

Billingham South Community Primary School

Belasis Avenue, Billingham, [County Durham, TS23 1BE

Inspection dates 9–10 October 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress and so reach standards that are above those that pupils achieve nationally.
- The school has a rigorous system of monitoring pupils, including pupil review meetings. This allows it to put in place activities to help any pupils who might be falling behind.
- Senior leaders work very well together and lead the school effectively. As a result, staff are proud to be part of the school and have high expectations of their children.
- Lessons are generally well planned and teachers' subject knowledge is good, so that the majority of lessons capture pupils' imagination.
- Pupils say they feel safe and that bullying is rare. The school has had no exclusions for two years.
- Pupils behave well in the vast majority of lessons because the school has good strategies to manage behaviour well.
- Pupils like school and enjoy lessons, particularly when they have practical activities, which allow them time to investigate things for themselves.
- The work that staff do is monitored well and professional development opportunities have been provided to improve teaching so that the quality of teaching is generally good.
- Learning support staff play an important part in ensuring that pupils who are disabled and those who have special educational needs make good progress.

It is not yet an outstanding school because

- Achievement is improving across the school, but it is not as rapid in reading and writing as in mathematics.
- There are too few lessons where the teaching was judged to be outstanding and a small number where teaching was judged to require improvement.

Information about this inspection

- This inspection was carried out with half a days' notice.
- Inspectors visited seventeen lessons or parts of lessons taught by 13 different teachers.
- Inspectors listened to pupils read and talked to them about how much reading they do as well as looking at their work in class.
- Discussions took place with members of the governing body, staff and groups of pupils.
- Documents were examined, including those relating to safeguarding, the school's improvement plan and self-evaluation records, as well as the school's own data on the assessment of pupils' progress.
- The views of 22 parents who responded to Parent View were also taken into account, as well the school's own parental questionnaire, which surveyed 148 parents.
- Thirty one staff completed questionnaires.

Inspection team

Frank Cain, Lead inspector	Additional Inspector
John Pattinson	Additional Inspector
Zoe Westley	Additional Inspector

Full report

Information about this school

- Billingham South Community Primary School is a larger than average sized school.
- The school hosts an Infant Assessment Class for up to eight pupils and a Junior Support Base for up to 20 pupils which cater for pupils who have special educational needs. The school's Resource Base comprises these two forms of provision.
- The proportion of pupils whose learning needs are supported through school action is below average, but the proportion at school action plus or with statements of special educational needs is well above average.
- The proportion of pupils known to be eligible for the pupil premium is well above average.
- The senior management of the school has changed significantly since the last full inspection.
- Three new teachers have joined the school since 2011.
- Government floor standards, which relate to pupils' attainment and progress, have been met.

What does the school need to do to improve further?

- Improve the quality of teaching and learning so that a greater proportion is consistently good or outstanding by:
 - sharing the good and outstanding practice that already exists in school to ensure that all teaching is matched very closely to pupils' different learning needs
 - engaging pupils more in the improvement of their capabilities by providing opportunities for them to respond to teachers' marking and comments
 - providing more challenge for pupils to work on practical, creative and investigative activities in more subjects
 - monitoring the impact of strategies used to raise standards further, including in reading and writing.

Inspection judgements

The achievement of pupils

is good

- When children join the school they are generally below the standards found nationally in literacy, but by the time they leave Reception they are close to the national average and increasingly above. Progress in the Early Years Foundation Stage is good and improving.
- In most lessons pupils make good progress from their starting points, because teachers are well informed about their pupils' attainment. Pupils' attainment by the time they leave in year 6 is now average, but an increasing number are making progress, especially in mathematics, to standards which are better than average.
- Pupils' learning in lessons is good because they are enthusiastic and keen to be involved. Most apply themselves very well and generate good quality work.
- In the very best lessons the work is extremely well adapted to match the different abilities of pupils. Teachers in those lessons make good use of earlier learning and construct very challenging tasks to engage pupils.
- Disabled pupils and those who have special educational needs make good progress, because support staff encourage and help pupils, as opposed to doing tasks for them, and use every available opportunity to listen to pupils read.
- Pupils with disabilities or special educational needs who are designated 'school action plus' or who have statements make good progress because they are well supported in the Resource Base and when integrated into lessons with their class teacher.
- Pupils supported by pupil premium funding achieve as well as other pupils.
- Reading is encouraged by teachers. Pupils' reading books are monitored to make sure they are matched to pupils' abilities. Most pupils read at home and almost all said they enjoyed reading, because 'you can use your imagination more'.
- Achievement is not yet outstanding because, over time, there are variations in the amount of progress pupils make, and achievement in English is weaker than in mathematics.

