

# Buckton Vale Primary School

Swallow Lane, Carrbrook, Stalybridge, Cheshire, SK15 3NU

**Inspection dates** 24–25 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	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.

- Achievement is good. The standards achieved by pupils are now above average at the end of each year in reading, writing and mathematics.
- Progress is good in reading, writing and mathematics for almost all pupils. An increasing proportion of pupils make consistently better than expected progress
- The quality of teaching is good in the Early Years Foundation Stage and across Key Stage 1 and Key Stage 2, and some teaching is outstanding.
- Behaviour is good. Pupils say that they feel safe in school and are well supported by a range of adults. Peer mediators have a significant impact on pupils' behaviour at playtime.
- Pupils' attitudes to learning are positive. They enjoy working together and take on positions of responsibility with enthusiasm.
- The school's work to support vulnerable pupils and ensure that they are achieving well is a particular strength.
- Attendance is above average.
- Senior leaders and governors have taken decisive action to improve the quality of teaching since the last inspection and have ensured that standards have risen.
- School leaders have accurately identified areas for improvement and are taking steps to drive-up standards further.
- Governors hold the school to account robustly for its performance and have played an active role in driving improvements.

### It is not yet an outstanding school because

- The progress that pupils make in mathematics is not quite as good as that made in reading and writing.
- Although the majority of teaching over time is good or outstanding, a small amount still requires improvement.
- Teachers sometimes do not have high enough expectations of what pupils can achieve, especially the more able.
- Teachers' feedback and marking do not always give pupils clear advice about how to improve their work.

## Information about this inspection

- Inspectors observed 16 lessons or part lessons, two of these were observed jointly with the headteacher.
- Meetings were held with groups of pupils, staff, several members of the governing body and a representative of the local authority.
- Fifty one responses from parents via the online questionnaire (Parent View) were also taken into account.
- Inspectors reviewed 19 responses from staff to the inspection questionnaire.
- Inspectors observed the school's work and looked at a wide range of documentation including: assessment data; the school's evaluation of its work; minutes from governing body meetings; safeguarding documentation; reports written by consultants commissioned to analyse areas of the school's performance; information about performance management; monitoring records; and the school's improvement plan.
- Pupils read to the inspectors who also reviewed samples of their work.
- They observed pupils' behaviour at playtime, around the school and in lessons.
- Inspectors also observed an assembly.

## Inspection team

Clare Daniel, Lead inspector	Additional Inspector
Doreen Davenport	Additional Inspector
Christine Potter	Additional Inspector

## Full report

### Information about this school

- This is an average-sized primary school.
- The proportion of pupils known to be eligible for support through the pupil premium is below average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.)
- A below average proportion of pupils is supported through school action.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The school has a resourced base provision for pupils with moderate learning difficulties.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics at the end of Year 6.

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

- Improve the quality of teaching so that all is consistently good and more is outstanding by:
  - ensuring that teachers identify learning targets for pupils which build on what they already know and can do, and that are reviewed regularly
  - checking that the marking in pupils' books always evaluates the progress they have made, and gives them very clear guidance about how to improve their work
  - making sure that lessons contain a suitable level of challenge, especially for the more able pupils, so that pupils' progress in mathematics matches that in reading and writing
  - ensuring that pupils have more opportunities to practise and develop their mathematical skills in different subjects.

