

# Biggin Hill Primary School

Old Tye Avenue, Biggin Hill, Westerham, Kent TN16 3LY

## Inspection dates

6–7 June 2017

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher has worked tirelessly to secure the necessary improvements in the school since its previous inspection. The quality of teaching and learning has improved, which has led to better outcomes for pupils in all year groups.
- Members of the newly formed governing body are ambitious for their pupils. They are reflective governors who play a crucial role in the strategic direction of the school. Governors hold senior leaders to account for pupils' performance.
- The quality of teaching and learning is now at least good. The headteacher has successfully addressed previously weak teaching. Consequently, all groups of pupils make consistently good progress in a range of subjects.
- In 2016, attainment in reading, writing and mathematics at the end of key stage 2 was above the national averages. As a result, pupils leave Biggin Hill well prepared for their learning in Year 7.
- Pupils are a credit to the school. They are articulate, confident and motivated learners. Pupils' behaviour is exemplary. They take pride in their school and their learning.
- The stimulating early years environment provides children with a range of exciting activities, which supports their learning and development well. Children enjoy their learning and make good progress. Consequently, they leave the early years ready for key stage 1.
- The pupil premium funding is used effectively to support disadvantaged pupils. As a result, they make good progress in their learning.
- Pupils learn a range of mathematics topics. They are given opportunities to apply their mathematics to solve problems. However, pupils are not consistently developing their reasoning skills and explaining their answers. As a result, they do not make as much progress as they could.
- Middle leaders have made improvements in their respective subject areas. However, they do not monitor the quality of teaching and learning thoroughly and consistently well enough to secure even better progress for all pupils across the school.
- Leaders have taken effective action to maintain good attendance for most groups of pupils. Persistent absence for pupils eligible for free school meals is still high.

## Full report

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

- Strengthen the quality of teaching in mathematics by ensuring that teachers consistently provide pupils with opportunities to explain their mathematical reasoning and understanding when they solve problems.
- Improve the impact and influence of middle leaders by ensuring that they are fully effective in checking the quality of teaching and pupils' progress to further raise achievement in their relevant subjects.
- Continue to improve the attendance of pupils who are eligible for free school meals, so that their attendance matches that of pupils nationally.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher is ambitious for the pupils at his school. He has worked relentlessly to swiftly bring about the required improvements in the quality of teaching and learning and outcomes since the last inspection. Parents recognise and appreciate these improvements. One parent commented, 'He is a dedicated headteacher, and you can see the improvements he has made at every turn.'
- Senior leaders support the headteacher well to develop the school further. Staff receive effective training, coaching and support to improve the quality of teaching and form positive relationships with their pupils. As a result, pupils make good progress in their learning.
- Leaders rigorously check on the quality of teaching and pupils' progress. Over time, the headteacher has successfully eradicated weak teaching. Consequently, teaching is now at least good or better.
- Leaders have designed an exciting curriculum that enthuses pupils to become independent, curious and enthusiastic learners. Pupils develop knowledge and skills in a range of subjects through the school's challenge curriculum that is based on a series of questions. For example, in Year 3, pupils learn about Ancient Greece through questions such as, 'What is special about Greece?' The curriculum is tailored well to meet the needs of the most able pupils and those who have special educational needs and/or disabilities. As a result, pupils make good gains in their learning across a range of subjects.
- Pupils told inspectors that they enjoy the enrichment activities on offer. These include clubs, visits to educational places and special events such as a 'Roman Day.'
- Pupils are well prepared for life in modern Britain. Leaders effectively promote pupils' spiritual, moral, social and cultural development through the curriculum and special events. Pupils are taught to respect and celebrate diversity through assemblies and a range of activities such as Black History Month and International Week. Pupils also learn about different religions. In the words of one pupil, 'It helps us to understand that not everyone has to believe in the same things.'
- Pupil premium funding is used prudently to improve the outcomes of disadvantaged pupils so they perform just as well as other pupils nationally. In 2016, disadvantaged pupils' progress and attainment were above average compared with those of other pupils nationally. Additionally, the funds are used effectively to support disadvantaged pupils in accessing the full range of activities on offer such as residential trips to enhance their learning experiences.
- The physical education (PE) and sport premium is used effectively to provide specialist training to teachers to improve the quality of teaching in PE and sport. As a result, there is increased participation in competitive sports such as tennis tournaments. Pupils told inspectors that physical education is fun.
- Leaders use additional funding effectively to meet the needs of pupils who have special

educational needs and/or disabilities. They put in place interventions and support. Leaders also work closely with other professionals, such as counsellors and therapists, to meet these pupils' needs. As a result, pupils make good progress in their learning.

