

# Inspection of Buckton Fields Primary School

Home Farm Drive, Northampton, Northamptonshire NN2 8ES

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Inspection dates: 25 and 26 June 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The principal of this school is Sarah Straiton. This school is part of Preston Hedges Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Paul Watson, and overseen by a board of trustees, chaired by Michael Brinkley. There is also an executive principal, Tracey Coles, who is responsible for this school and one other.

## **What is it like to attend this school?**

In a relatively short time, since opening in 2021, this school has firmly established a caring and inclusive culture. Pupils feel safe in the school. They enjoy very positive relationships with each other and their staff. Classrooms are calm and orderly. At playtimes, pupils play together happily. They are kind, polite, and respectful. Incidents of poor behaviour are exceptionally rare.

The school's aspiration is to provide a curriculum based on 'fun, creativity and achievement'. Staff have very high expectations for what all pupils, including those with special educational needs and/or disabilities (SEND), can achieve. Pupils have very positive attitudes to learning. They work hard and achieve well.

In the early years, children eagerly learn and play in the interesting learning environment that staff have created for them. Pupils throughout the school learn how to lead happy and healthy lives and become confident and active citizens of the world. There is a range of extra-curricular clubs for pupils to develop their sporting or artistic interests. Trips to museums and theatres further enrich pupils' learning and provide memorable experiences.

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

The school has developed a broad and ambitious curriculum, which begins in the early years. Children in Reception are exposed to a wide range of vocabulary. There are well-planned opportunities for them to develop physical and social skills. As the school has grown year on year, staff have planned precisely what pupils should learn across the full range of National Curriculum subjects. Important knowledge is sequenced well, in small steps, so that pupils' gain a depth of understanding as they progress.

The school places a high priority on reading. In Reception and Year 1, phonics lessons provide pupils with the knowledge they need to become increasingly confident readers. Those who struggle with reading benefit from effective extra support. Pupils are exposed to increasingly challenging texts as they develop as readers. They learn to appreciate and analyse different styles and genres. Staff read to pupils often. They choose rhymes and stories carefully to excite and interest pupils to promote a love of reading. Pupils read often from books that are well matched to their stage of reading. They enjoy reading and the rewards they can earn for doing so.

In lessons, pupils behave well and are attentive. Staff explain new concepts clearly and plan interesting activities to help pupils understand new knowledge and practise new skills. There are lots of opportunities to revisit previous topics. This helps pupils to make connections and remember what they have already learned. Pupils enthusiastically discuss their learning with each other and eagerly engage with tasks. Most of the time, they gain knowledge securely and remember what they have learned. However, staff do not always check pupils' learning well enough. This

means that they do not always identify gaps in pupils' knowledge or address misconceptions quickly.

Pupils with SEND are prioritised in the school. Staff know these pupils well. Where it is necessary, they carefully adapt lessons, or provide extra support, so that pupils with SEND can access the ambitious curriculum. As a result, pupils with SEND achieve well.

In the early years, learning themes are carefully chosen to excite children as they learn about the world they live in. Activities provide opportunities for children to be creative and stretch their curiosity. Children show high levels of focus in phonics and mathematics lessons. They are being very well prepared for their next stages in education.

Pupils talk confidently about diversity and equality. The curriculum encourages them to learn about different faiths and cultures while also helping them to appreciate their local community.

The school has overcome significant challenges since opening in 2021. Due to problems with the school building, they were forced to relocate to another school in the trust before returning to temporary buildings on the school grounds. Parents and carers told inspectors that the school managed this difficult period very well. They appreciate the efforts that the school made, and continues to make, to communicate with them and to consider their views.

Staff are happy and proud to work at the school. They value the support that they get to manage their workload and appreciate the opportunities to develop their expertise. Leaders and trustees from the multi-academy trust know the school well. They provide strong support and challenge to the school as it continues to grow.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- In lessons, staff do not always check pupils understanding carefully enough. Gaps in pupils' knowledge are not always identified. Misconceptions are not always addressed quickly or effectively. Pupils do not always learn as securely as they might. The school needs to make sure that staff check pupils' learning accurately and routinely in lessons, and that they address gaps and misconceptions quickly and effectively.

## 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

<b>Unique reference number</b>	148569
<b>Local authority</b>	West Northamptonshire
<b>Inspection number</b>	10298557
<b>Type of school</b>	Primary
<b>School category</b>	Academy free school
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	168
<b>Appropriate authority</b>	Board of trustees
<b>Chair</b>	Michael Brinkley
<b>CEO of the trust</b>	Paul Watson
<b>Principal</b>	Tracey Coles (executive principal) Sarah Straiton (principal)
<b>Website</b>	<a href="https://bucktonschool.org.uk">https://bucktonschool.org.uk</a>
<b>Date of previous inspection</b>	17 June 2021, under section 8 of the Education Act 2005

## Information about this school

- The school is part of Preston Hedges Trust.
- The school uses no alternative provision.
- Currently, the school has pupils in Reception, Year 1 and Year 2. The school is growing by adding another year group each year.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgment 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.
- Inspectors met with the principal, the executive principal, the assistant principal, the special educational needs coordinator and other school leaders.
- The lead inspector met with the chief executive officer and other leaders from the multi-academy trust. The lead inspector also met with representatives of the board of trustees, including the chair.
- Inspectors carried out deep dives in these subjects: reading, mathematics, science, and history. 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. The lead inspector listened to some pupils read to their teacher.
- To evaluate the effectiveness of safeguarding, the 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 met with pupils from across the school, including pupils with SEND.
- Inspectors met with parents and considered the responses to Ofsted Parent View.
- Inspectors spoke to a range of teaching and non-teaching staff to hear their views on the school. Inspectors also considered the views expressed in an online staff survey.

### **Inspection team**

John Spragg, lead inspector

His Majesty's Inspector

Dave Ellison-Lee

Ofsted Inspector

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