

Billingham Primary School

Inspection report

Unique reference number	120371
Local authority	Lincolnshire
Inspection number	395665
Inspection dates	26–27 June 2012
Lead inspector	Paul Brooker HMI

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	125
Appropriate authority	The governing body
Chair	Jackie Spikings
Headteacher	Julie Harrison
Date of previous school inspection	5 November 2008
School address	Victoria Street Billingborough Sleaford NG34 0NX
Telephone number	01529 240437
Fax number	01529 240437
Email address	julie.harrison@billingborough.lincs.sch.uk

Age group	3–11
Inspection date(s)	26–27 June 2012
Inspection number	395665



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

Paul Brooker

Her Majesty's Inspector

This inspection was carried out with two days' notice. The inspection included eight lesson observations of five different teachers, some of which were undertaken jointly with the headteacher. The inspector scrutinised a range of documents including pupils' work, the school's self-evaluation and analysis of pupil progress data, and evaluated the arrangements made for safeguarding. Meetings were held with nominated staff, groups of pupils and the Chair of the Governing Body. The inspection took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, and evaluated the questionnaire responses from 80 parents and carers, 62 pupils and 16 staff.

Information about the school

This small primary school draws its pupils from the village of Billingborough and the surrounding rural area. Almost all pupils are White British. The proportion of pupils known to be eligible for free school meals is broadly average. The proportion of disabled pupils and those with special educational needs supported by school action plus or with a statement of special educational needs is in line with the national figure. The number on roll has increased since the last inspection, although the school continues to experience high levels of pupil mobility with a significant number arriving or leaving at times other than the start of the school year or key stage. Since the last inspection the school has extended its Early Years Foundation Stage provision to admit three-year-olds into the Reception class; there are currently 18 extra children attending this extended provision.

The school meets the current floor standards, which are the minimum standards for pupils' attainment and progress expected by the government.

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	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

Key findings

- Billingborough Primary School is outstanding. It is a happy and welcoming school where pupils feel safe and enjoy their learning. The relaxed atmosphere and pupils’ palpable enjoyment in lessons conceal the school’s relentless focus on raising standards and securing the best possible outcomes for every pupil. Equality of opportunity is at the heart of the school’s endeavours, and high aspirations are shared by all staff. The exceptionally positive responses from pupils, staff, parents and carers affirm the school’s outstanding effectiveness.
- Achievement is outstanding. Children get off to an excellent start in Reception and make exceptional progress, often from low starting points. By the end of Key Stage 2 the school exceeds the national figures for both attainment and pupils’ progress in mathematics and in English. All groups of pupils, including disabled pupils and those with special educational needs, achieve exceptionally well. Pupils who have only recently joined the school also make rapid progress.
- Teaching is outstanding because it is never less than consistently good, and much is excellent. Provision in the Early Years Foundation Stage is outstanding. Throughout the school teachers ensure that work is sharply focused, but also make learning fun. High quality teaching is underpinned by rigorous assessment and detailed marking. However, the precise planning and marking seen in English and mathematics lessons does not always extend to the other subjects taught in the developing creative curriculum.
- Behaviour and safety are outstanding. Pupils’ behaviour is exemplary in lessons, at break times and around the school. Their overwhelmingly positive attitudes to learning make a strong contribution to their excellent progress. Pupils’ personal development, including their spiritual, moral, social and cultural development, is outstanding.
- Leadership and management are outstanding. The headteacher’s vision of excellence is shared by all staff. Her efficient management and constant

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

encouragement promote continuous improvement and support innovation. The school's success in sustaining high achievement through rigorous self-evaluation, including effective performance management, demonstrates its excellent capacity for further improvement.

What does the school need to do to improve further?

- Ensure that, as the creative curriculum develops, the pupils' learning in the foundation subjects is as sharply focused as in English and mathematics by:
 - checking that learning objectives for each lesson set suitably challenging outcomes for all groups
 - assessing precisely the specific knowledge, understanding and skills that are being taught.

