

# The Billingham Church of England Primary School

## Inspection report

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|--------------------------------|------------------|
| <b>Unique Reference Number</b> | 120515           |
| <b>Local Authority</b>         | Lincolnshire     |
| <b>Inspection number</b>       | 327300           |
| <b>Inspection dates</b>        | 17–18 March 2009 |
| <b>Reporting inspector</b>     | Kenneth Thomas   |

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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| <b>Type of school</b>  | Primary  |
| <b>School category</b>   | Voluntary controlled   |
| <b>Age range of pupils</b>   | 3–11   |
| <b>Gender of pupils</b>  | Mixed  |
| <b>Number on roll</b>  |  |
| School (total)   | 167  |
| Government funded early education provision for children aged 3 to the end of the EYFS | 0  |
| Childcare provision for children aged 0 to 3 years                                     | 0  |
| <b>Appropriate authority</b>   | The governing body   |
| <b>Chair</b>   | Mrs Juneta Wilson  |
| <b>Headteacher</b>   | Mr Richard Allen   |
| <b>Date of previous school inspection</b>  | 18 January 2006  |
| <b>Date of previous funded early education inspection</b>                              | Not previously inspected                                     |
| <b>Date of previous childcare inspection</b>   | Not previously inspected                                     |
| <b>School address</b>  | Fen Road<br>Billinghay<br>Lincoln<br>Lincolnshire<br>LN4 4HU |

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|--------------------------|------------------|
| <b>Age group</b>         | 3–11             |
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

Billingham Church of England Primary School is a below average size primary school, situated in rural Lincolnshire. Early Years Foundation Stage is provided through the nursery and reception classes. Pupils are drawn from a wide surrounding area and because of demographic trends, the number on roll is falling. The vast majority of pupils are from White British backgrounds, although there are a few who are in the early stages of learning English as an additional language. The school index of social and economic disadvantage is above average as is the proportion of pupils with learning difficulties and/or disabilities. The proportion holding a statement of special educational needs is below average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Inspectors agree with the school's evaluation that the overall effectiveness of the school is satisfactory, but with a number of good features. This is an inclusive school and the personal development of pupils is good. Their social skills develop well and behaviour is good. This is an orderly community because pupils are friendly and considerate to each other. Pupils feel safe and secure because of the good quality care and support in the school. They are keen to contribute to the school and there are increasing opportunities for them to take on responsibilities and so develop their confidence and independence. Pupils enjoy coming to school and attendance, which is average, would be higher but for family holidays taken in term time. Pupils understand the value of healthy lifestyles and make good contributions to the community. Parents are very supportive of the work of the school. One captured the views of many by writing, 'Not only do the staff educate the children, they also teach them discipline, kindness and support for others, good manners and good health'. Pupils are given a sound preparation for the next stage of their education.

From below average entry levels, pupils make satisfactory progress. Standards at the end of Year 2 have risen as have standards in English and science at the end of Year 6, which are now closer to average. However, standards in mathematics are lagging behind the improvement seen in the other two subjects. Although teaching and learning are satisfactory overall, there is much good teaching in Year 6 where pupils make good progress. In other years teaching, although satisfactory, is inconsistent. In some lessons, pupils' interest is not engaged because they spend too long listening to the teacher and higher ability pupils are not extended enough. The marking of pupils' work is inconsistent because it does not always give clear guidance on the standard expected and what must be done to improve the work.

Leadership and management are satisfactory overall. The purposeful leadership of the headteacher, with good support from governors, is guiding the school through a period of considerable change. The financial implications of the fall in the school roll have led to a reduction in staffing. The departure of a number of experienced teachers has weakened middle leadership and slowed the rate of improvement since the last inspection. Nevertheless, the headteacher has a clear vision for the future of the school and has determinedly introduced a number of strategies to improve the quality of provision and to raise standards. For example, new procedures for assessing and tracking pupils' progress, as well as improvements in the quality of teaching and learning, are beginning to raise standards. This is recognised by parents, as one parent wrote 'The headteacher has made significant improvements in his short time at the school'. The school has sound capacity for continued improvement and provides satisfactory value for money.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Many children enter the 'Treehouse', where the Early Years Foundation Stage children are based, with skills that are well below expectations for their age, particularly in communication, language and literacy. Children make good progress because they are well supported in their learning, although skills remain below the expected levels when they enter Year 1. Children settle very quickly into school life and make a good start to school. Parents are made to feel very welcome and through regular meetings are kept well informed on their children's progress. Adults deftly interact with children in their play, developing their language and helping them

to extend their thinking and ideas. Childrens' behaviour benefits and they are responsive, friendly and feel able to approach adults, knowing that they will receive a positive response. The welfare of children is given a high priority and each child's personalised 'learning journey' makes note of their involvement in a variety of activities. This provides a very clear picture of their progress. The Early Years Foundation Stage is well led and managed so that staff work well as a team. Plans are in place to develop the outdoor area further. Although use of this area is included as part of the daily routines, the full potential of the outdoor space is yet to be realised. Good assessment and record keeping ensure that teachers know the children well and provide the basis for planning the next challenging steps in their learning.