- Trustees of the Charles Darwin Trust have an accurate picture of the school's strengths and areas for development. External advisers are used well to support leaders and governors with the school's plans for improvement.
- Middle leaders have clearly defined roles and responsibilities. They talk confidently about the actions they have taken to improve teaching, but not the difference their actions are making. Although middle leaders monitor the quality of teaching in their subjects, it is not rigorous. They are reliant on senior leaders to analyse and evaluate pupils' progress at whole-school level.

### **Governance of the school**

- Members of the newly formed governing body are fulfilling their statutory duties effectively. Governors have high aspirations for pupils at the school. They question their own effectiveness on a range of governance matters, such as the school's vision and ambition.
- Governors play a vital role in the strategic direction of the school. They have an accurate picture of the school's strengths and areas for improvement. They offer valuable support and challenge to the headteacher to ensure good outcomes for all pupils.
- Governors ensure that the pupil premium funding is used effectively to improve outcomes for disadvantaged pupils. They hold senior leaders to account by asking searching questions.
- Governors have an accurate picture of the quality of teaching and learning. They are well informed by external advisers.
- There is a strong partnership approach between the trustees and members of the local governing body, where trustees regularly monitor the work of the governing body. Some members of the governing body also serve on the strategic board of trustees.

### **Safeguarding**

- The arrangements for safeguarding are effective. Staff receive regular training on a range of safeguarding matters, such as female genital mutilation and the latest legislation for keeping children safe in school. Equally, they are knowledgeable on the dangers associated with extremism and radicalisation, so that they can use this information to safeguard pupils.
- Staff spoken to during the inspection were knowledgeable about the school's internal procedures for raising concerns about pupils.
- Leaders ensure that risk assessments are completed for all educational visits and carefully consider any potential risks to pupils.
- Leaders work well with external agencies and parents to ensure pupils' safety and well-being. An overwhelming majority of parents responding to Ofsted's online survey agree

that pupils are safe at school, and most say that their children are well looked after.

- Pupils are taught to manage risks themselves within their learning environment. They are taught how to safe online through a range of activities, such as computing lessons and assemblies.

## Quality of teaching, learning and assessment

**Good**

- Leaders have taken effective action to improve the quality of teaching and learning since the last inspection. This has resulted in teaching now being at least consistently good across the school.
- Teachers demonstrate good subject knowledge and understanding of the age groups they teach. They question pupils effectively to ensure that pupils have a good understanding of the subject being taught.
- Teachers and pupils enjoy positive relationships. Pupils appreciate the positive learning climate. In the words of pupils, 'Class teachers make the work challenging – even if the work is hard, our teachers make it easier by explaining to us.'
- Phonics (letters and the sounds they represent) is taught effectively. As a result, pupils use their phonic knowledge and skills well to read and spell unfamiliar words. This was seen during inspectors' visits to lessons.
- The school effectively promotes the joy of reading. For example, during World Book Day, pupils designed vivid posters of high-quality children's texts, which are displayed on their classroom doors. Pupils talk enthusiastically about the school's 'reading stars' initiative, which encourages pupils to read and rewards them for reading regularly.
- Writing is a strength across the school. Pupils use their writing skills to write in a range of contexts and styles. For example, in Year 1, pupils write lists and stories. As a result, pupils make good progress in their writing.
- Pupils told inspectors that they learn a range of subjects, such as history, music and geography. During visits to lessons, inspectors noted how well pupils were making gains in these subjects. For example, Year 3 pupils were learning to play key notes on the recorder. The work in pupils' books, whole-class 'floor books' and displays around the school further demonstrate that a wide range of subjects is taught. Pupils are given plenty of opportunities to apply their literacy and numeracy skills across the curriculum.
- Pupils who have special educational needs and/or disabilities are supported effectively by well-trained teaching assistants. Pupils who need help receive additional support prior to main lessons as they can access the learning fully. This helps them to make good progress in their learning.
- Mathematics is taught effectively. Work in pupils' mathematics books shows that they are taught a range of mathematical concepts, which helps them to develop their understanding and skills. Pupils are given opportunities to apply their mathematical skills to problem solving. However, pupils are not given sufficient opportunities to explain their reasoning and understanding.

