

Buglawton Primary School

Report on the findings of a one day school review undertaken on
Thursday 27 September 2012 by:

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Report on the review of Buglawton Primary School on 27 and 28 September 2012.

Information about school

Buglawton is a smaller than average sized primary school with approximately 170 pupils currently on roll. There are slightly more boys than girls with a significant imbalance in the Years 1 and 2. Last year's Year 6 (2011) approximately 60% of the cohort were boys. There is an above average proportion of pupils known to be entitled to pupil premium. The proportion of pupils from minority ethnic groups is less than the national average. No one in the school currently speaks English as a second language. The proportion of pupils at school action is below average but a higher proportion, than seen nationally, are on school action plus or have a statement of special educational need. In 2011, three new staff joined, in September 2012 two new members of staff arrived. The headteacher has been in school since 2007 and is a Local Leader of Education.

In its last Ofsted report in July 2007, the school's overall effectiveness was judged to be outstanding, with no recommendations for further improvement. In 2010, the school received an interim assessment from Ofsted confirming its overall effectiveness as outstanding.

Judgements

Overall effectiveness	1
Achievement	1
Teaching	1
Behaviour and safety	1
Leadership and management	2

Key findings

Buglawton Primary School is an outstanding school that provides a very high standard of education for the children in its care. The school is led by an outstanding headteacher who knows every child well and who ensures that everything done for the children contributes to their excellent personal and academic development. The school is an example of excellence in much of its work. Children thrive together and develop outstandingly well as individuals, well prepared for their next stage of education.

What does the school need to do to improve further?

- Increase the effectiveness of the governing body by ensuring it holds the school to account with even more rigour.
- Ensure the high quality marking seen in most classes is consistent across the school.
- Develop further the information and communication technology (ICT) provision.

Achievement: Outstanding

Pupils arrived at the school this year (2012) with broadly average age-related expectations. However, this bucks the trend of pupils arriving with below average expectations. By the end of Year 6 they make significant gains in their knowledge and understanding, outperforming other pupils across the country and significantly so English and mathematics. The proportions of pupils making expected progress was above average in 2011 and continues to be so. The proportions making better than expected progress in English and mathematics are over twice that seen nationally. Learning in the classroom seen during the review was strong. However, there was some variance in the rates of progress made in some classes over the two days, directly attributed to the quality of teaching, nevertheless, the outstanding achievement over time is brought about by outstanding quality of teaching overall. The relatively poorer performance at the end of Key Stage 1 in 2011 has been reversed. In 2012 one Year 6 pupil attained a Level 6 in mathematics and two pupils achieved a Level 6 in writing. Pupils' standard of reading is above average overall. A random selection of pupils was listened to. They read with enthusiasm and enjoyment and most could speak of reading other books at home with their parents. Reading diaries evidenced much regular parental support in this.

Quality of teaching: Outstanding

Hard-working and committed teachers have helped secure outstanding achievement by the end of Key Stage 2 and have done for several years. Lessons are well planned and always ensure the learning activities are very well matched to the abilities of the pupils. Continuity of teaching in the Reception class is evident, pupils learn successfully with much enjoyment both indoors and outdoors. All were relieved when Goldilocks was found, having gone missing earlier in the day! Teaching assistants contribute very well to the outstanding achievement of the pupils because they are generally very well deployed by the teachers. Pupils work well individually and with each other and teachers maximize every opportunity for pupils to excel. High-quality and informative marking and assessment is a feature of almost every lesson. The comments in pupils' work, made by the teachers, acknowledge the progress made by pupils and the quality of their presentation, but also provides direction for further improvement, which the pupils strive to achieve. Assessment to support learning seen during lessons is highly effective. Almost

all teachers, under the watchful eye of the headteacher, are fastidious in providing their pupils with high-quality feedback at regular intervals. The practice of allowing pupils time to respond to teachers' comments helps secure their learning and understanding further. Literacy is promoted well throughout school and every opportunity taken to reinforce spelling, punctuation and grammar.

Behaviour and safety: outstanding

Behaviour of the pupils is outstanding in lessons and around the school. Pupils' attitude and engagement in their own learning is equally outstanding and allows for uninterrupted teaching to take place. High quality artworks, including many ceramic pieces completed by the children with the help of a visiting artist, are safely on display and go untouched during the school day, an indication of the care and high regard pupils have of their school. Pupils learn in a calm orderly and safe environment. They attend regularly and enjoy coming to school as demonstrated in their high levels of attendance.

Behaviour of pupils during the celebrations assembly and the singing assembly was outstanding. They were pleased for their friends who won awards for doing well during the week and were attentive and supportive of each other. In the singing assembly they sang with gusto, demonstrating energy, enjoyment and volume! Pupils move around school safely and play outside with each other well. Pupils speak highly of their teachers and understand whom they can talk to should they be feeling worried about anything.

Leadership and management: good

The headteacher and her team articulate high ambition and possess a clear vision for the future of the school. School targets and those for pupils are challenging and often met demonstrated by the outstanding achievement overall of the pupils. Middle leaders contribute well to the success of the school and most grasp new initiatives with enthusiasm always seeking new ways to provide better for the pupils. The headteacher knows the school very well and monitors and evaluates the quality of teaching very accurately. Lesson observations are undertaken regularly both formally and informally. 'Learning walks' take place with teachers new to the school and the profession and those of longstanding, in the drive to maintain the outstanding quality of teaching and high outcomes for the pupils. Self-evaluation of the headteacher is sharp, accurate and meaningful and leads to continuous professional development for teachers and their assistants.

The governing body holds the school to account reasonably well and performs its statutory duties to good effect. However, they acknowledge that more needs to be done to sharpen their effectiveness in challenging and supporting the school further in its drive for continued excellence. The curriculum is creative and well matched to the needs of all pupils, it promotes social, moral,

spiritual and cultural development well and includes many extra-curricular activities that are vibrant and well thought of by pupils. Adults and pupils do not tolerate discrimination. The school, through its very effective leadership and management, demonstrates a strong capacity to improve further. Safeguarding procedures meet requirements.