### **What the school should do to improve further**

- Within the continuing drive to raise standards, ensure that there is a clear focus on improving performance in mathematics.
- Ensure that the quality of teaching is consistently good in all classes and that pupils are given clear guidance on how to improve through the assessment and marking of their work.
- Strengthen middle management, so that all staff with leadership responsibilities are able to contribute fully to the continued drive for improvement.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Achievement is satisfactory and most pupils leave the school with just below average attainment. The 2008 unvalidated end of Key Stage 2 national test results show an improvement on the well below average scores of 2007 in English and science, but not in mathematics. The well focused leadership of the headteacher, in conjunction with support from the local authority, is having a positive effect on the quality of teaching and learning, and pupils' progress. This is seen in the 2008 Key Stage 1 test scores, which rose to be average in reading, writing and mathematics. Currently Year 6 pupils are working at levels that are closer to those expected for their age. Nevertheless, progress through Key Stage 2 is uneven and although pupils make good progress in Year 6, it is not sufficient to make up for the slower progress in earlier years and ensure a more rapid rise in standards. Pupils are not always sufficiently challenged, particularly in mathematics where standards lag behind those in English and science. Pupils who find learning difficult make satisfactory progress because of helpful additional support. The few pupils with English as an additional language also achieve satisfactorily.

## **Personal development and well-being**

### **Grade: 2**

Good relationships between pupils and staff promote good personal development and help ensure that pupils enjoy school. Behaviour is good. Pupils are polite and welcoming. They have a good awareness of what constitutes a healthy lifestyle and how to keep themselves safe. From a relatively early age pupils contribute well towards helping the school run smoothly. They carry out a number of jobs, such as 'helper of the day' and through the school council are able to make their views known. Regular opportunities to work together, along with the satisfactory development of basic skills provide a sound preparation for secondary education. Pupils' attendance, although average, is adversely affected by a minority of families whose

children's attendance is not as regular as it should be. Pupils' spiritual, moral social and cultural development is good. They display a good understanding of different faiths and customs as well a developing appreciation of cultural diversity in modern Britain.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The headteacher is leading the drive to improve the quality of teaching and learning and the benefits of this are beginning to be seen in lessons, particularly in Year 6. Common features of all lessons are good relationships and good attitudes and behaviour. In the most effective lessons, teachers are clear about what they want pupils to learn and share this with them. As a result, pupils know what is expected of them and are prepared to rise to the challenge. In less successful lessons, the pace slows because pupils spend too long listening to the teacher and the work planned does not offer enough challenge to higher achievers. Teaching assistants provide effective support for pupils with particular learning needs and ensure that they are fully involved in lessons.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum places an increasing emphasis on developing pupils' literacy and mathematics skills, together with a strong focus on their personal and social education. It is planned to meet the needs of the school's mixed age classes and is now being developed to emphasise links between subjects so that pupils can apply skills acquired in one subject to other contexts. The Key Stage 2 'Around the World in Eighty Days' topic provides a good example of this. Activities such as the residential visit to Aylmerton Field Study Centre and the day visit to Scarborough, together with visitors to the school and special events enhance the curriculum. These capture pupils' interest and contribute to their enjoyment of learning. Pupils value the range of clubs, some of which contribute to their good awareness of healthy life styles. Opportunities to play a range of musical instruments, sing in the school choir, or work with an artist to produce clay models, help build pupils' confidence and self-esteem.

### **Care, guidance and support**

#### **Grade: 2**

The school provides a nurturing environment where the pupils say they feel safe and well cared for. Pupils are confident that they can approach an adult if they have any concerns or worries. Arrangements for child protection are working well and meet statutory requirements. Careful attention is paid to health and safety. Staff know pupils well and provide them with good personal support. The good support for vulnerable pupils or those who find learning difficult ensure that they make satisfactory progress. Links with a wide range of outside agencies are very effective. The quality of academic guidance and support is satisfactory and improving. More systematic procedures for target setting and tracking pupils' progress have been introduced, and pupils are becoming more aware of their targets. The best examples of the marking of pupils' work provide clear guidance on how well they are doing and how they can improve. However, this is not always the case; occasionally marking does not convey sufficiently high expectations or show how pupils can improve their work. Staff work tirelessly to improve attendance and to involve parents and carers in their children's learning.