## Personal development, behaviour and welfare

**Outstanding**

## Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils say that bullying is a rare occurrence. They trust adults to take their worries and concerns seriously. Pupils report that they learn about bullying through assemblies and special events such as anti-bullying week. They are very knowledgeable about bullying, including online bullying. There are systems in place such as the 'worry boxes' around the school, where pupils can post their worries. Pupils appreciate the opportunities they have to share their concerns. Pupils say that they can approach a school adult if they are worried or unsafe. Most parents say that bullying is dealt with effectively.
- Pupils' physical development and well-being are promoted exceptionally well. There are whole-school initiatives such as 'five a day', when pupils engage in one type of physical exercise activity a day, for example aerobics, to keep themselves fit and healthy. Similarly, counsellors and therapists work with pupils to promote their emotional well-being. This makes a positive difference to their behaviour and enables them to access learning.
- Pupils told inspectors that they feel safe at school. They are taught how to stay safe through the curriculum, visits from the emergency services, such as the local fire brigade, and assemblies. Pupils are very knowledgeable about how to keep themselves safe online. They talk confidently about the filters that are in place to prevent them from accessing inappropriate sites on the internet.

## Behaviour

- The behaviour of pupils is outstanding.
- The school's core values of positivity, respect, inclusivity, discovery and endeavour are at the core of the school's work in promoting positive behaviour. Pupils proudly showed off their badges to inspectors, which they earn for consistently displaying the school's values.
- Pupils are fully conversant with the school's behaviour management systems. They conduct themselves very well around the school. This contributes to a calm and orderly learning environment. Most parents say that pupils are well behaved.
- Pupils are very proud of their school and talked with great enthusiasm about their learning experiences when they accompanied an inspector on a tour of the school.
- Pupils eagerly take on additional roles, such as those of prefect, school councillor, house captain and 'values ambassador'. Prefects are role models for younger pupils and help them in their learning. This helps pupils develop their social skills.
- Pupils are extremely polite, friendly and respectful to others. Inspectors were impressed by the manner in which pupils conducted themselves during group discussions. They listened attentively to each other and shared their views and experiences of school life.
- In 2016, attendance for all pupils was in line with the national average. Attendance was low for pupils eligible for free school meals and pupils who have special educational needs and/or disabilities, including those who have education, health and care plans or statements of special educational needs. Persistent absence for these

pupils was high in 2016. Leaders have taken effective actions to ensure that pupils attend school regularly, for example by rewarding pupils for good attendance. Current attendance for most pupils is in line with the national average. However, persistent absence is still high for pupils eligible for free school meals.

## Outcomes for pupils

**Good**

- Current pupils are making good progress across a range of subjects and year groups from their different starting points. This is the result of improved teaching since the last inspection. Senior leaders and teachers rigorously track each pupil's progress in reading, writing and mathematics. This ensures that no pupil is at risk of falling behind.
- In 2016, the proportion of disadvantaged pupils who met the expected standard in phonics at the end of Year 1 was well below that of other pupils nationally. Teachers have received training in phonics to enable them to teach it with confidence and proficiency. During visit to lessons, inspectors observed how well pupils were applying their phonics skills to reading and spelling words. As a result, disadvantaged pupils are making good gains in their phonics.
- In 2016, the proportion of high- and middle- prior attaining pupils at the end of key stage 2 who met the higher standards in reading and mathematics was below the national average. Current assessment information shows that these pupils are making good progress. Pupils who were listened to reading were confident, fluent readers and demonstrated good understanding of the text.
- Last year, attainment at the end of key stages 1 and 2 was above the national average in science. The work in pupils' science books shows that pupils in all year groups are making good progress in developing their scientific knowledge and skills. Similarly, the work in their exercise books shows that they are also making good progress in other subjects such as history and geography. For example, as part of their learning in history, Year 4 pupils use their research skills to find out information about the Romans.
- Funding for disadvantaged pupils is used effectively to improve outcomes for this group. Leaders have put in place additional teaching, interventions and support to ensure that disadvantaged pupils make good progress in reading, writing and mathematics. Current assessment information supports this.
- Pupils who have special educational needs and/or disabilities make good progress. This is due to the well-targeted support and interventions to meet their learning needs.
- The most able pupils, including those that are disadvantaged, make good progress from their starting points. Pupils receive teaching in small groups with a clear focus. Work in their books and current assessment information show that these pupils are working within the greater depth standards in reading, writing and mathematics.
- All groups of pupils across the school make good progress in mathematics. However, opportunities for pupils to develop their reasoning skills are inconsistent. This is evident in their mathematics books. As a result, pupils do not make as much progress as they could.