Main report**Achievement of pupils**

Achievement is outstanding. Parents and carers agree unanimously that their children make good progress. Although small cohorts make year-on-year comparisons difficult, school data confirm that, given their starting points, pupils make much better progress than pupils nationally. Attainment in English and mathematics at the end of Key Stage 2 exceeds the national figures. Standards in reading are broadly average at Key Stage 1 and well above average by the end of Key Stage 2. In 2011, every Year 6 pupil achieved Level 4, the standard expected for 11-year-olds, in English and mathematics. The school ensures that each pupil makes at least two levels of progress in Key Stage 2 and expects most to exceed this. Any individual barriers to learning are quickly identified and systematically addressed so that all pupils, including disabled pupils and those with special educational needs, make significantly better progress than groups nationally. Pupils are given equal opportunity to excel, so there are no significant gaps in the performance of different groups.

Children start school with skills that are generally below the levels expected for their age, particularly in their creative and social development skills, their wider knowledge and their language and number skills. In the Early Years Foundation Stage, children make rapid gains across all areas of their learning. Outstanding teaching, combined with excellent nurture and guidance, enables children, including those admitted early into the Early Year Foundation Stage, to thrive in Reception and quickly develop the skills that prepare them well for more formal learning in Key Stage 1. They share, cooperate, show respect for each other and develop a keen desire to learn. By the end of their time in Reception, children's development, including in literacy and numeracy, is broadly in line with the levels expected. Good progress continues through Key Stage 1, particularly in reading. By the end of Key Stage 1 high quality phonics teaching ensures that pupils are competent readers with a range of strategies to tackle unfamiliar words. The Year 2 pupils' readiness to share a book with the inspector typifies their enthusiasm for and confidence in reading.

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

Teachers take care to build pupils' learning skills so that their progress, over time, is more secure. All lessons have a good balance of adult-input and independent or child-initiated learning so that, from an early age, children learn to take responsibility for their own learning and also see the benefits of sharing ideas and working collaboratively. This approach develops resilience and self-reliance because pupils can work independently by applying specific strategies to work things out for themselves, for example when using their phonics knowledge to read unfamiliar words or applying calculation methods to new contexts.

Quality of teaching

Inspection evidence supports the overwhelmingly positive views of parents and carers about the quality of teaching. Pupils learn exceptionally well because teaching is lively, engaging and well paced. Lesson planning is astutely focused on specific outcomes for different groups and learning activities are carefully designed and skilfully managed, including for disabled pupils and those with special educational needs. The teaching of reading, writing and mathematics is excellent. Teachers in all classes cleverly capture pupils' interest and work exceptionally hard to stimulate their learning and secure their active involvement. Creating a funny advert, making word recognition into a relay race or hiding clues in envelopes makes lessons fun and ensures that every pupil is fully involved, while also giving them lots to talk about. Importantly, because so much effort is put into the preparation of resources and activities, teachers and teaching assistants are able to use their time in lessons to support and challenge individual pupils, facilitating group work and extending learning. This was exemplified by the Year 5/6 mathematics lesson which pupils started with personalised envelopes containing Olympian mathematics calculations. Finding each answer led the pupils to subsequent clues and, eventually, a key, a box and a medal. At crucial points of the lesson the teacher skilfully reviewed problematic calculations by asking pupils to model their work using the class visualiser.

In the Reception class, the children's enthusiasm is brilliantly channelled with a range of activities that enable them to learn through play. In a focused phonics session, for example, children first had to read a postcard from their teacher inviting them to hunt for letters hidden outdoors around the 'trim trail'. Having found these, they settled on the beach that the teacher had created, complete with sand, sea and seaside artefacts and pictures. The children were desperate to talk about the difficult new words they could make and were excited by writing these, and they were eventually rewarded with a cold paddle in the water.

Assessment is a notable strength. In lessons, teachers and teaching assistants have well-developed strategies for checking pupils' understanding and adjusting the pace and focus of learning accordingly. Marking is detailed and effective, particularly in English, because pupils understand what they have done successfully and how their work can be improved. The positive dialogue between adults and pupils ensures that pupils respond to the guidance given. However, not all marking is equally precise; in some topic work it does not assess pupils' specific knowledge, understanding or

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

skills. The school recognises that learning objectives and marking criteria could be more sharply focused in subjects such as geography, history and religious studies.