## Leadership and management

### Grade: 3

The strong leadership of the headteacher is providing the school with a clear direction during a period of quite challenging change. He has a firm understanding of the strengths of the school and areas where improvements are needed. Governors are closely involved with monitoring the work of the school and they are well equipped to fulfil their roles as critical friends. This is particularly important as the school manages a reduction in staffing as a consequence of a fall in the school roll. This has had an adverse effect on some aspects of middle management and too much of the impetus for improvement relies on the headteacher. The headteacher and governors recognise the need to revise the roles of staff with leadership responsibilities so that they are more involved in checking the work of the school and better able to support the drive for improvement. Nevertheless, staff work well together to ensure that this is an inclusive school and a cohesive, friendly learning community. All understand the needs of the community served by the school and ensure that pupils have a good understanding of cultural diversity in the wider society. This makes a good contribution to community cohesion.



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## Annex A

## Inspection judgements

|   |                |
|---|----------------|
| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
|---|----------------|

### 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   |
| Effective steps have been taken to promote improvement since the last inspection  | Yes |
| How well does the school work in partnership with others to promote learners' well being?   | 2   |
| The capacity to make any necessary improvements   | 3   |

### Effectiveness of the Early Years Foundation Stage

|   |   |
|---|---|
| How effective is the provision in meeting the needs of children in the EYFS?              | 2 |
| How well do children in the EYFS achieve?   | 2 |
| How good are the overall personal development and well-being of the children in the EYFS? | 2 |
| How effectively are children in the EYFS helped to learn and develop?                     | 2 |
| How effectively is the welfare of children in the EYFS promoted?                          | 2 |
| How effectively is provision in the EYFS led and managed?                                 | 2 |

### Achievement and standards

|  |   |
|--|---|
| How well do learners achieve?  | 3 |
| The standards <sup>1</sup> reached by learners   | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 |
| How well learners with learning difficulties and/or disabilities make progress                           | 3 |

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

## Personal development and well-being

|   |   |
|---|---|
| <b>How good are the overall personal development and well-being of the learners?</b>                          | 2 |
| The extent of learners' spiritual, moral, social and cultural development                                     | 2 |
| The extent to which learners adopt healthy lifestyles   | 2 |
| The extent to which learners adopt safe practices   | 2 |
| The extent to which learners enjoy their education  | 2 |
| The attendance of learners  | 3 |
| The behaviour of learners   | 2 |
| The extent to which learners make a positive contribution to the community                                    | 2 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 3 |

## The quality of provision

|  |   |
|--|---|
| <b>How effective are teaching and learning in meeting the full range of learners' needs?</b>       | 3 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 3 |
| How well are learners cared for, guided and supported?   | 2 |

## Leadership and management

|  |     |
|--|-----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 3   |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 3   |
| How effectively leaders and managers use challenging targets to raise standards  | 3   |
| The effectiveness of the school's self-evaluation  | 2   |
| How well equality of opportunity is promoted and discrimination eliminated   | 3   |
| How well does the school contribute to community cohesion?   | 2   |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money  | 3   |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 2   |
| Do procedures for safeguarding learners meet current government requirements?  | Yes |
| Does this school require special measures?   | No  |
| Does this school require a notice to improve?  | No  |

**Annex B****Text from letter to pupils explaining the findings of the inspection**

19 March 2009

Dear Pupils

Inspection of Billingham Church of England Primary School, Fen Road, Billingham, LN4 4HU.

Mrs King and I would like to thank you for making us feel so welcome. Our visit is one that we will remember for a long time. We have spoken to your teachers and told them how you were all so helpful and polite. It was good to hear how much you enjoy school, the clubs, and other activities that are available for you. Your singing of the school song in assembly was a particularly uplifting experience.

Our main finding is that Billingham is a satisfactory and improving school in which you are making steady progress. Your personal development is good because you are well cared for by the staff. Your attitudes and behaviour are good and this is a real help to your teachers as they can give all of their attention to helping you to learn. You told us how your teachers make sure that in many lessons you are active and that although learning stretches you, it is fun. We agree with you and have asked if more of your lessons can be like this. Your teachers spend a lot of time marking your work, and we have asked that when they do this, they give you clear guidance on the standard of your work and how you can improve. We were really pleased to see how much better you are doing in English and science. We have asked the school to help you to match the improvement seen in these subjects in mathematics. We have also asked your teachers to provide more challenging work for those of you who find it easier.

You know that your headteacher, governors and all of the staff who work with you, want you to do as well as you possibly can, and help the school to become even better. You have a very important part to play in the school's success. Through your good behaviour, hard work and the care you show each other, together with willingness to take on responsibility, you all help to make this such a friendly school.

With best wishes for your future success,

Dr Kenneth C Thomas

Lead inspector