

# Inspection of Bushfield School

Moon Street, Wolverton, Milton Keynes, Buckinghamshire MK12 5JG

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Inspection dates: 9 and 10 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Previous inspection grade	Good

## What is it like to attend this school?

Everybody at Bushfield School puts pupils at the heart of everything. They are aspirational for every pupil and seek to unlock their potential. The school's values, affectionately known as the 'three rings', motivate pupils to do the right thing. They learn to be a skilful learner, a team player and proud of who they are. Pupils achieve exceptionally well in some subjects, especially French and physical education (PE).

The enrichment opportunities that pupils have are second to none. There is something for everyone. Pupils can learn to bake, sing, paint and dance, for example. Sport is a highlight. Every child plays in a sporting fixture. Pupils' sporting prowess is remarkable.

Pupils are exuberant in all they do. They are delighted they can all play together again for the first time since the COVID-19 restrictions began. Outside, there is much on offer for pupils to get stuck into. The games court, spacious fields and climbing equipment are very popular.

Around school, pupils are clear about the school's rules and routines. They behave well. Pupils are not worried about bullying. They feel safe and know they could call on any adult to help them.

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

The executive and associate headteachers have built a team of adept leaders all pulling in the same direction. Leaders are proud of their curriculum and they should be. It is built on high expectations and a clear understanding of how pupils learn well. Subject leaders are experts. They know the end points pupils must reach. To achieve these goals, knowledge is carefully sequenced, with much thought given to how it builds step by step. Leaders have worked closely with a local secondary school to check that the curriculum content will prepare pupils well when they move on.

In some subjects, the curriculum is delivered expertly. Staff have excellent subject knowledge. They know how to break down new learning into sensible chunks and ensure pupils recall knowledge and practise skills continually.

In other subjects, however, leaders' high expectations are not fully embedded. Here, teachers set work for pupils which is not demanding enough. This hinders pupils in acquiring more knowledge. Furthermore, there are inconsistencies in how teachers ensure that pupils' handwriting and presentation of work is of high quality.

Leaders are reviewing how teachers assess. For example, quizzes are used proficiently as a means of determining pupils' understanding at the end of topics. This allows teachers to quickly pick up any misconceptions. However, sometimes these checks do not focus precisely enough on whether pupils have remembered the right things.

Everyone's commitment to a love of reading is palpable. The school is like its own bookshop. In addition, the 'reading tree' motivates pupils to read more and recommend books to their friends. However, the COVID-19 pandemic has affected some pupils' reading skills. They are behind where they should be and are not yet fluent. Leaders have put in place an intensive programme which is helping these pupils to catch up. Pupils systematically and regularly revisit sounds and reread books closely matched to their phonics knowledge.

The inclusion manager knows the provision for pupils with special educational needs and/or disabilities (SEND) inside out. Screening for any additional needs is strong. Staff are well trained. Following this, pupils are well catered for in lessons. Teachers quickly pinpoint any barriers to learning. Across the school, staff use effective strategies so that all pupils learn the same curriculum.

Pupils value each other. Similarities and differences are embraced. Equality is well promoted. In lessons, pupils listen well and work collaboratively without fuss.

Governors are extremely skilful. They are wholly committed to their role and work exceptionally well. The right people are around the table to astutely hold leaders to account. Pupils are the focus of every discussion.

## **Safeguarding**

The arrangements for safeguarding are effective.

The way leaders go about keeping children safe is first rate. Adults are alert because leaders train them so well. Everyone understands their responsibilities. Staff revisit relevant issues and the signs to look out for. Diligent record-keeping is in place. If staff raise a concern, leaders act immediately. The school works resourcefully to help families. Staff are tenacious when they work with other agencies.

From the security of the building to attending to pupils' medical needs, safeguarding is always front and centre. Governors check this culture. They monitor closely to assure themselves that all statutory checks are in place.

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

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

- In some subjects, leaders' high expectations are not yet fully realised. Teachers do not consistently set demanding enough work. They do not always ensure that pupils' handwriting and presentation of work is exemplary. Leaders need to make sure that all teachers know how to translate the curriculum thinking into high-quality learning.
- Assessment is not always well matched to the teaching of the curriculum. This means that leaders do not precisely know how well pupils are remembering

content over time. Leaders should continue their work to establish consistent checks of pupils' retention of knowledge.

## 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>	110256
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	10200897
<b>Type of school</b>	Junior
<b>School category</b>	Foundation
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	410
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jake Yeo
<b>Headteacher</b>	Steve Springett-McHugh (Executive Headteacher) Steve Weston (Associate Headteacher)
<b>Website</b>	<a href="http://www.bushfieldschool.net">www.bushfieldschool.net</a>
<b>Date of previous inspection</b>	16 November 2018, under section 8 of the Education Act 2005

## Information about this school

- Bushfield School is part of the Viaduct Federation with Wyvern School. The executive headteacher and associate headteacher lead across both schools.
- The school does not currently use any alternative provision.

## Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with senior leaders, staff and pupils. The lead inspector met with two governors, including the chair, and a representative from the local authority.
- The inspection team carried out deep dives into these subjects: reading, mathematics, science, music and PE. To do this, they met with subject leaders, had discussions with staff and pupils, visited lessons and looked at pupils' work.

- Some pupils were observed reading to a familiar adult by the lead inspector.
- To evaluate the effectiveness of safeguarding, inspectors spoke with staff and pupils. The lead inspector met with the safeguarding team to examine records and actions. This included sampling a range of safeguarding documentation. A team inspector reviewed checks on the safer recruitment of adults.
- Inspectors talked to pupils from different year groups about their learning and experiences at school.
- The views of staff, pupils and parents were gathered through discussions and Ofsted's online surveys.
- Inspectors scrutinised a range of documentation provided by the school. This included the school improvement plan, leaders' self-evaluation, policies, curriculum documents, published information about pupils' performance, pupil premium strategy, a school improvement visit report from the local authority and minutes of governance meetings.

### **Inspection team**

James Broadbridge, lead inspector	Her Majesty's Inspector
Alan Derry	Her Majesty's Inspector
Clare Morgan	Ofsted Inspector

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