The quality of teaching

is good

- Teachers have high expectations and develop their pupils' good social skills as well as encouraging independent work and sound study skills. In a geography lesson children were engaged in researching their own facts on 'Mighty Mountains' from text books to share with other pupils.
- Teaching is good in most lessons and practical activities are very popular with pupils. In Reception children were linking different eye colouring to number work and exploring different number patterns. This practical interactive approach encourages good progress.
- Teachers' questioning of pupils is good and helps them to gauge pupils' understanding before moving on to the next piece of work.
- Teachers have a common framework to plan lessons, which is used well, and all teachers at the start of lessons share with pupils' ways to measure their progress so that they can judge how much they are learning.
- Relations between pupils and teachers are excellent and pupils are encouraged to develop their social awareness by lots of team and group work, which helps them to develop good organisational skills.
- Most lessons showed a good balance between teacher led work and activities for pupils, so that pupils were able to demonstrate what they were learning. In a science lesson on dissolving materials in water, the level of challenge was exceptional as pupils were able to investigate things for themselves for most of the lesson.

- Pupils regularly assess their own progress in lessons and teachers help pupils to learn from others by encouraging them to work with a 'talk partner'.
- In many lessons opportunities are given for investigative work and the pupils are encouraged to use their literacy skills all the time. Pupils also have appropriate opportunities for exploring cultural differences. In a lesson which involved adding money, the teacher brought in aspects of life in France.
- In a number of lessons there is evidence of exceptional practice taking place, not only in lessons judged to be outstanding and teaching across the school would benefit from more sharing of this.
- Marking is frequent and is usually detailed, but pupils are not always given time to respond to the points teachers make in pupils' books about their work. Most pupils are aware of their targets and where they are in relation to them.
- Teaching is not yet outstanding because in some lessons there are times when some activities are less exciting, and pupils tend to be more restless and so progress slackens.

The behaviour and safety of pupils are good

- Behaviour in lessons is generally good and children respond well when spoken to by staff. They work well and have a positive attitude towards their study and take care in their work.
- Pupils are very courteous and doors are opened for teachers and visitors alike. They show consideration and respect for others.
- Staff have high expectations regarding behaviour. The school behaviour policy is rigorously applied by all staff. Pupils are given 'Billy' points when they behave well, which are saved to be entered in a weekly prize draw.
- Pupils feel safe in school and enjoy their lessons. They show that they are very alert to possible dangers with people whom they do not know and this attitude is reinforced by staff.
- At social times pupils generally play well together. Some say that there is some name calling, but that there are few instances of bullying. Pupils understand about various types of bullying and the school devotes lesson time at the start of each year with advice on how children should keep themselves safe. As a result, pupils are well versed in the dangers linked with new technology.
- There have been no exclusions for more than two years and only a few instances of poor behaviour are recorded.
- Attendance is average and improving. The school is particularly good in tackling persistent absences.
- Behaviour is not yet outstanding because there are some incidents of low level disruption in lessons where the teaching is less challenging and some examples where children are less engaged in learning.

The leadership and management are good

- The senior leadership of the school works as an effective team. They have improved pupils' achievement by developing the skills of teachers and support staff to enhance their ability to bring about pupil progress.
- The staff questionnaires indicate unanimous support for the work that is being done in the school and clearly senior leaders' ambition and vision are shared by all staff.
- Good and well targeted professional development, on assessment for example, has been well received by staff and they judge that it has helped them make improvements to their teaching.
- The local authority has provided some helpful support for this good school, particularly in the observation of lessons.

- Links with parents, judging from the last school survey, shows that support for what the school is doing is very good. The school has a good website and an e-portfolio section where parents can access information on what their children are doing in the Early Years Foundation Stage.
- The pupils' social, moral, spiritual and cultural development is encouraged throughout the school. In Reception, for example, children were allowed time to reflect on their activities and share 'gifted moments' with other children in a classroom based assembly.
- The curriculum allows pupils to have a say in which aspects they study in their topics and as a result it fosters a love of areas of learning such as history and science.
- Pupils have opportunities to enjoy additional activities in school and some are involved in the school's own organic garden. Young children use the vegetables to make soup and the school proudly exhibits its silver trophy for the school which had the best vegetables in the Billingham Show.
- The school provides good opportunities for all to find success, whatever their ability or background. It strives hard to foster good relations and there is no hint of discrimination.
- The school's arrangements for safeguarding meet statutory requirements.
- The school has a good capacity to improve further, because leaders and managers have already secured marked improvement in achievement and teaching.
- Leadership and management are not yet outstanding because some initiatives in teaching are recent and the school needs to analyse their impact more methodically.
- **The governance of the school:**
 - The governing body is effective and determined to move the school forward to even better achievement. It recognises the importance of management of the work and overall performance of staff in this process. It sets challenging, but achievable, targets for the headteacher.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	111524
Local authority	Stockton on Tees
Inspection number	403154

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	394
Appropriate authority	The governing body
Chair	Mr Steve MacDermid
Headteacher	Mrs Pam Edwards
Date of previous school inspection	16 January 2008
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