Behaviour and safety of pupils

Parents, carers, staff and pupils are unequivocally positive about behaviour and safety. Pupils are polite, friendly and are very supportive of one another both in lessons and in the playground. They are very calm, orderly and considerate when moving around the school. Pupils of all ages show sensitivity in their social interactions, and understand the importance of being kind and thoughtful. Key Stage 2 pupils, for example, devise a recipe for being a good friend. There is consequently little or no bullying of any sort. Pupils know what constitutes different forms of bullying; they are confident to talk to an adult if they feel unhappy and are sure that any problems will be swiftly resolved. Their excellent attitudes to learning enable lessons to proceed without interruption and at a good pace. Pupils take great pride in the quality and presentation of their work and homework, and readily assume responsibility for their learning by reviewing their own progress and sensibly evaluating one another's work.

The curriculum makes a strongly positive contribution to pupils' attitudes and behaviour by providing memorable experiences and ample opportunities for high quality learning and wider enrichment. Pupils say that they enjoy school and feel completely safe. They speak enthusiastically about their role and influence as council representatives, prefects, book monitors and team captains. Attendance is increasing steadily and is above the national average.

Leadership and management

School leaders and managers, including the governing body, are uncompromising in their pursuit of excellence for all pupils, so that no one is disadvantaged or left behind. The school's high expectations are reflected in its constant drive to improve teaching and learning. Procedures for performance management, for tracking pupils' progress and for monitoring teaching, marking and the curriculum are well-established and effective. Self-evaluation and development planning are rigorous, but refreshingly concise. Parents and carers are full of praise for the school. Their positive questionnaire responses show that they find staff approachable and supportive, and reflect the school's highly successful strategies for engaging with parents and carers.

The school's rich and varied curriculum makes a strong contribution to pupils' personal development. It provides memorable experiences and ample opportunities for high-quality learning and wider enrichment. Staff seize every chance to widen pupils' horizons and broaden their first-hand learning experiences. The recent residential trip to Shropshire not only gave older pupils the opportunity to enjoy outdoor activities, but also provided an excellent stimulus for follow-up work in school. Pupils' spiritual, moral, social and cultural development is promoted exceptionally well through everyday teaching and the wider curriculum. An exchange

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

with pupils from a multicultural city school in Peterborough, for example, was a wholly positive experience.

The school's robust arrangements for safeguarding pupils meet all statutory requirements.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



28 June 2012

Dear Pupils

Inspection of Billingborough Primary School, Sleaford, NG34 0NX

Congratulations, your school is outstanding! I really enjoyed my two days at Billingborough, and I loved the chilli and chocolate cookies made in Reception. You made me feel very welcome, and I appreciated the time that you took to speak to me, tell me about your work and read to me. Your opinions are important because they confirm what your parents, carers and the staff all told me about your school. There is lots to be proud of, but I was particularly impressed with:

- the lively and interesting lessons that I observed
- the exceptional progress that you make, particularly in reading
- your excellent behaviour in lessons, at break times and around the school
- the school's friendly and supportive atmosphere and the way that everyone is ambitious and works hard to achieve the best for each and every one of you.

Lots of you told me how much you enjoy school and spoke enthusiastically about what you like most about your lessons. I observed some superb teaching during my visit and heard a lot about all the other activities, including your exciting trips and after-school activities. Some of you said that like your topic work best and I agree that it is really interesting. However, I have asked your teachers to make sure that this work is as sharply focused as it is in English and mathematics so that your progress can be outstanding in every subject!

Your school is outstanding because it is so well led by your headteacher, and because all the staff work so hard for you. However, your excellent behaviour, good attendance and positive attitudes are also key ingredients in your success. So keep up the good work. I wish you all every success in the future.

Best wishes

Paul Brooker
Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**