

Inspection of Biddick Primary School

Kirkham, Biddick Village, Washington, Tyne and Wear NE38 7HQ

Inspection dates: 12–13 November 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this school?

Pupils enjoy coming to school because their curriculum is exciting. They are curious and interested to learn new things. The school is a warm and friendly place to learn where everyone is valued and cared for. Visitors receive a warm welcome. Parents and carers are extremely positive about the school. The thoughts of many parents were summed up by one who said, 'My children are thriving at this school'.

Pupils say they feel safe. They are well behaved and show great respect for each other and their teachers. The school's motto, 'Be the best you can be', is threaded through all aspects of school life. Pupils are clear that bullying is unacceptable. They say that if they have any problems, teachers help them to sort things out.

Pupils get off to a really good start in school. They learn to read quickly. If they find reading difficult, teachers give them the extra help they need to succeed. Pupils also do well in mathematics. All staff build caring relationships with pupils. As a result, pupils quickly learn to be independent and to keep trying their best.

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

Leaders and governors are passionate about providing the best quality of education possible for their pupils. They have worked hard to create a new curriculum that inspires pupils. Schemes of work now make links between different subjects and are focused on developing pupils' knowledge and skills. Leaders have been effective in helping teachers develop the skills they need to teach mathematics, reading and science really well. Leaders have rightly recognised that this high-quality staff development should continue for all subjects.

Teachers are highly skilled at teaching the youngest pupils to read. Pupils quickly develop the reading skills they need to access the curriculum fully. For example, pupils in Year 1 can read words such as 'hedgehog' because they have been taught how to break down more difficult words. If pupils find reading difficult, teachers take swift action to address this. Leaders and teachers are eager to give parents advice when it comes to helping their children read fluently. Pupils take home books that allow them to practise and become even better at reading. Older pupils are enthusiastic when they talk about their favourite authors. Pupils say their teachers are good storytellers. Pupils would like even more opportunities to read and enjoy books at school.

Mathematics is taught well. From an early age, pupils learn how to solve mathematical problems and how to explain their answers. Teachers are quick to recognise when pupils are falling behind or need extra help. These pupils get additional support and are soon able to catch up with their classmates.

Learning in science is exciting. Pupils enjoy taking part in experiments. They are skilled at writing like scientists. Teachers share pupils' work with parents via the science blog on the school's website. Leaders have a clear understanding of how

children can get better at science over time. They plan lessons that help pupils to know and remember more. Leaders know that some of the most able pupils now need to attempt harder work in science and other subjects.

Teachers regularly check what pupils know and can do. This tells them what pupils need to learn next. Pupils take great pride in their work and make every effort to do their best. This can be seen in the quality of work in their English, mathematics and topic books.

All pupils are treated equally at this school. Pupils with special educational needs and/or disabilities (SEND) are given the support they need to be successful. Leaders understand that some pupils have sensory needs that sometimes get in the way of learning. Leaders have ensured that pupils are supported in this regard.

All staff expect the best from pupils. Leaders have developed a happy school where pupils are polite and behave well. There is a wide range of opportunities for pupils to learn how to look after themselves and help others. Children in Nursery and Reception know how to stay healthy and be a good friend. Older pupils learn more about relationships and how to stay safe online.

Children in the early years settle quickly when they first start school. Parents are encouraged to get involved in school life straight away. They are regularly invited to special events, for example 'Stay and Play' sessions. Teachers plan interesting lessons and play activities to ensure that children achieve well and are ready to make the best possible start to Year 1.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive regular training about how to keep children safe. Staff understand what to do if they have any concerns about a pupil's welfare or safety. Leaders' detailed records show they are persistent in their safeguarding work with other agencies. Safeguarding concerns are followed up in a timely way. Governors make sure that all appropriate checks are made on all adults who work with pupils at the school. Pupils are taught how to keep themselves safe both in school and in the community.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils achieve well in early reading, mathematics and science because leaders have developed a coherent, well-planned and sequenced curriculum. Leaders should ensure that teachers receive further training and development to improve their subject knowledge in foundation subjects to make sure that pupils achieve well in the wider curriculum.
- Leaders have rightly identified that the most able pupils do not always achieve as

well as they could in subjects other than English and mathematics. Leaders should continue to ensure that the curriculum in the foundation subjects fully meets the needs of pupils with higher starting points.

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 Ofsted Parent View information 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're 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

Unique reference number	108816
Local authority	Sunderland
Inspection number	10087633
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	327
Appropriate authority	The governing body
Chair of governing body	Viv Low
Headteacher	Wendy Fowler
Website	www.biddickprimary.co.uk
Date of previous inspection	10–11 June 2015

Information about this school

- The school offers a breakfast club and a range of clubs and activities after school.

Information about this inspection

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

- We met with the headteacher, senior leaders and governors, including the chair of governing body, local authority representatives, teachers, teaching assistants and lunchtime supervisors.
- We listened to pupils reading with their teacher, looked at pupils' work in books, visited lessons and talked to pupils to gather their views.
- We considered the views of staff through the 18 responses to Ofsted's online survey and in face-to-face discussions.
- We met with parents on the school playground. We also took into account the views of the 123 parents who responded to Parent View and the free-text facility.
- The school's website and documentation were examined, including curriculum plans, SEND files, safeguarding information and behaviour and attendance logs.

- We looked at reading, mathematics, science and physical education in detail.

Inspection team

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