated headteacher checks the quality of teachers' work and tells them what needs to be done to make teaching better.

### It is not yet an outstanding school because

- While school leaders collect a lot of information about how well pupils are doing, this is not used as well as it could be in order to check whether actions to boost progress, or improve pupils' experience of school, have worked.
- There is still some weaker teaching that requires improvement, and not enough teaching is outstanding. When teaching is less effective, teachers and teaching assistants do not give pupils enough time to ask questions or to think and work by themselves.

## Information about this inspection

- Inspectors observed 14 lessons, two of which were joint observations with the headteacher. Inspectors also visited small-group teaching sessions and the early morning breakfast club; observed break times and listened to pupils reading.
- Meetings were held with groups of pupils, the Chair of the Governing Body, a local authority adviser and school staff. The returns from the staff questionnaires were also analysed.
- Inspectors took account of 23 responses to the online questionnaire (Parent View).
- A number of school documents were examined, including information about pupils' progress and school improvement plans. The work in pupils' books and records relating to behaviour, attendance and safeguarding were also scrutinised.

## Inspection team

Martin Pye, Lead inspector

Additional inspector

Robert Birtwell

Additional inspector

## Full report

### Information about this school

- Buckshaw School is smaller than the average-sized primary school. Since the last inspection, the number of pupils on roll has increased.
- The proportion of disabled pupils and those with special educational needs supported at school action is higher than that found in most schools. The proportion supported at school action plus or with a statement of special educational needs is similar to that found in most schools. The school employs a specialist teacher to provide additional support for a number of pupils with speech and language difficulties.
- Most pupils are White British.
- The proportion of pupils known to be eligible for the additional pupil premium funding is above average.
- The on-site pre-school provision and the children's centre were not included in this inspection and will be inspected separately.
- Buckshaw Primary School meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.

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

- Improve the quality of teaching so that it is always good and increase the amount of outstanding teaching by:
  - making sure teachers ask questions that give the pupils more chance to share their ideas and solve problems and thereby check what pupils know and can do
  - ensuring teaching assistants and other adults in the classrooms always help the pupils to think and learn by themselves.
- Ensure leaders at all levels make better use of information about how well pupils are doing so that they are better able to analyse the impact of actions taken to improve pupils' progress, attendance or behaviour.

## Inspection judgements

### The achievement of pupils **is good**

- Many children start school with skills and knowledge that are below age-related expectations, particularly in their early language skills. They make good progress in the Reception class and are prepared well for their move into Year 1.
- At the end of Key Stage 1, pupils reach broadly average standards in reading, writing and mathematics. When they move into Key Stage 2, pupils continue to make good progress in all classes, although it is faster in Years 5 and 6 than in Years 3 and 4.
- Until recently, attainment in mathematics at the end of Key Stage 2 lagged behind the higher standards seen in English. However, since the last inspection, this gap has closed. There have been improvements in both subjects and, by the time pupils reach the end of Year 6, their attainment in English and mathematics is just above average.
- Pupils enjoy reading and talk with enthusiasm about the many new books in school. Each morning, brisk group teaching sessions help the younger pupils to learn about letter sounds and most pupils learn to read well. The few that struggle with reading benefit from additional support which helps them to make steady progress.
- A particular feature of the school's work is the attention given to pupils who are at risk of falling behind. The school's pupil premium money, to help such pupils, funds additional adult support in classrooms and for extra teaching in small groups outside of classrooms. Pupils receiving extra teaching and support in small-group sessions were seen to make good progress because the adults in charge had been properly trained, understood pupils' needs and could set work at the right level. However, the progress of pupils receiving extra support in classrooms is more variable because, at times, adults do too much for the pupils and this stops them from developing their ability to think and work by themselves.
- Pupils with speech and language difficulties do well at school because the school employs a specialist teacher and has strong partnerships with other specialist organisations. This well-organised support means that these pupils benefit from the same opportunities as their peers and make good progress.
- The school values pupils' achievement in every area of school life. The annual tradition of presenting leavers with awards that recognise and celebrate success and personal qualities demonstrates the importance the school places on every pupil's unique abilities.

