

Buckshaw Primary School

Inspection report

Unique Reference Number	119205
Local Authority	Lancashire
Inspection number	358515
Inspection dates	9–10 September 2010
Reporting inspector	Melvyn Hemmings

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

Type of school	Primary
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	156
Appropriate authority	The governing body
Chair	Mrs Laura Lennox
Headteacher	Mrs K Stephens
Date of previous school inspection	18 June 2008
School address	Chancery Road Astley Village Chorley PR7 1XP
Telephone number	01257 418862
Fax number	01257 248999
Email address	head@buckshaw.lancs.sch.uk

Age group	5–11
Inspection dates	9–10 September 2010
Inspection number	358515

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 1234 234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

Introduction

This inspection was carried out by three additional inspectors who visited 14 lessons or parts of lessons. The inspectors observed six teachers and held discussions with governors, staff, groups of pupils and the School Improvement Partner. They observed the school's work, and looked at school policies, records of meetings, assessment information and curricular planning. In addition, 56 responses to parents' and carers' questionnaires were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The impact of action taken to raise attainment in English and mathematics.
- The consistency of teaching and learning between classes.
- How effectively the school provides for the high numbers of pupils with special educational needs and/or disabilities.
- The extent to which subject leaders are involved in school improvement.

Information about the school

This below-average-sized primary school has gained a number of awards, including the Activemark, and has achieved Healthy School status. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is well above average. Most pupils are White British.

The privately managed pre- and after-school provision will be inspected separately. A children's centre is part of the school and this will also be inspected separately.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

The school provides a satisfactory quality of education and is a welcoming and friendly place in which to learn. The headteacher's clear vision for school improvement is focused on driving up standards and is shared by all staff. She has overseen a support programme with the local authority since December 2009, which has seen consultants working alongside staff to raise attainment in English and mathematics. Though there has not been time for this collaboration to have full impact, the early signs are encouraging. The school's data show that progress and attainment are beginning to improve. Leaders are not complacent and rightly acknowledge there is more to do to accelerate this rate of progress, particularly in ensuring the consistency in the quality of teaching between classes. Subject leaders are not fully involved in monitoring and evaluating learning, nor in taking action to bring about improvement. Nevertheless, the school's capacity for sustained improvement is satisfactory. Accurate self-evaluation means that senior leaders have a clear understanding of the school's strengths and weaknesses. The school's plans reflect what needs to be done to consolidate success and to gain further improvement.

The large majority of pupils make satisfactory progress throughout the school. As a result, by the end of Year 6, they attain broadly average standards in English, mathematics and science. This represents satisfactory achievement from their starting points on entering school. Writing is a weaker aspect of pupils' performance in English; in particular, their ability to construct sentences using accurate grammar, spelling and punctuation needs improvement. In mathematics, pupils do not show confidence in applying their calculation skills to solve real-life number problems. Opportunities for pupils to refine their writing and problem-solving skills in subjects other than English and mathematics are limited. Pupils with special educational needs and/or disabilities make good progress and achieve well because of well-targeted individual support.

Pupils enjoy coming to school and behave well. A wide range of good-quality enrichment activities add variety and further interest to the curriculum. Teaching has many strengths. Nonetheless, some teachers do not have high enough expectations of what pupils can achieve and the work set is not always sufficiently challenging. Pupils are not given enough opportunities to explore ideas for themselves. The outdoor area for children in the Reception class is not used effectively to promote their learning and development. The care and well-being of pupils is central to the school's work and this is much appreciated by parents and carers.

What does the school need to do to improve further?

