

# Inspection of a good school: Padbury Church of England School

Main Road, Padbury, Buckingham, Buckinghamshire MK18 2AP

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Inspection date: 26 April 2022

## Outcome

Padbury Church of England School continues to be a good school.

## What is it like to attend this school?

This is a friendly, welcoming school. Leaders know pupils and their families well. They want the best for all pupils. Leaders have ensured that the school's values of love, courage, respect, hope, fellowship and trust are at the heart of the school. Pupils thrive in this atmosphere of care. They feel happy, safe and valued. Parents are very positive about the school. All those who completed the Ofsted online survey, Ofsted Parent View, would recommend it.

Leaders have high expectations of pupils. This helps all pupils to thrive and achieve well. Staff encourage pupils to be responsible, caring and ambitious. Systems such as 'fill my bucket', where pupils collect a 'bucket' of positive thoughts about themselves, encourage positive thinking. Pupils want the best for everyone. They celebrate each other's successes and are inspired by each other.

Behaviour across the school is consistently good. Pupils want to behave well. They glow with pride when they are moved up the behaviour ladders. At social times, pupils are kind and considerate. They treat everyone with respect. Pupils understand and know about the different forms of bullying. Staff act promptly on the rare occasions any incidents arise so that any potential issues are quickly resolved.

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

Leaders have designed a broad and ambitious curriculum. All pupils, including those with special educational needs and/or disabilities (SEND), generally learn well. This is because leaders have identified the key knowledge and skills that pupils need to reach appropriate end points.

In subjects where learning is strong, such as in English and mathematics, teachers check pupils' knowledge regularly and use this knowledge to develop activities to build on pupils' understanding. Leaders have recognised that they have not fully developed ways of checking knowledge in all other subjects. This means that teachers do not always focus

learning precisely enough so that it builds on what pupils already know to deepen their understanding.

Leaders prioritise reading. In Reception Year children learn to read quickly and well. Staff are well trained in teaching phonics, which is regular and effective. Careful assessment helps ensure that any pupils who start to struggle are identified and given the support they need to catch up quickly. Across the school, pupils delight in the wide range of texts that inspire and inform them. Staff enthusiasm ignites pupils' interest. Pupils carefully consider which stories they would like to hear and read, revisiting old favourites and exploring new choices.

The mathematics curriculum is taught well. Teachers, including in the early years, have good subject knowledge. They model and explain new concepts effectively. Leaders have ensured that any gaps in pupils' knowledge caused by the pandemic have been identified and filled so that pupils can build knowledge effectively. Pupils enjoy mathematics. They are enthusiastic and understand and remember what they learn.

The school has a small, but growing number of pupils with SEND. Leaders identify and meet the needs of pupils with SEND well. Pupils with additional needs are supported effectively to develop their skills and confidence and to enjoy learning across the curriculum.

Pupils are enthusiastic learners. They work well together and are keen to share their ideas and build on each other's suggestions. Pupils listen attentively and contribute answers when asked. They behave well in lessons and throughout the day. The school is a calm and orderly environment. Learning is valued.

The school's work to support pupils' wider development is a strength. Pupils enjoy a wealth of carefully planned opportunities that enhance their spiritual, moral, social and cultural development. The prayers that pupils have written in the reflection areas demonstrate empathy and a knowledge of the world around them. Pupils are encouraged to look out into the wider world from a base of secure personal development. They are well informed, reflective and articulate. This helps them to be ready to take the next steps in their education and beyond.

The trust and governors work effectively in partnership to provide leaders with well-informed scrutiny and support. Staff are proud to work at this school. They describe it as 'one big family'. The atmosphere of care and support extends to everyone. Leaders are mindful of staff's well-being and workload, and staff are appreciative of the work leaders do across the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders provide staff with regular updates and training. Staff follow school procedures

without delay to report any concerns they may have about a pupil. Actions to keep pupils safe are timely and appropriate. This helps ensure that pupils get the support they need to stay safe.

Leaders have ensured that everyone remains vigilant. There is no complacency. Regular review helps to adapt resources and the curriculum so that pupils learn how to keep themselves safe, including online.

The trust and governors check that the school meets its safeguarding obligations.

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

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

- Processes to review learning in some subjects across the wider curriculum are not yet fully developed. This means that sometimes teaching sequences are not precisely matched to pupils' needs or prior knowledge. Leaders should fully evaluate the impact of curriculum plans on ensuring that pupils know more and remember more over time in the subjects which are still in the development stage.

## **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 a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Padbury Church of England School, to be good in November 2013.

## **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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## 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

<b>Unique reference number</b>	145216
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10227000
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	103
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Malcolm Peckham
<b>Headteacher</b>	Lucy McFarlane
<b>Website</b>	<a href="http://www.padburyschool.co.uk">www.padburyschool.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Padbury Church of England School became an academy on 1 February 2018. The school is a part of the Oxford Diocesan Bucks Schools Trust.
- The school does not currently use any alternative provision.
- The last section 48 Statutory Inspection of Anglican and Methodist Schools took place in January 2019.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- During the inspection, the lead inspector met regularly with the headteacher. The lead inspector met with a group of governors and held a meeting with representatives from the trust.
- The inspectors conducted deep dives into reading, mathematics and computing. For each deep dive, an inspector discussed curriculum planning with the subject leader, 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 reading.

- Records associated with safeguarding were reviewed, including the single central record and appointment procedures. The inspectors spoke to staff about their safeguarding training and spoke to pupils about the support they have in understanding how to keep safe.
- Inspectors reviewed responses to Ofsted's parent, pupil and staff questionnaires.
- The inspectors met with groups of staff to discuss their views about the school, including workload and well-being. The inspectors met with several groups of pupils, as well as speaking to pupils during lessons, in the playground, and around the school.

### **Inspection team**

Deborah Gordon, lead inspector

Ofsted Inspector

Lizzie Jeanes

Ofsted Inspector

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