## Inspection judgements

### The achievement of pupils is good

- Although there are variations in each cohort, the majority of children join the Reception class with broadly typical skills for their age. Most make good progress and the proportion of children who achieved a good level of development in 2014 was above average.
- Most pupils enter Year 1 with average attainment. Standards reached by pupils in reading, writing and mathematics at the end of Key Stage 1 are above average.
- In 2013, a below-average proportion of pupils achieved the expected standard in the check of Year 1 pupils' understanding of the links between letters and sounds (phonics). However, the school has made improvements in the quality of teaching of phonics and this year a much higher proportion have achieved the expected standard.
- Pupils are enthusiastic about reading and read regularly at home and at school. There are many opportunities for pupils to use their reading skills across a wide variety of subjects.
- Pupils' attainment at the end of Key Stage 2 is now above average in English and mathematics. Almost all pupils have made at least the expected amount of progress and many have exceeded this.
- Current assessment data and work in pupils' books indicate that most pupils in the school are now making better than expected progress in all areas. The progress made by pupils in reading and writing is slightly better than in mathematics in almost all classes.
- The progress of disabled pupils and those with special educational needs is good because of the high-quality support that they receive. Their learning needs are clearly understood by the adults working with them and activities are planned to meet their specific learning needs.
- While most pupils are making better than expected progress across all subjects, the more able pupils are sometimes not as well-challenged as they could be by the activities they undertake in lessons, especially in mathematics. As a result they occasionally make less progress than their peers.
- The majority of pupils currently in school who are eligible for support through the pupil premium make good progress. In 2013 at the end of Year 6, the achievement of pupils entitled to free school meals was approximately two terms behind their peers in writing and four terms behind their peers in reading and mathematics. The school has targeted additional support effectively to make sure that the standards achieved by this group of pupils have improved so that the gap has narrowed between these pupils and their peers.
- Pupils who attend the resourced base provision make good progress from their starting points and are well supported in their learning.
- The school ensures that all pupils have an equal opportunity to succeed because the achievement of all groups of pupils is now good.

### The quality of teaching is good

- School leaders have taken action to address previous weaknesses in the quality of teaching and to improve it. Pupils' work in their books and lessons observed during the inspection, as well as information from the school's own assessments, confirm that teaching is improving and is good overall and, as a result, almost all pupils are making good progress.
- The quality of teaching in the Early Years Foundation Stage is good. All adults plan and lead learning activities which are well matched to the needs of the children. As a result of high-quality questioning and support, most children achieve well. Their language development is encouraged through a range of exciting learning opportunities and all members of staff have high expectations of what the children can achieve.
- Teachers focus well on English and mathematics. They also ensure that pupils experience a wide ranging and enriched curriculum, supported by many visits and visitors. Pupils are often

enthusiastic and say that they think lessons are fun, especially when themes and topics are delivered which are based on pupils' interests.

- Teaching in Key Stages 1 and 2 is mainly good and some is outstanding. Where learning is good, pupils are engaged in their work because it is well planned so that pupils of all abilities are challenged and motivated to do well. The subject matter or theme is exciting and resources are well used to maintain pupils' attention throughout. Pupils are given significant opportunities to work together and to assess each other's work in a meaningful way.
- On the rare occasion when learning is not yet good, teachers do not have high enough expectations of what pupils can achieve, or do not use feedback and marking effectively to give pupils' clear guidance about how to improve. Pupils assess their own work and that of their peers very regularly, but their comments alone are not focused or well-informed enough to ensure that they make consistently good progress.
- In a few classes, pupils' targets are not always identified accurately or reviewed often enough and, as a result, pupils are sometimes unsure about which skills they should be developing.
- In a Year 4 class where pupils were learning about the difference between the experiences of poor children and rich children in the past, good use was made of technology to share a video clip which engaged the pupils and inspired discussion. Well-prepared resources meant that all pupils could present their work in a variety of ways after they had discussed their thoughts together. There were high expectations of what the pupils could achieve and also of the standards that they were aiming for in their written responses.
- Additional adults support pupils well in individual sessions, group work and class work, and because their sessions are focused accurately on the needs of their pupils most make good progress.
- Pupils who attend the resourced base provision are taught well. Lessons meet their individual needs and their timetable is reviewed regularly to make sure that they have equal access to the curriculum wherever possible.