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

- Raise standards, particularly in writing and mathematics, by:
 - improving pupils' skills in constructing sentences accurately
 - extending pupils' problem-solving skills in mathematics
 - providing more opportunities for pupils to practise and refine their writing and numeracy skills in subjects other than English and mathematics.
- Improve teaching and accelerate learning, by:
 - ensuring that teachers are more consistent in setting work that matches the needs of pupils
 - raising some teachers' expectations of what pupils can achieve
 - providing more opportunities for pupils to explore ideas for themselves.
- Strengthen leadership and management by developing the skills of subject leaders in monitoring and evaluating learning and taking action to bring about improvement.
- Develop the use of the outdoor area for children in the Reception class to better promote their learning and development.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Children's attainment on entering school varies but is generally typical for their age. Throughout their time in school, they enjoy learning, show curiosity and interest in their activities. Pupils are eager to contribute to group and class discussions and they appreciate the views and ideas of others. They particularly enjoy exploring ideas for themselves, as was evident when pupils in Year 6 were finding out about life in ancient Sparta. However, such opportunities are limited. Pupils enjoy writing but lack accuracy in constructing sentences. They have secure mathematical calculation skills but are less proficient at using these to solve number-problems in real-life situations. Pupils have a satisfactory understanding of scientific ideas and how to carry out a fair test. There is no significant difference between the achievements nor the learning of different groups, other than pupils with special educational needs and/or disabilities, who make better progress than do others.

Pupils know the difference between right and wrong and show interest in the feelings and ideas of others. They enjoy taking on responsibilities, such as being a member of the school council, and, in so doing, contribute to the life of the school. In the wider community, pupils raise funds for local charities and enhance the environment by planting bulbs outside the Community Centre. Pupils have a good awareness of their own culture but less so of the cultural variety within the United Kingdom. They are adopting healthy lifestyles well, knowing the importance of taking regular exercise and eating a balanced diet. Pupils have a good understanding of what might be an unsafe situation and say they feel safe and secure in school. They are satisfactorily prepared for

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

the next stage of education and their future lives.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Teachers have secure subject knowledge and are able to explain new ideas clearly. They plan their lessons carefully to build on previous work. This enables pupils to use what they already know and understand to support their current learning. Questioning is used successfully to find out what pupils know and can do, and to develop their speaking and listening skills. Adults promote good relationships, which leads to classrooms being friendly and calm places in which to learn. However, not all teachers consistently set challenging work that matches the abilities of different groups of pupils. At times there is too much teacher direction and not enough active involvement of pupils in learning. Teachers make appropriate use of a variety of resources, including information and communication technology, to support learning. Teaching assistants are deployed soundly to support all pupils, especially those with special educational needs and/or disabilities.

The curriculum is extended by a variety of out-of-school activities, including sports, arts

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

and drama clubs. Visits to places of educational interest, including Liverpool Museum, and opportunities to work with a variety of visitors extend pupils' skills and widen their horizons. Established links with the local high school enhance pupils' development in areas such as physical education and modern foreign languages. Opportunities for pupils to develop their writing and mathematical problem-solving skills across the curriculum are limited. The curriculum successfully promotes pupils' adoption of a healthy lifestyle, as reflected in it gaining the Activemark and Healthy School status. The opportunity for older pupils to take part in a residential stay at an activity centre promotes their personal and social development well. The provision for pupils with special educational needs and/or disabilities is effectively tailored to meet their individual needs.

The school provides a safe learning environment. Staff know the steps to take if they have any concerns about the well-being of a pupil. Well-targeted support for potentially vulnerable pupils plays an important role in supporting their learning and development. Transition arrangements are smooth throughout the school and onto secondary school, and contribute well to pupils' development. Established links with outside agencies, including the educational psychologist, ensure extra support for individual pupils is readily available, if required. The school has worked successfully over the last year to improve attendance and punctuality. Liaison with the children's centre has strengthened the school's work with families and benefited pupils' learning through increased opportunities to work with a variety of visitors.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	3
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders establish ambition and drive improvement by ensuring that the school focuses on the priority areas for development. The governing body is supportive of the school and directly involved in setting appropriate priorities for improvement. It carries out its statutory responsibilities diligently and ensures that staff and pupils are safe. The promotion of equal opportunity and tackling of discrimination is good. This is evident in the way leaders took action after identifying that boys were not achieving as well as girls. As a result, the gap has narrowed and now there is no significant difference in the performance of boys and girls. All safeguarding requirements are met and arrangements are regularly reviewed. Training of staff in safeguarding, particularly child protection, is of good quality.

