

Biddick Primary School

Inspection report

Unique Reference Number	108816
Local Authority	Sunderland
Inspection number	356430
Inspection dates	18–19 October 2010
Reporting inspector	Ann Wallis

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	236
Appropriate authority	The governing body
Chair	Mr David Townsend
Headteacher	Mrs Susan Stothard
Date of previous school inspection	20 September 2007
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Introduction

This inspection was carried out by three additional inspectors. Inspectors visited ten lessons and saw nine teachers teach. They held meetings with the vice-chair of the governing body, staff and pupils. They observed the school's work, and looked at pupils' books, pupils' progress data and other documentation. They analysed 66 questionnaires from parents and carers and also those from pupils and staff.

- How much progress groups of pupils make, particularly boys, and is this sufficient to confirm the school's judgement that progress is outstanding.
- Whether almost all other aspects of the schools work are of sufficiently high quality to confirm the school's judgements that they are outstanding.
- How effective are assessment procedures and outdoor provision in the Early Years Foundation Stage during a period of transition in leadership and management.

Information about the school

This is an above-average-sized primary school. An average proportion of pupils are known to be eligible for free school meals. A below-average proportion of pupils are from minority ethnic groups and a similar proportion speaks English as an additional language. The proportion of pupils who have special educational needs and/or disabilities is below average. The school has gained Healthy School status, Activemark, Artsmark and basic skills awards.

The privately run on-site provision for childcare, 'Buddies', is subject to a separate inspection and will receive its own inspection report.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Biddick Primary is a good school. Pupils achieve well in the welcoming atmosphere that the school provides, where the talents of both pupils and staff are valued and nurtured. The school has particular strengths, which are much appreciated by pupils, parents and carers, these include:

- the outstanding care, guidance and support it gives to pupils
- the excellent links it forges with parents and carers and other partners all of which support pupils' learning and their personal development very well
- the way in which it develops pupils' personal qualities so their attendance and behaviour are good and they have an excellent understanding of how to stay safe and healthy.

Children enter the Nursery class with skills which are below those expected for their age. During a period of change in leadership and staffing, and during a major refurbishment programme of the outdoor learning space, staff have ensured that children in the Early Years Foundation Stage continue to achieve well. Pupils continue to make good progress as they move through the school to reach average standards when they leave Year 6. All pupils, both boys and girls and those with special educational needs and/or disabilities, make good progress in response to the consistently good teaching they receive. Teachers make lessons interesting by using varied resources and a variety of teaching methods. Lessons proceed at a brisk pace and work is challenging and well-matched to pupils' needs. Consequently, pupils enjoy learning and are keen to succeed.

Although the school's self-evaluation is over generous in some areas, it is very rigorous. Teaching and learning are monitored regularly and the school knows its strengths and weaknesses very well. The school has a good track record of improvement since the last inspection. The headteacher has ensured that high quality staff development has led to improvements in the quality of teaching and learning and in the curriculum. Leaders and managers have identified very clear priorities for development and consequently, the school has good capacity to improve further. The good curriculum is well matched to pupils' needs. Pupils have good opportunities to develop their literacy skills across a range of subjects, but opportunities to use their mathematical skills are less well developed and this is an area, as the school recognises, for further improvement.

Pupils are given good opportunities to engage with those from other communities and cultures and hence, the school promotes community cohesion well. However, the systematic planning and detailed evaluation of this work is not yet fully developed.

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What does the school need to do to improve further?

- Further improve the school's promotion of community cohesion, by:
 - planning more systematically the good opportunities the school provides for pupils to engage with other children from communities and cultures which differ from their own
 - monitoring more fully the impact of this work.
- Develop the curriculum, by:
 - establishing links between mathematics and other subjects to give pupils more opportunities to develop their skills in using and applying and calculation.

Outcomes for individuals and groups of pupils

2

Pupils make good progress in lessons in response to the consistently good teaching they receive. They work hard, concentrate well and are keen to succeed. In an English lesson, pupils were achieving well and enjoying learning as they worked out the possible owner of a fascinating range of possessions and began to tell the story of the person's life. All groups of pupils, including those with special educational needs and/or disabilities make good progress because they receive well-targeted and constructive individual help from teachers and teaching assistants. From below average starting points, pupils achieve well and reach average standards by the time they leave Year 6. Results in tests and assessments for pupils in Year 6 indicate that they reached average standards in English and mathematics over the last three years. Work in pupils' books and the school's tracking data confirm pupils' good progress.

Pupils behave well, both in lessons and around the school. They are keen to contribute to their school, work well in teams and share ideas and information sensibly. They have sound basic skills, are punctual and attend school regularly. All these attributes mean they are well equipped for future life. Pupils have an excellent understanding of how to stay safe and healthy. They speak very knowledgeably and enthusiastically about the benefits of exercise and healthy eating and through the school council have brought about improvements to, for example, school lunches and the provision of playground equipment which have improved school life.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching and learning are consistently good across the school. Teachers' use of interesting resources ensures that pupils really enjoy learning and make good progress. Lessons are carefully planned and results of teacher assessments are used effectively to plan future learning. Teachers check learning thoroughly and make sure that any pupil who is in danger of falling behind gets the extra help they need. Work is assessed regularly and teachers give pupils clear pointers for improvement. In a very few lessons, the pace of learning slows when tasks take too long and a small number of pupils begin to lose concentration.