## Early years provision

**Good**

- Leaders have been effective in maintaining the good standard of education in early years since the last inspection. Children enjoy a wide range of exciting activities on offer to facilitate their learning and development. As a result, they make good progress during their time in Reception classes. Attainment has risen over the last three years.
- Almost all children enter the early years with knowledge, skills and understanding that are typical for their age. In 2016, the proportion of children who achieved a good level of development at the end of early years was above the national average. Consequently, they acquire the basic skills necessary for learning in key stage 1.
- Funding for disadvantaged children is used well to provide additional adult support. During visits to the early years, inspectors saw how effectively adults support children in their learning. This helps all children, including the disadvantaged, to make good progress.
- Children use their phonic knowledge well to read and write words and sentences. During visits to Reception classes, inspectors noted how well children were using their phonics to spell words such as 'nurse' and 'zip'.
- Both the indoor and outdoor learning environments are exciting and stimulating. Children are offered open-ended challenges, such as making patterns with shapes, and such challenges develop children's language, mathematical understanding and fine motor skills.
- The outdoor area is enticing, with many opportunities for children to learn through play. For example, inspectors noted how excited and engaged children were when they were pretending to make potions, as they poured water into different-sized cylinders. These opportunities increase their curiosity as learners.
- Children happily play and learn together in a safe environment. They engage themselves in the stimulating activities that are on offer and are not easily distracted by other children. Children are well behaved. This is a result of well-established routines and structures.
- Staff have good links with parents. Parents are given many opportunities to become involved in their children's learning and development through a range of activities, such as phonics workshops. Many parents also take the opportunity offered to them to contribute to their child's learning and progress by writing their observations through the school's online assessment system. This in turn assists the school to plan for their child's interests.

## School details

Unique reference number	137244
Local authority	Bromley
Inspection number	10031707

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	363
Appropriate authority	Charles Darwin Academy Trust
Chair	Mark Ace
Headteacher	James Ellis
Telephone number	01959 575846
Website	<a href="http://www.bigginhillprimary.com">www.bigginhillprimary.com</a>
Email address	<a href="mailto:j.ellis@bigginhill.bromley.sch.uk">j.ellis@bigginhill.bromley.sch.uk</a>
Date of previous inspection	21–22 May 2015

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.
- The school became a member of the Charles Darwin Academy Trust in September 2011. Academy status was re-brokered in January 2014. A new governing body was formed in September 2016. One member of the governing body also serves on the trust's strategic board of trustees.
- The school is larger than the average-sized primary school.
- The proportion of pupils eligible for free school meals is below average.
- Most pupils are from White British backgrounds. The proportion of pupils who speak English as an additional language is below average.

- The proportion of pupils who receive special educational needs support and those who have education, health and care plans or statements of special educational needs is above average.
- There are two full-time Reception classes in the early years foundation stage.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of key stage 2.
- The school runs its own breakfast and after-school clubs.

## Information about this inspection

- Inspectors observed pupils learning in 26 whole- or parts of lessons, some of which were joint observations with senior leaders. Inspectors scrutinised pupils' books, both during their visits to lessons and jointly with leaders.
- Inspectors spoke with pupils during their visits to lessons, and during playtime and lunchtime. The lead inspector held discussions with two groups of pupils. Four pupils accompanied an inspector on a tour of the school. Pupils shared their views about their learning experiences and life at the school.
- Inspectors held meetings with the headteacher, and senior and middle leaders. The lead inspector met with members of the governing body, including the executive principal of the Charles Darwin School, who is also a trustee of the Charles Darwin Academy Trust. Inspectors met with a group of teachers.
- Inspectors analysed 55 responses to Parent View, Ofsted's online questionnaire, and 31 free-text responses. They met with parents informally in the playground at the start of the school day.
- Inspectors scrutinised a range of school documentation, including: the school self-evaluation; the school's documentation relating to safeguarding and behaviour; assessment information on pupils' progress; attendance records; and documentation relating to the work of governors.

## Inspection team

Rajeshree Mehta, lead inspector	Ofsted Inspector
Alison Moller	Ofsted Inspector
Lou Anderson	Ofsted Inspector

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