

Inspection of a good school: Billingham South Community Primary School

Belasis Avenue, Billingham TS23 1BE

Inspection dates:

5 and 6 July 2022

Outcome

Billingham South Community Primary School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a section 5 inspection now. The school's next inspection will be a section 5 inspection.

What is it like to attend this school?

Pupils at Billingham South Community Primary School are enthusiastic about learning. Leaders have implemented a well-designed curriculum that enables pupils to make connections between subjects. This, in part, helps pupils to learn well. For example, during the inspection, pupils used information from their science and art lessons to further develop their understanding of Egyptian culture. Pupils are very well prepared for the next stage of their education.

Leaders place the core values of happiness, resilience, courage, quality and responsibility at the heart of the school. Pupils are taught what each value means in assemblies. Pupils uphold and promote the school's values in learning and at playtimes. Pupils work and play extremely well together. They listen to the opinions of their peers, even if they disagree with them. As one parent said, 'Children are taught to be kind, have each other's backs, and support each other.'

Leaders have high expectations for pupils to succeed in both academic and personal development. Strong and trusting relationships between staff and pupils are based on mutual respect. Pupils understand that difference is something to be cherished. They genuinely care for one another. Hardly any pupils can remember anyone being bullied. Everyone is confident that bullying would be dealt with swiftly.

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

The headteacher has an unwavering determination to provide the best learning experiences for all pupils. This is shared by all leaders and staff and accomplished with skill and passion. They want pupils to achieve well. Leaders have found the right balance between academic success and developing well-rounded citizens. As a result, pupils leave Year 6 ready for secondary school and life in general.

Leaders make sure that the well-planned curriculum gives pupils the knowledge and skills to succeed. They believe in 'Hearts in Billingham, eyes on the world.' The curriculum is highly ambitious and supports the needs of all pupils in all areas. Important subject knowledge is taught in a logical order so that pupils build their knowledge over time. Teachers are experts in their craft. They spot opportunities to connect knowledge from across the curriculum during lessons. Pupils with special educational needs and/or disabilities benefit from the same rich curriculum as their peers. This also applies for pupils in the two Enhanced Mainstream Schools on the site. Pupils in the specialist bases are learning life skills as well as developing knowledge about subjects in the curriculum.

Pupils' learning and progress in mathematics is very strong across the school. Pupils love learning mathematics. An example of this was seen when pupils were asked whether they were ready for a challenge. They all shouted, 'Bring it on!' Pupils talk positively about what they are learning. Year 4 pupils can explain, with confidence, how to work out improper fractions using their knowledge of times tables. Leaders make thoughtful adaptations to the curriculum so that pupils can have more time to practise some elements of mathematics.

Reading is a strength in the school. In Reception, children are secure with their letters and sounds, can read and write simple words, and enjoy listening to stories. They talk excitedly about the books they are reading. Pupils who need extra help with phonics are identified quickly and get the support they need. There are plenty of high-quality and diverse books available to pupils throughout the school. Pupils choose books to help them practise their reading, as well as books that interest them.

Pupils behave with maturity and integrity. Their attitudes to learning are exceptional. This has not happened by accident. Staff have high expectations of pupils. Teachers talk intelligently to pupils about behaviour. Pupils show genuine respect for each other.

The personal development offer is extensive and enables pupils to develop personal attributes and skills. Pupils take part in many diverse activities, including sports, gardening, cooking and art clubs. Opportunities to participate in trips and visits are part of the school's offer. Pupils enjoy talking about their visit to France. Pupils benefit from leaders' links with experts in universities or museums. Recently these links were used well to enable pupils to work with the British Museum anthropology department, as part of their study of Ancient Egypt. This provided memorable learning experiences. Pupils learn about the lives and achievements of people from a range of backgrounds and cultures. They develop a strong understanding and respect for different religions and cultures.

Parents are full of praise for the school and its leadership. One parent expressed the view shared by many by saying, 'This is an excellent, inclusive and supportive school where the happiness of children is paramount.'

Senior leaders lead by example. Staff who are new to subject leadership are supported well. Staff say that leaders genuinely care about their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Pupils' well-being and safety are priorities for everyone. Staff are well trained. They know their pupils and families very well and swiftly identify any pupil who may be at risk. Staff know how to report any concerns. Leaders are resolute and take swift and decisive action when concerns are reported. They liaise closely with external agencies to ensure pupils and families receive support. Appropriate checks are carried out on adults who work in the school. Pupils confidently explain how to keep themselves safe online. Pupils, staff and parents agree that the school keeps pupils safe.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour, or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in October 2015.

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 information from Ofsted Parent View 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 are the school and you are 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	111524
Local authority	Stockton-on-Tees
Inspection number	10211475
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	464
Appropriate authority	The governing body
Chair of governing body	Tony O' Neill
Headteacher	Edwin Squire
Website	www.billinghamsouth.com/
Date of previous inspection	22 February 2017, under section 8 of the Education Act 2005

Information about this school

- The school is a larger than average community primary school.
- The school has a nursery provision and two enhanced mainstream schools for pupils with cognitive and learning difficulties and medical and physical needs.
- The chair of the governing body was appointed in September 2021.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken this into account in her evaluation of the school.
- The inspector held meetings with the headteacher and deputy headteacher, curriculum leaders, special educational needs coordinator. Meetings were also held with the lead of the enhanced mainstream provisions, the leaders for personal, social and health education, governors and staff. She also held a telephone conversation with the school improvement adviser representing the local authority.

- The inspector carried out deep dives in these subjects: reading, history and mathematics. For each deep dive, the inspector met with subject leaders, visited lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector also looked at other subject documents and observed some staff reading with pupils. Pupils were observed at breakfast club, break and lunchtime. The inspector spoke informally to groups of pupils.
- The inspector met with the designated leaders for safeguarding, looked at the single central record for recruitment checks and safeguarding records and talked informally to pupils.
- The inspector considered the views of 53 parents who responded to the Ofsted Parent View questionnaire. She also received one letter. The inspector took account of 31 responses to the staff questionnaire and 57 responses to the pupil questionnaire.

Inspection team

Jen Cave, lead inspector

Ofsted Inspector

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