### The quality of teaching **is good**

- Teachers manage behaviour and relationships extremely well, taking every opportunity to praise pupils and build their self-esteem. As a result pupils enjoy learning and are attentive in class.
- In lessons, all pupils are keen to do their best. Work in books shows that, in most lessons, a lot of work is covered and helpful marking assists them in understanding their successes and mistakes and how to improve their work. The use of individual targets also helps to guide pupils through the next steps in their learning.
- Improvements in pupils' achievement is the direct result of better teaching. Most of the teaching observed was good. However, there is still some teaching that requires improvement. Records from the regular lesson observations carried out by senior staff also confirm that this is the case.
- In the best lessons, teachers take time to question the pupils in order to find out what they already know and to make them think hard about what they need to do next. In a very effective mathematics lesson, for example, skilful questioning and a simple but exciting activity inspired pupils to share their ideas as they worked together to find out more about how to record information on graphs.
- In the weaker lessons, progress is slower because teachers and teaching assistants give too

many instructions and do not ask enough questions. When this happens, the pupils become too dependent on adults and do not gain the confidence to make suggestions or test out their own ideas.

- The extra support provided to pupils through small-group teaching outside the classroom is of high quality. Trained staff use their skills to make sure that pupils who are struggling with aspects of their work, or school life, are able to get back on track. The extra support provided to groups of pupils in whole-class lessons is not always as helpful as it could be. At its best, adults help pupils to think, and do things, for themselves. However, this is not always the case, with some adults doing too much for the pupils.

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

- Pupils' behaviour is good and, most of the time, they get on well together. All are polite to adults and visitors and have a clear understanding of right and wrong. Evidence from behaviour logs and from talking with pupils indicates that the behaviour observed during the inspection is typical.
- While parents who responded to the online questionnaire (Parent View) expressed largely positive views about the school, a few raised concerns about pupils' behaviour. This inspection found the management of behaviour, and the attention given to pupils' well-being and personal development, to be a strength of the school. The firm and fair expectation that all pupils will show respect and care towards each other is evident in every aspect of school life.
- Some poor behaviour does happen, but it is rare. When it does occur, it is usually the result of a playground disagreement or because a pupil has found it difficult to control their feelings. In these instances, staff respond in a calm and effective way.
- Pupils know about different types of bullying and say that, while some pupils fall out and argue from time-to-time, there is no bullying at the school. They feel that if there ever was any bullying, it would be stopped.
- Pupils are happy at school and the vast majority attend regularly and are punctual. The school makes every effort to encourage good attendance and, in recent years, attendance has improved and is average. However, a small number of pupils do not come to school often enough, or on time.
- Before- and after-school activities and community projects help pupils to develop responsible attitudes and an awareness of the needs of others. Through involvement with charities such as the local children's hospice, they come to understand the difficulties facing others and realise that their own actions can make a difference.

### **The leadership and management are good**

- The hard work and commitment of school leaders have been key factors in bringing about improvements. The headteacher, and other senior teachers, regularly check the work of all staff and tell them how to improve their work. This is supported by training to help teachers stay up-to-date and learn new skills.
- The headteacher knows every pupil very well and has created a school where all efforts are valued. She expects the best from staff, links effectiveness in the classroom with career progression, and has made some hard decisions in order to bring about school improvement.
- The progress of all pupils, including those supported through the use of extra funding, is tracked in great detail. School leaders have a lot of information about how well pupils are doing and it is clear that all pupils are now making faster progress than they used to. However, leaders do not yet analyse the available information in enough detail in order to work out which actions to improve pupils' progress, attendance or behaviour have been the most, or least, successful.
- The many subjects on offer provide plenty of opportunities for pupils to practise a wide range

of skills. Educational trips, including a visit to a residential activity centre, give pupils the chance to learn outside the classroom and help to broaden their horizons. Nevertheless, pupils' awareness of the wider world is limited.

- Information for parents is presented clearly. The up-to-date website provides useful information about the work of the school and advice about how parents can help their children at home.
- The local authority has a well-informed view about the school's work and has provided good support and training for staff, particularly for those in new roles.
- The school's procedures for keeping pupils safe meet current requirements.
- **The governance of the school:**
  - The Chair of the Governing Body is astute and brings experience and wisdom to the role
  - Members of the governing body help the school so that their workload is shared and their strengths are used to best effect.
  - Governors have access to training and the information they need to check on the performance of the school and to challenge it to improve further with updates about the quality of teaching and on how well staff are fulfilling their duties
  - The governing body has made sensible decisions about spending, including the use of the pupil premium to pay for additional teaching assistants, but could do more to check on the effectiveness of the extra support that has been put in place.

## 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>	119205
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	405842

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>	188
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Laura Lennox
<b>Headteacher</b>	Mrs Karen Stephens
<b>Date of previous school inspection</b>	9 September 2010
<b>Telephone number</b>	01257 418862
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