

Inspection of Buckingham Primary School

Buckingham Road, Hampton TW12 3LT

Inspection dates: 3 and 4 December 2024

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Buckingham Primary School is a welcoming and safe place where everyone is valued. Pupils feel proud to be part of the inclusive school community. Staff provide high-quality pastoral care, and pupils know they can rely on them to help resolve any issues or worries. As a result, pupils are kept safe, feel well cared for and are happy.

The school's motto of believe, persevere, succeed is threaded through all aspects of school life. This ambition is reflected in the pupils' achievements. Pupils with special educational needs and/or disabilities (SEND) are well catered for at the school. They develop confidence and are happy here.

Positive and caring relationships are central to the work of the school. This is a listening school. Leaders hear the voices of staff and pupils. Pupils are taught the importance of kindness and respect. Staff encourage pupils to demonstrate these values.

The school has developed a culture of reading for pleasure. There is a vibrant library, and pupils regularly discuss what they are reading, for example in the book talk assemblies. This encourages and motivates pupils to develop a love of reading.

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

The school provides a broad and accessible curriculum. This enables pupils to develop well. All pupils in the school study the same ambitious curriculum. It is organised in a way that meets pupils' needs. Leaders have thought carefully about the key knowledge they want pupils to know from the Nursery onwards. Typically, curriculum content is well sequenced and helps pupils to develop the knowledge and skills that they need.

Teachers have strong subject knowledge. In lessons, they provide opportunities for pupils to recall their prior learning. Teachers explain concepts clearly. They prioritise building pupils' communication skills. Engaging activities help pupils understand what they need to learn. Staff adapt learning so pupils with SEND can access it alongside their peers. Across the school, pupils develop both their vocabulary and their writing skills confidently. However, occasionally, in a few subjects, teachers use activities that do not support pupils to build their knowledge as effectively as they could. This hinders how well pupils learn subject content.

The school prioritises identifying the needs of pupils with SEND in order to provide personalised and effective support. Staff follow clear systems which help them to adapt their teaching to the benefit of pupils with SEND. Tailored support ensures that pupils with SEND access the curriculum successfully. This helps pupils with SEND grow in confidence and independence. These pupils thrive at this school.

Reading is prioritised across the school. Staff expertly deliver the phonics programme, beginning in the early years. Pupils who start to fall behind are identified quickly and staff provide appropriate support for them to catch up. Reading books are well matched to

pupils' stage of development. Pupils learn to read fluently and develop into confident readers over time. Pupils talk enthusiastically about reading.

Children in the Reception Year have an extremely positive start to their education. They are carefully prepared for their learning in key stage 1. The curriculum in early years is well thought out. There is a language-rich environment where staff nurture children's confidence and curiosity. Children frequently experience a range of stories and rhymes that develop their understanding of language. Staff support children to articulate their feelings and learning.

Pupils' behaviour is calm and positive around the school. When some pupils struggle with their behaviour the school works effectively with parents and carers, and external agencies to provide the support they need. Leaders have prioritised attendance in recent years, which has led to some improvement. However, attendance remains low for some pupils.

Pupils' personal development is at the heart of the school's work. Pupils develop strategies to help them manage their own emotions. They are taught to respect and celebrate differences within and beyond the school community. The curriculum helps pupils to be ready for their next steps. For example, they learn about online safety. This helps them make safe and responsible choices. Pupils benefit from a range of educational visits that enrich their learning in the curriculum. School clubs, such as fashion design club and gardening club, are rotated to give pupils a chance to try different things.

The school makes considered decisions in the best interests of pupils. Staff are overwhelmingly positive about working at the school. Governors are effective in their roles and understand their statutory duties. They visit the school to check on safeguarding, pupils' learning and the well-being of staff.

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 foundation subjects, the tasks that pupils are asked to complete do not help them to learn and remember what is set out in the curriculum. When this happens, pupils do not develop the depth of subject-specific knowledge and skills that they should. The school should ensure that staff provide pupils with work that enables them to know and remember more.
- Some pupils' attendance remains low. As a result, these pupils miss out on valuable learning. The school should continue to work closely with pupils and their families to improve the attendance of these pupils so they can benefit from the academic and pastoral support available to them.

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	102904
Local authority	Richmond Upon Thames
Inspection number	10345853
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	407
Appropriate authority	Local authority
Chair of governing body	Duncan Knox
Headteacher	Caroline Boyle
Website	www.buckingham.richmond.sch.uk
Date of previous inspection	19 June 2019, under section 8 of the Education Act 2005

Information about this school

- The school uses two unregistered alternative providers.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- The inspectors spoke to senior school staff, subject leaders, members of the school governing board and a representative of the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, history, and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the 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' interests first.
- Inspectors took account of responses to Ofsted surveys for staff and pupils, Ofsted Parent View, and the free-text responses. They also spoke to parents on the playground.

Inspection team

Sam Johnson, lead inspector	His Majesty's Inspector
Dave Collins	Ofsted Inspector
Marais Leenders	Ofsted Inspector
Amy Jackson	Ofsted Inspector

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