Leaders actively promote community cohesion within the school and pupils from

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

different backgrounds get on well with each other. The school is working to strengthen this aspect of its work by developing links with a range of community groups beyond the school and the immediate community. The leadership of the provision for pupils with special educational needs and/or disabilities is good and ensures that their needs are met effectively. The role of subject leaders in monitoring and evaluating learning is underdeveloped. These members of staff are still acquiring the skills needed to fulfil all their responsibilities. The school works effectively with a variety of agencies to support pupils who are potentially vulnerable. This work is enhanced by close links with the children's centre. Relationships with parents and carers are good, with the school helping them support their children's learning in different ways and providing them with regular information about their children's progress.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Staff have a sound understanding of the needs of children of this age and work well as a team to ensure they are met. They provide activities that are interesting and often based on children's own experiences. As a result, children are usually engaged in all that they do and make satisfactory progress from starting points broadly in line with the expectations for their age. By the time they enter Year 1, they have attained broadly average standards. They enjoy their activities and are keen to learn, for example, when in role play in an area set up as a shop. At times, activities are directed too much by adults and this limits children's development in making choices and exploring ideas for themselves. Children behave well, taking turns and sharing resources fairly. An interesting range of enrichment activities enhances the provision, such as walks around

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

the local environment and the opportunity to work with a variety of visitors. The leader knows the key areas to develop, such as ensuring the outdoor area is used effectively to promote children's development. Activities provided in this area do not always link sufficiently to learning that has taken place indoors, and do not fully support development across all areas of learning. Good-quality care places strong emphasis on children's well-being. Parents and carers say that staff are very approachable and keep them informed of their children's progress.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Just over 34% of parents and carers returned completed questionnaires, which is a broadly average proportion. The very large majority of these were positive about the school's work and the efforts of all staff. Two comments were typical: 'My child is so happy at Buckshaw.' and, 'We are happy with all aspects of our child's schooling.' A very small minority of parents and carers did not agree that the school informs them of their child's progress nor takes account of their suggestions and concerns. Inspection evidence does not support these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Buckshaw Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 56 completed questionnaires by the end of the on-site inspection. In total, there are 156 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	66	18	32	1	2	0	0
The school keeps my child safe	39	70	16	29	0	0	0	0
The school informs me about my child's progress	25	45	30	54	0	0	1	2
My child is making enough progress at this school	27	48	28	50	0	0	0	0
The teaching is good at this school	30	54	25	45	1	2	0	0
The school helps me to support my child's learning	27	48	25	45	2	4	1	2
The school helps my child to have a healthy lifestyle	28	50	27	48	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	25	45	27	48	1	2	0	0
The school meets my child's particular needs	29	52	24	43	0	0	0	0
The school deals effectively with unacceptable behaviour	21	38	33	59	1	2	0	0
The school takes account of my suggestions and concerns	22	39	28	50	3	5	0	0
The school is led and managed effectively	28	50	26	46	1	2	0	0
Overall, I am happy with my child's experience at this school	33	59	22	39	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be. ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



11 September 2010

Dear Pupils

Inspection of Buckshaw Primary School, Chorley, PR7 1XP

Thank you for the friendly welcome you gave the team when we inspected your school. We enjoyed meeting you and seeing the many interesting things you do.

The inspectors judge that yours is a satisfactory school and that:

- you make satisfactory progress through the school
- adults look after you well and make sure you are safe, in and around school
- the provision for pupils with special educational needs and/or disabilities is good
- you are polite and considerate and behave well
- your understanding of how to stay safe and live a healthy lifestyle is good
- in your questionnaires, you say you enjoy school and learn a lot
- the headteacher, staff and governors are working hard to help you do better.

What we have asked your school to do now is to:

- improve your skills in constructing sentences accurately, your ability to solve mathematical problems and provide more opportunities for you to improve your writing and problem-solving skills across the curriculum
- make sure teachers have high enough expectations of what you can achieve, always give you work that makes you think hard and provide more opportunities for you to explore ideas for yourselves
- develop the skills of subject leaders in checking and improving your learning
- improve the use of the outdoor area for children in the Reception class.

All of you are a credit to your school and can help it improve further by continuing to try your best in your activities.

Yours sincerely

Melvyn Hemmings

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.