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

- The behaviour of pupils is good. In lessons pupils listen to staff and to each other well and are given many opportunities to work together to share ideas and assess each other's progress.
- Pupils say that they think behaviour is good and has improved as a result of the school's use of reward cards. They know how the school expects them to behave and the importance the school community places on values, and appreciate the consistent way in which behaviour is managed.
- They say that any small incidents are dealt with well by staff and are positive about the role the school's peer mediators have in managing behaviour on the playground and around the school.
- The behaviour of pupils in the school's resourced base provision is well managed and effective strategies are in place to support pupils' well-being and safety.
- The school's work to keep pupils safe and secure is good. Relationships between pupils and adults are positive and pupils trust the school's staff to help them if they have any problems or concerns.
- Pupils said that they feel very safe in school, there are very few incidents of bullying and that staff deal with them promptly. They demonstrate a good awareness of how to keep themselves safe especially when using the internet. The school is currently working with families to ensure that both pupils and their parents have a good awareness of e-safety.
- All staff and the vast majority of parents who responded via Parent View said that they felt pupils were well behaved, and most said that bullying was effectively dealt with. The school keeps detailed records of how it manages any incidents.
- There have been a very small number of fixed-term exclusions and one permanent exclusion since the last inspection. The school's procedures for managing exclusions are robust and effective.
- Effective procedures are in place to keep vulnerable pupils safe and the school can provide clear evidence of how it has worked with other agencies to protect and nurture pupils. The impact of

this support on the achievement and attendance of these pupils is significant and this is a strength of the school.

- Pupils enjoy the responsibility of being school councillors and are enthusiastic about the way the school listens to their opinions.
- Attendance is above average.

## The leadership and management are good

- Senior leaders and governors have identified the right priorities for improvement and the pace of change since the last inspection has been rapid, especially in the last year. Effective action has meant that the quality of teaching has improved and standards have risen.
- Most pupils are now making better than expected progress as a result of further improvements in the quality of teaching and a more detailed and regular analysis of the pupils' performance.
- The monitoring of teaching is thorough, and all senior leaders take an active role in identifying strengths and areas for improvement. Recently qualified teachers are well supported by senior staff and have training plans tailored to meet their individual needs.
- The headteacher regularly uses information about pupils' progress to identify specific groups that need additional support. Achievement is monitored by senior leaders who have recognised that the progress pupils make in mathematics, while better than expected, is not quite as good as the progress they make in reading and writing.
- Provision for the pupils in the resourced base provision is well led and managed and, as a result, they make good progress and achieve well.
- Teachers and school leaders have targets based on their performance and pupils' progress. Regular meetings take place to review and monitor how well staff are meeting their targets. Pay progression is closely linked to teachers' performance and the quality of their teaching.
- Safeguarding requirements are met.
- The curriculum promotes pupils' spiritual, moral, social and cultural development well and is enriched with many clubs and visits. Pupils particularly enjoy taking part in the sporting opportunities that are provided within school and across the local cluster of schools. They also value the regular outdoor learning opportunities and took inspectors on a lively tour of the school grounds where they were able to talk about how these activities helped to build their resilience and confidence when taking risks.
- Although pupils have many opportunities for developing their reading and writing skills in different subjects, they do not have as many chances to practise their mathematical skills, and, as a result, the progress that they make, while better than expected, is not as strong as in reading and writing.
- The school has detailed plans to spend new primary sport funding to increase participation in physical education, to improve the quality of teaching through the use of sports coaches and to deliver further professional development to teaching staff. The impact of this will be reviewed at the end of the school year. The physical education leader is having a significant impact on increasing the participation of pupils in a range of sporting activities and monitoring the quality of teaching.
- The local authority has provided support for the school since the last inspection in the form of training and input from a range of other school leaders. The school has also taken the opportunity to employ several consultants to help them to improve the quality of teaching and raise achievement.
- **The governance of the school:**
  - The governing body is very supportive of the work of the school and has a well-informed awareness of achievement and the quality of teaching. Governors are recruited according to their skills and the governing body has been well placed in the last year to drive up standards and improve the quality of teaching. The headteacher ensures that information given to governors is accurate and governors challenge the school regularly about its performance. Governors understand how to use teachers' performance management to improve the quality

of teaching and achievement, and have been proactive in managing weaker teaching effectively. They visit the school to observe aspects of its work, meet with specific staff and regularly report their findings to senior leaders and the governing body. The governors have a good understanding of how the school spends pupil premium funding and the impact on pupils' achievement.

## 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>	106191
<b>Local authority</b>	Tameside
<b>Inspection number</b>	442352

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>	260
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Steve Noble
<b>Headteacher</b>	Simon Hunter
<b>Date of previous school inspection</b>	16 January 2013
<b>Telephone number</b>	01457 833102
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