



Billingborough Primary School

Inspection Report

Unique Reference Number 120371
LEA LINCOLNSHIRE LEA
Inspection number 280798
Inspection dates 30 January 2006 to 31 January 2006
Reporting inspector Ms. Joanne Harvey LI

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

Type of school	Primary	School address	Victoria Street
School category	Community		NG34 0NX
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01529 240437
Number on roll	83	Fax number	01529 240437
Appropriate authority	The governing body	Chair of governors	Mrs. Jackie Spikings
Date of previous inspection	Not applicable	Headteacher	Mrs. Julie Harrison

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Billingborough Primary School is situated in a small rural village on the edge of the Fens. It is smaller than most primary schools. Most of the pupils are from Billingborough itself but some come from surrounding villages. The school receives children from a wide range of home circumstances. An average number of pupils claim free school meals. There are more pupils with special educational needs than in most schools nationally and more children have a statement of special educational needs. Most pupils are White British and their first language is English. The school has a high number of pupils who join and leave the school other than at the normal time. The school has achieved the following awards: Silver Arts Mark, School Achievement Award, Basic Skills Quality Mark and the Investors in People Award.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The inspector and the school agree that this is a good school. In addition, the inspector judges it to have some outstanding features. The school makes excellent provision for pupils' personal development, giving them a good start to their education and preparing them very well for their future lives. Children in the reception class achieve well. Pupils in Years 1 and 2 continue to make good progress and in years 3 to 6 pupils make very good progress. Those who find their learning more difficult do extremely well. Standards in reading, writing, mathematics and science are above average and pupils' progress is good and sometimes exceptional in mathematics and science. However, some of the boys and the school's more able pupils do not achieve as highly as other groups, particularly in writing. The school is keen to ensure that these standards are equally high in all subjects and for all pupils and that they are now sustained over time. Pupils enjoy learning because the curriculum is exciting and teaching is good overall and sometimes outstanding. Staff build pupils' self-confidence and self-esteem by providing outstanding levels of care. As a result, almost all parents strongly support the schools' efforts and are happy that their views are listened to. The atmosphere in school is calm and purposeful because standards of behaviour are excellent. The headteacher and assistant headteacher provide outstanding leadership. Staff and governors know how good the school is and where it could be even better, because systems for checking on the school's work are effective. The leaders of the school have shown their ability to bring about improvement by dealing successfully with the issues raised by the previous inspection and then devising more ways to raise standards. For example, they have identified where boys and more able pupils do less well and have put measures in place, which are already having a positive impact on achievement. The school gives good value for money.

What the school should do to improve further

- Although pupils already achieve above average standards in English, the school should ensure they make the same exceptional progress and reach the same high standards that they do in mathematics and science. - Ensure that boys and more able children achieve as highly as other groups, especially in writing.

Achievement and standards

Grade: 2

The school and the inspector agree that standards and achievement are good. Many pupils enter school with attainment that is below average but by the end of their reception year, nearly all children achieve the goals expected of them. Pupils continue to make good progress and at the end of Year 2 they achieve standards that are broadly average for their age. Pupils make very good progress in Years 3 to 6. By the end of Year 6 they are achieving standards that are above average for their age. In mathematics and science many pupils make exceptional progress and standards are high. In English, standards are above average but the school has been quick to put strategies in place

which aim to improve pupils' progress further so that they attain standards similar to those in mathematics and science. The school has recognised that in writing, boys and some more able children do not always do as well as they could and rightly sees this as a priority for continued development. The school is committed to maintaining its present standards and levels of progress over time. Pupils are set challenging targets and supported well to achieve them. Pupils who find their learning more difficult do extremely well. The many pupils who join the school after the normal intake receive good support and so do equally as well as others.

Personal development and well-being

Grade: 1

The school judges pupils' personal development to be good but the inspector judges it to be outstanding. The emphasis on positive attitudes, high expectations and self-belief, helps pupils develop responsibility for themselves, others and their environment. Prefects are proud to carry out their role. Pupils organised their own fund raising event in aid of Cornelia de Lange Syndrome. High levels of confidence and initiative, along with secure basic skills, prepare pupils extremely well for adult life and the future world of work. Pupils make healthy choices and know how to keep safe. They feel happy, respected and valued. They have extremely positive views about learning and are full of enthusiasm. One said 'I am glad my mum and dad chose this school!' Consequently, attendance has improved and is now at least as good as in most schools nationally. Pupils participate in decisions about how the school is run. They value the extracurricular opportunities offered to them and also the opportunity to share performances, which show off their talents to others in their community. Provision for cultural development is good but for spiritual moral and social development it is outstanding. Emphasis placed on these aspects leads to pupils growing understanding of justice and self-respect. These aspects are taught well and have a considerable impact on pupils' excellent attitudes and behaviour.

