



Billingham CofE Primary School

Inspection Report

Unique Reference Number 120515
LEA LINCOLNSHIRE LEA
Inspection number 280833
Inspection dates 18 January 2006 to 19 January 2006
Reporting inspector Mrs. Susan Hall LI

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

Type of school	Primary	School address	Fen Road
School category	Voluntary controlled		LN4 4HU
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01526 860 786
Number on roll	213	Fax number	01526 860 786
Appropriate authority	The governing body	Chair of governors	Mrs.J Wilson
Date of previous inspection	28 February 2000	Headteacher	Mrs. Dill Westermann-Childs

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an averaged size primary school in rural Lincolnshire. Pupils come from a wide range of backgrounds. Many families have limited educational and social experiences. All pupils are of White British heritage. The number eligible for free school meals is below average. With no cooked school meals there is little reason for families to register eligibility. Movement of pupils to and from other schools has been higher than average partly because a local primary closed. More pupils have special educational needs than is average with most having social, emotional and behavioural or moderate learning difficulties or disabilities.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school has made significant improvement in the past year and provides a satisfactory overall quality of education. The inspection findings confirm the school's evaluation of its effectiveness. A pivotal factor in improvement has been the leadership of the headteacher and the involvement of the school in an intensive support programme. This followed a period where the school was slow to respond to issues raised in previous inspections and where standards were too low. There is the capacity to improve further and the school provides satisfactory value for money. Pupils and parents speak well of the school and welcome recent improvements. Standards are below average when children enter the school and they are well below average in the key communication, language and literacy skills. Children make good progress in the Foundation Stage but do not achieve the national targets expected when they enter Year 1. There has been good improvement this year in the standards achieved in national tests especially in mathematics. However, standards are below average overall at the age of seven and eleven and few pupils achieve at the higher levels. Achievement is satisfactory and the rate of progress is improving. Standards in writing, science and information and communication technology (ICT) are often low because the gaps in pupils' learning affect the progress made. Teaching and learning are satisfactory overall and are often good. Pupils, including those encountering family difficulties are well supported by staff and most behave well. The school does not yet make best use of senior staff, subject leaders and the special educational needs co-ordinators' skills in monitoring the quality of work in areas for which they hold responsibility. The attendance of pupils is below average.

What the school should do to improve further

- Continue to raise standards across the school and particularly in writing, science and ICT by ensuring all pupils are consistently challenged to the highest level. - Extend the involvement of senior staff, subject leaders and the special educational needs co-ordinator in the monitoring of the work of the school to help staff identify specific areas for further improvement. - Work with parents and outside agencies to raise the levels of attendance to at least the national average.

Achievement and standards

Grade: 3

Children start school with skills and knowledge which are below expectations in most areas and well below average in communication, language and literacy. Whilst children make mostly good progress in the Foundation Stage they do not achieve all the targets for their age. Standards have been low for a number of years and the progress pupils made as they moved through school was sometimes limited. However, there was considerable improvement in the results attained in the most recent national tests, especially in mathematics. Pupils generally met the targets set for them but only a small proportion achieved above average standards. Inspection findings confirm that

attainment, especially of the older pupils including in writing, science and ICT, is still below average. In the last year the school has rightly identified the raising of standards as its number one priority, but there are gaps in pupils' learning that affect their progress and confidence. Pupils do not develop their writing skills well enough partly because there are not enough opportunities to write in detail in subjects other than English. In science pupils do not plan and carry out their own experiments and record these in their own words often enough. Unreliable computer systems hold back standards in ICT. The progress made by all pupils is satisfactory overall, which matches the school's own evaluation.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. They have positive attitudes to school, enjoy their lessons and happily participate in a range of sporting and cultural after school clubs. The school is providing increasing opportunities for them to reflect on and celebrate their own and others' achievements. Pupils have an inadequate understanding of the range of cultures that make up modern society. Behaviour is good and no anti-social behaviour or bullying was seen during the inspection. Pupils play energetically at break times but with an awareness of others so that play is safe. They co-operate well and most have a well established sense of right and wrong. They contribute increasingly to the school community through a range of responsibilities and tasks. For example, the new school council is planning a healthy eating tuck shop after consulting pupils. They are actively involved in the local community, for example through school choir concerts. Pupils know how to stay safe and be healthy and have the recommended amount of physical education each week. They are prepared satisfactorily for adult life and the world of work. Attendance has declined over time. Unauthorised absence is particularly high mainly because of a small number of families taking extended time from school and the school is working hard to improve this.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. Teaching in the Foundation Stage is mostly good and, following recent reorganisation into one unit, meets the needs of the youngest children well. Staff in the Foundation Stage have quickly developed a strong team approach and are keen to improve their planning even further. Across the school pupils are managed well. Teaching in literacy and numeracy is now good and carefully builds the necessary basic skills and attempts to overcome previous gaps in learning. However, in some other subjects activities are not always planned well enough to ensure the best level of challenge for all. In science too much use is made of adult produced materials that do little to encourage pupils to plan their work and develop their own recording skills. Not enough use is made of classroom computers to improve

