

Inspection of a good school: Biggin CofE Primary School

Main Street, Biggin, Buxton, Derbyshire SK17 0DQ

Inspection date:

11 October 2022

Outcome

Biggin CofE Primary School continues to be a good school.

What is it like to attend this school?

The values of 'achieve, believe and care' (the ABCs) shine through at this small, inclusive, rural school. Pupils say that they feel happy and safe here. They enjoy the scenic, outdoor environment and the play equipment at breaktimes and lunchtimes. Pupils behave well. They are polite and respectful. They say that bullying does not happen. A common view was: 'The staff always cheer us up if we feel sad.'

Staff have high expectations. This includes for those pupils with special educational needs and/or disabilities (SEND). Staff know the pupils and their families very well. They skilfully provide appropriate activities in both mixed-age classes. Pupils work hard.

Pupils enjoy a variety of trips out and visitors to the school. There are several popular clubs and activities for them to try. There are opportunities to learn a musical instrument. Pupils take on various roles and responsibilities to support the running of the school.

Parents hold positive views of the school, a typical comment being: 'Fantastic village school. My child always comes home happy and excited about the school day.'

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

In most subjects, staff have sequenced pupils' learning in a logical order. The key vocabulary and content that pupils will learn, and when, is clear. In mathematics, there is a progression of different calculation methods as pupils move through the year groups. In science, pupils learn about rivers before moving on to learning about water and the water cycle. However, some subjects are more developed than others. The planning and sequencing, in some subjects, are not detailed enough. The key vocabulary and content that pupils should learn, and when, is sometimes missing.

Teachers have strong subject knowledge. They explain tasks clearly and use appropriate resources. Assessment procedures are not over burdensome. They inform teachers of the content that pupils have remembered and what might need teaching again.

Leaders have recently introduced a new approach to the teaching of early reading and phonics. Staff now use a consistent approach that starts in the early years. Pupils read books that match the sounds that they are learning. Leaders have ordered more of these books. Staff have received appropriate training and are using this new scheme effectively. Teachers encourage pupils to read frequently, both at home and at school. There is a good selection of books from which they can choose. More confident, older readers say that these books are challenging enough for them. Authors visit the school and speak with pupils about their ideas and inspiration. Pupils access a larger range of books through frequent visits made by the mobile library.

Pupils have positive attitudes to their learning. They readily answer teachers' questions and take an active role in the well-planned activities. Pupils are often taught in small groups. This allows staff to intervene and promptly address any misconceptions. Low-level disruption is extremely rare. This includes the behaviour of children in the early years.

The curriculum stretches beyond the academic. Pupils undertake a variety of off-site visits. Some have recently visited London and taken part in a large-scale singing event. Pupils access a variety of local museums and places of interest. These enable pupils to learn about faiths and cultures that are different from their own. Pupils take an active role in their local community, in particular the church. They recently undertook a lichen study in the church grounds. Pupils are learning about democracy, tolerance and the rule of law. They are being prepared well for their next steps.

Staff are quick to identify pupils with SEND and offer them appropriate support. Consequently, staff meet most of their needs well. The advice of outside agencies, such as the educational psychologist, is sought when required. Pupils' individual education plans (IEPs) contain appropriate targets and the extra support required. However, the precise detail of who will provide this extra support, and when, is missing. So, some pupils with SEND do not progress as well through the curriculum as they might.

The headteacher leads the school well. There are many different roles to fill and few staff to undertake them. Despite this, pupils are not missing out. Far from it. They are getting a good deal here.

The governing body has a good mix of skills and experience. They ask appropriate questions during meetings and find out for themselves what is happening at the school. Therefore, they are holding the headteacher to account.

Safeguarding

The arrangements for safeguarding are effective.

The headteacher and staff have received appropriate safeguarding training. They know the potential signs of abuse and neglect to be alert to. They are aware of, for example, the dangers of county lines drug trafficking. Appropriate records of safeguarding concerns are kept. Outside agencies, such as the early help team, are contacted where necessary. Pupils are taught to stay safe when online. A recent police visit helped to reinforce these potential dangers.

The single central record meets requirements. Recruitment procedures follow national guidance.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the precise knowledge and key vocabulary that leaders want pupils to learn, and by when, is not as clear as it could be. Leaders should ensure that there is clarity and precision around the knowledge and vocabulary that they want pupils to learn, and by when, from the early years through to Year 6.
- Pupils' IEPs are not as precise as they could be. They do not contain specific enough detail regarding who will provide the necessary extra support and when it will be delivered. Consequently, some pupils with SEND are not making as much progress as they could. Leaders should ensure that pupils' IEPs contain this extra detail to help pupils with SEND progress through the curriculum.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in October 2016.

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.

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	112822
Local authority	Derbyshire
Inspection number	10211560
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	18
Appropriate authority	The governing body
Chair of governing body	Peter Edge
Headteacher	Teresa Nicholls
Website	www.biggin.derbyshire.sch.uk/
Date of previous inspection	5 October 2016, under section 8 of the Education Act 2005

Information about this school

- The headteacher took up the role in September 2018. She teaches one of the two classes three days a week.
- The school is a Church of England primary school. It underwent a section 48 Statutory Inspection of Anglican and Methodist Schools (SIAMS) in May 2017. SIAMS inspections were suspended as part of COVID-19 restrictions.
- The school does not use the services of any alternative provisions.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held various meetings with the headteacher and other staff. The lead inspector met with five members of the governing body, including the chair.
- Inspectors carried out deep dives in these subjects: phonics and early reading, mathematics and history. For each deep dive, inspectors met with subject leaders,

looked at curriculum plans, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors looked at curriculum plans and spoke with leaders about some other subjects. The lead inspector listened to pupils from key stage 1 and Year 6 read.
- To inspect safeguarding, the lead inspector checked the single central record. Inspectors checked staff's knowledge of the school's safeguarding procedures. Safeguarding records were scrutinised.
- Inspectors considered the responses to Ofsted's parent, pupil and staff questionnaires.

Inspection team

Peter Stonier, lead inspector

His Majesty's Inspector

Liz Moore

Ofsted Inspector

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