The curriculum is reviewed constantly to ensure it is interesting and relevant for pupils. Initiatives to increase opportunities for pupils to practise their writing skills in other subjects are already beginning to raise attainment. Opportunities for them to practise their number and calculation skills across a range of subjects are presently underdeveloped. Pupils speak enthusiastically about a range of extra-curricular activities they enjoy, particularly sports. Excellent partnerships with other schools and organisations support the curriculum well and ensure that pupils from the Nursery class onwards have access to high quality physical education and sporting opportunities.

The excellent care, guidance and support the school provides is valued widely by the governing body, parents and carers, pupils and members of the community and makes an outstanding contribution to pupils' personal development. Excellent links with other

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schools ensure that pupils make a very smooth transition between different stages of their education. Very close and productive partnerships with specialist agencies ensure pupils, particularly those who are vulnerable, get exactly the right help when they need it. Pupils are introduced to possible career options to raise their aspirations for the future.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The Governing Body, headteacher, leaders and managers at all levels have a very clear vision for school improvement and this is shared by all staff. Leadership and management are good. All staff are firmly focused on providing a happy and caring learning environment where pupils will develop confidence and achieve well. Pupils' progress is tracked carefully, and challenging targets set. The Governing Body is effective because it knows the school well, is involved in its strategic direction and monitors its work carefully. Outstanding partnerships, both with parents and carers and other organisations provide excellent support for the pupils' learning and personal development. The school promotes equal opportunities well. Discrimination of any kind is not tolerated. Any gaps in learning between groups of pupils, for example, between boys and girls, are identified and action taken. As a result, the gap is now closing. The school adopts good practice in all areas of safeguarding. Staff are well-trained and arrangements for child protection and all risk assessments are very secure. The school gives pupils a good range of opportunities to interact with those from communities and cultures which differ from their own. The systematic planning of these experiences and the detailed evaluation of the impact of this work are not yet fully developed.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The newly appointed Early Years Foundation Stage leader, with the guidance of the headteacher, is developing a strong team with a clear understanding about future priorities. Children start nursery with skills that are below those expected for their age. This is particularly so in communication, language and literacy, numeracy and social and emotional development for boys. Children make good progress particularly in their social development, linking sounds and letters and in counting. They leave reception with standards, which although still below average, are now closer to the average. Teaching is good and staff are engaged in regular evaluation of their practice. Adults know the children well and use observational assessments effectively to provide meaningful learning opportunities with elements of challenge. As a result, children have an enthusiasm for learning and their enjoyment is evident. Children's personal development is good because of the warm, welcoming environment and the high quality care provided by the staff. Children are well aware of the importance of fruit and water in promoting health and the importance of personal hygiene. This is reinforced, for example, through singing a fun rhyme about washing away germs. Effective management has significantly improved provision. Planning now reflects the needs and interests of the children with a sharp focus on developing their literacy and numeracy skills. Resources are good and an imaginative outdoor learning area is under construction. This will improve the ease of movement between indoor and outdoor learning. These improvements are too recent to have had any significant impact on outcomes for the children. All safeguarding requirements are fully in place. Children feel safe and settle well into school. Parents and carers are involved in their children's education through daily opportunities to meet staff as well as half-termly workshops.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The overwhelming majority of parents and carers are pleased with the education the school provides. They are fulsome in their praise of the outstanding care, guidance and support their children receive, of how safe children feel, and of the excellent relationships the school forges with parents and carers. Inspectors entirely endorse these views. A few parents and carers expressed concerns about how the school deals with unacceptable behaviour. Inspectors judged behaviour to be good and observed teachers dealing effectively with minor incidents of poor behaviour.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Biddick Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 66 completed questionnaires by the end of the on-site inspection. In total, there are 236 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	76	16	24	0	0	0	0
The school keeps my child safe	50	76	15	23	1	2	0	0
My school informs me about my child's progress	33	50	32	48	1	2	0	0
My child is making enough progress at this school	34	52	31	47	1	2	0	0
The teaching is good at this school	37	56	28	42	1	2	0	0
The school helps me to support my child's learning	37	56	28	42	1	2	0	0
The school helps my child to have a healthy lifestyle	39	59	27	41	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	34	52	29	44	0	0	0	0
The school meets my child's particular needs	40	61	24	36	1	2	0	0
The school deals effectively with unacceptable behaviour	35	53	27	41	3	5	0	0
The school takes account of my suggestions and concerns	37	56	28	42	1	2	0	0
The school is led and managed effectively	45	68	21	32	0	0	0	0
Overall, I am happy with my child's experience at this school	49	74	16	24	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



20 October 2010

Dear Pupils

Inspection of Biddick Primary School, Washington, NE38 7HQ

Thank you for the warm welcome you gave us when we inspected your school. A particular 'thank you' to those of you who spent time with us telling us about your work in class and all the things you enjoy doing at school. Please thank your parents and carers for filling in our questionnaire. This is what we have said about your school in our report.

- Yours is a good school where you make good progress and reach average standards.
- You behave well and have an excellent understanding of how to stay safe and healthy.
- Your school gives you outstanding care, guidance and support.
- Your school is well led and managed and the teaching you receive and the curriculum you follow are good.

This is what we have asked the staff to do.

- To further increase your understanding of other communities and cultures by:
 - planning more systematically the opportunities you have to find out about other communities and cultures and checking carefully how much you learn from these experiences.
- To improve your curriculum by:
 - giving you more opportunities to practise your mathematical skills in different subjects.

You can help your school improve by continuing to behave well and working with your teachers to achieve the very best you can.

Yours sincerely,

Mrs Ann Wallis

Lead Inspector

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