ICT skills or aid learning in other subjects. Overall pupils make satisfactory progress. The school has extensive procedures to check and track the progress pupils make. However, several procedures are relatively recent developments and are not yet making a significant impact on learning. Information is used to set challenging but mostly achievable targets. The school has recognised the need to standardise the marking of pupils' work to inform them more of the areas to improve.

Curriculum and other activities

Grade: 3

Curriculum provision is satisfactory. A major review is being undertaken to develop a more imaginative and relevant curriculum. Staff continue to work hard to ensure that literacy and numeracy activities are meeting the needs of pupils. Science activities do not include enough opportunities for investigative work. Through the school's good programme for personal, social and health education, pupils develop a good understanding of safe and healthy living. A satisfactory range of visits and visitors is used to enhance lessons, such as visits to local places of historical interest as well as visits from, for example, professional theatre groups. Good use is made of facilities and staff from the local secondary school in enhancing the curriculum provision and pupils enjoy working with sports coaches during staff preparation time.

Care, guidance and support

Grade: 2

Levels of care, support and guidance for pupils are good. Pupils' welfare is important to the headteacher and staff, who actively encourage them to care for each other. Pupils recently arriving, following the closure of a neighbouring school, have been welcomed and successfully integrated. All pupils would benefit from a greater involvement in setting personal learning targets now that teachers have a much clearer record of achievement. Child protection and health and safety procedures meet statutory requirements. Robust measures exist to monitor attendance and appropriate incentives are given in this respect. The assessment of risk within and outside the classroom would benefit from a wider involvement of staff, governors and pupils. There is a strong drive to raise achievement throughout the school and staff work particularly well with parents of children who are vulnerable for a variety of reasons. The newly established breakfast club provides healthy eating and worthwhile activities for early arrivers. However, at lunchtime the atmosphere in the dining hall lacks the warmth of the general school ethos and pupils indicate they would rarely turn to some supervisors if they had a problem.

Leadership and management

Grade: 3

Leadership and management of the school are satisfactory. The headteacher's leadership is calm but well focussed and effective and has been of pivotal importance in the past year following a period of stagnation in school development. The

headteacher has good interpersonal skills that have built the confidence of staff, parents and governors. She has correctly prioritised areas for development and the steps needed to bring about long-term improvements. Her efforts are reaping rewards, but the head recognises that there is more to be achieved. The school has benefited from the intensive support of the local education authority and is well placed to continue the upward trend of improvement. Staff are working hard to increase the involvement of pupils and parents in evaluating the quality of the school's work. The senior management team, subject leaders and the special educational needs coordinator are beginning to develop their roles effectively. The school has developed sound procedures to monitor the quality of planning, teaching and learning to establish how well it is doing and how to improve. However, not all staff are rigorous enough in identifying the steps necessary for further improvement. Governance of the school is good and has developed well in the last year. Governors are now actively holding the school to account for the standards achieved. Financial procedures are carefully managed and the budget is used effectively to promote standards.

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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?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	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?	3	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	3	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	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	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?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	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

Following our visit we would like to let you know what we found out about your school. But first can we say a big thank you for making us feel welcome and for talking to us about the different things that you do at school. It was good to hear how you feel that your teachers listen to you and take good care of you. You probably saw quite a lot of us when we came into classrooms, the school hall and the playground. We have told the staff that you behaved well and they are proud of you. We know that you like school so we have talked with your headteacher and staff about how the school can look at ways of being better. The standards you have reached have not always been as high as they are in most other schools and so the staff will look at ways to help you make quicker progress. Teachers are also going to look at how well you learn in different classes, and to talk to you to see if you are finding learning fun and enjoyable. All the staff want you to do really well. To help you to do your best you need to make sure you come to school regularly and only stay away if you are really poorly. Your headteacher has got some really good ideas to make the school an even better place. You can all play an important part in this by working as hard as you can and being kind and helpful to everyone. It was a pleasure to meet you all.