Quality of provision

Teaching and learning

Grade: 2

The inspector agrees with the school that teaching and learning is good. Teachers plan interesting lessons so that pupils enjoy their learning. They use resources well and make particularly good use of information and communication technology (ICT) to support learning across the curriculum. Pupils say that their lessons are interesting and fun. One child was heard to say about a history and literacy lesson 'It's magical.' As a result, pupils are well motivated and complete tasks willingly. In the best lessons, teachers challenge pupils' thinking with good questioning. They involve pupils in practical activities that are successful in engaging pupils in their learning and promoting their independence. Learning is more limited where there is an over reliance on worksheets. Teachers set clear learning objectives and are making increasingly effective use of assessment to identify gaps in learning and to track pupils' progress against

individual targets. Marking is used effectively by teachers to move learning forward. Pupils who find learning more difficult receive very good support.

Curriculum and other activities

Grade: 2

The inspector agrees with the school that the curriculum is good. It provides a strong focus on literacy, numeracy, science and ICT as well as good coverage of a broad range of other subjects. It promotes pupils' personal development very effectively by ensuring that teaching about healthy lifestyles and about how to keep safe is systematic and thorough. The curriculum is carefully planned. It is particularly successful where it encourages pupils to be creative and to make links between different subjects. The ICT curriculum has improved since the last inspection. Pupils make good use of ICT, as well as literacy and numeracy skills, to support learning in other lessons.

Opportunities to use and apply key skills lay firm foundations for future economic well-being. The high profile given to the creative arts enriches the pupils' learning experience. The curriculum is further enhanced by a range of visits, visitors and the effective use the school makes of services offered by other agencies to support pupils' learning. Pupils have fond memories of trips to Skegness and Eden Camp and special days when they re-lived history as Victorians or Tudors. The very small staff team do well to provide a range of extra curricular clubs. These include French, choir, ocarina, recorder, art, dance and computers. Pupils have access to a sporting club provided by an outside agency.

Care, guidance and support

Grade: 1

The school has judged care guidance and support to be good. The inspector feels that overall it is outstanding. Staff work very hard to ensure pupils feel highly valued and well supported in all they do. In this environment, pupils develop into confident and happy individuals with high self-esteem. Staff promote strong, trusting and respectful relationships throughout the school. All adults help pupils do their best and celebrate their successes. They set challenging targets but help pupils to achieve them in an atmosphere of fun. The school's assessment procedures are now providing teachers with high quality information, which they use well to guide and support pupils. Able teaching assistants work productively with outside agencies and parents to ensure pupils who need specific help are able to do as well as they can. Rigorous procedures are in place to ensure pupils' health and safety. The school works hard to ensure that pupils transfer smoothly from the Reception class in to Key Stage 1 and through to Key Stage 2. It also co-operates successfully with the local secondary school to transfer pupils smoothly to the next stage of their education and to prepare them very well for their lives as young adults.

Leadership and management

Grade: 2

The inspector agrees with the school that leadership and management are good overall. However, the inspector also feels that the direction set by the headteacher and assistant headteacher to promote the vision of 'Excellence in Teaching, Enjoyment in Learning' is outstanding. They successfully lead a team with a shared commitment to caring for each pupil, improving provision across the curriculum and raising standards for all. School self-evaluation confirms a good knowledge of strengths and areas for improvement. This information is used well to continue raising standards. Subject co-ordinators are now beginning to carry out their role effectively. The governing body fulfils its statutory duties and provides good support. The quality of information they receive ensures that governors know the school and can monitor its work. The school values the views of parents and pupils and responds to their ideas. Parents say they value this a great deal. The school has made good progress in addressing the issues raised at the last inspection. There has been a significant improvement in the provision of resources for ICT and this has had a great impact on standards in ICT and across the curriculum. Other facilities have also improved significantly. Despite the age of the building, many areas have been modernised and reorganised to a high standard, ensuring a safe and stimulating environment for pupils. The school promotes successful links with its community and other agencies. The school provides good value for money and has demonstrated a good capacity for improvement in the future.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

I was pleased to meet you and all the staff and very much enjoyed the time I spent with you. Thank you for making me feel so welcome, talking to me and helping me to find out so much about you and your school. You go to a good school. The headteacher, assistant head, teachers and all the other grown-ups at Billingborough Primary School do their very best for you. They look after you and care for you very well. Your teachers make learning interesting and enjoyable and they work hard to help you make good progress in lessons. Your excellent behaviour in class, around school and in the playground really helps you to learn well. It is clear that you are really happy at school. Your teachers and your friends help you to feel valued and safe there. Your teachers also prepare you well to move on to the next stage of your education and for your future lives. The school is very keen to find ways to help you do as well as you possibly can. Though you already do well, the school is putting in place ways to make sure you do as well in English as you do in mathematics and science. They are going to make sure that boys do as well with their writing as the girls. Your teachers are going to carry on making sure you have lots of the practical and exciting activities in lessons that you enjoy and which help you to learn well. I would like to wish you the very best for the future.