

Inspection of a good school: Budbrooke Primary School

Styles Close, Hampton Magna, Warwick, Warwickshire CV35 8TP

Inspection dates:

24 and 25 January 2023

Outcome

Budbrooke Primary School continues to be a good school.

What is it like to attend this school?

This is a friendly school. Pupils welcome visitors with a smile. Staff have high expectations of pupils. Pupils rise to these. From the early years through to Year 6, pupils work and play together happily. They achieve well.

Pupils concentrate on their work in lessons. They are calm and sensible around the school. Pupils are kind to each other. They follow the school rule of 'consideration' diligently. Pupils feel safe in school. They know what to do when bullying happens. Leaders take the rare incidents that occur seriously. Pupils say that adults listen and help them when they have a problem.

Pupils develop broad knowledge in many subjects. They find learning interesting and say that lessons are fun. However, in a very few subjects, some important concepts are not taught deeply enough. A small number of pupils need more help with their reading.

Pupils relish opportunities to make decisions about their school. They vote for who will represent them in roles such as eco-committee members and maintenance masters. Pupils are proud of the difference they have made. They talk enthusiastically about planting new trees and moving to paperless newsletters. Leaders provide a rich range of after-school activities to broaden pupils' interests. Uptake is high.

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

The curriculum in reading and mathematics builds pupils' knowledge step by step. By the end of key stage 2, pupils achieve well in these subjects.

Children develop a strong understanding of number and shape in Reception. This provides a solid foundation for future learning. Staff teach important concepts in a logical order across key stages 1 and 2. Pupils practise number facts and multiplication tables in daily 'maths meetings'. This keeps pupils' skills sharp and means that they can recall number facts quickly when solving problems. Teachers encourage pupils to use resources such as

bead strings and counters when they are learning something new. This strengthens pupils' understanding. Staff also make effective use of resources to support the learning of pupils with special educational needs and/or disabilities (SEND).

Pupils learn phonics every day. Their reading books match the sounds they are learning. This helps pupils to grow in confidence and fluency. Teachers check regularly which sounds pupils know. They use this information to revisit sounds that pupils need more practice with. The small number of pupils who are behind where they should be receive extra support. However, some of these pupils do not catch up quickly with their peers. The support is not frequent enough to make this happen.

All pupils study a broad range of subjects. This includes pupils with SEND. Starting in the early years, there is a focus on language. Pupils build up a rich bank of vocabulary. For example, Reception children accurately describe animals that come out at night as nocturnal. Year 2 pupils use terms such as algorithm, cell, row and column confidently when talking about spreadsheets in computing.

Teachers use a range of published materials to know what to teach and when. In several subjects, these materials set out the small pieces of knowledge pupils need to learn. Teachers explain and model important concepts clearly. This helps pupils to develop a secure understanding. Teachers know pupils well. They adapt their teaching to address any gaps in learning pupils may have. Individual plans help teachers to know how best to support pupils with SEND.

Staff teach subjects such as geography and history through cross-curricular projects. Leaders have set out what pupils should know at the end of each of these. However, leaders have not always identified the specific knowledge that pupils need to achieve these end points. This means that teachers sometimes teach large concepts in one go rather than breaking them down into smaller parts. Occasionally, teachers do not teach concepts in a logical order or revisit them to help pupils' memory. As a result, parts of pupils' learning are superficial.

Teachers establish clear expectations and routines for children's behaviour in the early years. These continue throughout the school. Teachers manage rare incidents of poor behaviour effectively. As a result, pupils can focus on their work without interruption.

Pupils are respectful of different faiths, cultures and characteristics. They understand that everyone is equal. Pupils learn about their community through visits from people such as the fire service and local councillors. Staff ensure that pupils understand the importance of a healthy lifestyle. For example, Year 6 pupils can explain the detrimental effects that smoking has on the heart. Pupils also learn about mental health, including the early warning signs that show they are feeling worried or upset.

Safeguarding

The arrangements for safeguarding are effective.

Staff know pupils well. They are clear on what to do if they are concerned about a pupil.

Leaders take appropriate action to keep pupils safe. They provide extra support for pupils who need it, for example 'Budbrooke buddies' at lunchtimes. If families need help, leaders signpost them to relevant agencies.

Pupils learn how to keep themselves safe online. For example, pupils learn not to share personal details or open emails and messages from people they do not know. Staff also teach pupils how to manage other risks. This includes risks specific to the local community such as the nearby train track.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There are a small number of pupils in the early years and key stage 1 who are behind in the school's phonics programme. Although they receive extra support, this is not frequent enough. This means that these pupils are not catching up as quickly as they could. Leaders should ensure that these pupils receive effective support so that they catch up more quickly.
- In some cross-curricular projects, subject leaders have not identified the pieces of knowledge that pupils need to learn to achieve national curriculum expectations. They have not given enough thought to how they want pupils' knowledge to build over time. As a result, teachers sometimes cover complex concepts in a superficial way and do not make links between past and future learning. Leaders need to ensure that they break national curriculum expectations down into what pupils need to learn and when so that they achieve what leaders intend.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in September 2017.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

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| Unique reference number | 141244 |
| Local authority | Warwickshire |
| Inspection number | 10240928 |
| Type of school | Primary |
| School category | Academy sponsor-led |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 197 |
| Appropriate authority | Board of trustees |
| Chair of trust | Simon Atkins |
| Headteacher | Corinne Thomas |
| Website | www.budbrooke.warwickshire.sch.uk |
| Date of previous inspection | 19 and 20 September 2017, under section 5 of the Education Act 2005 |

Information about this school

- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector held meetings with the headteacher, the deputy headteacher and other leaders.
- The inspector spoke with the chair of the trust and the chief executive officer. The inspector also met with the chair and vice-chair of the school standards committee.
- The inspector carried out deep dives in these subjects: early reading, mathematics and computing. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector also spoke with leaders about the curriculum in physical education, geography, science, religious education and languages.

- The inspector listened to a sample of pupils from different year groups read and talked to them about their reading.
- The inspector observed pupils' behaviour in lessons and at social times. The inspector spoke formally with groups of pupils, as well as talked to pupils in lessons and around school. The inspector reviewed the responses to Ofsted's online pupil survey.
- The inspector met with leaders about the school's safeguarding procedures. The inspector reviewed policies and records relating to safeguarding, bullying and pupils who have left the school. The inspector spoke to pupils and staff about pupils' safety.
- The inspector reviewed a range of documentation, including the school's self-evaluation and improvement plans and information on the school's website.
- The inspector took account of the responses to Ofsted Parent View, including the free-text comments. The inspector spoke with parents at the beginning of the school day. The inspector also considered the responses to Ofsted's online staff survey.

Inspection team

Claire Jones, lead inspector

His Majesty's Inspector

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