



# Biggin Hill Primary School

## Inspection Report

**Unique Reference Number** 117901  
**LEA** Kingston-upon-Hull  
**Inspection number** 280181  
**Inspection dates** 5 October 2005 to 6 October 2005  
**Reporting inspector** Eric Jackson

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

<b>Type of school</b>	Primary	<b>School address</b>	Biggin Avenue
<b>School category</b>	Community		Bransholme
<b>Age range of pupils</b>	3 to 11		Hull, HU7 4RL
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01482 825377
<b>Number on roll</b>	542	<b>Fax number</b>	01482 830596
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr W. Haughey
<b>Date of previous inspection</b>	1 November 1999	<b>Headteacher</b>	Mr J. Harrison

<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
3 to 11	5 October 2005 - 6 October 2005	280181

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## Introduction

The inspection was carried out by a team of three additional inspectors.

## Description of the school

Biggin Hill is a large primary school to the north of Hull city centre. There are 540 children at the school. It has expanded recently as other local schools have closed. Socio-economic circumstances locally are low and the proportion of children eligible for free school meals is well above average. There are slightly more girls than boys and there are very few pupils from minority ethnic backgrounds. There is a very small number of children in public care. The proportion of children with learning difficulties is higher than average although the number with statements of their need is below average. Children's attainment at entry to the nursery covers a wide range but is well below average overall. More children leave or join the school during the school year than is usual. The school is involved in a number of initiatives such as Excellence in Cities, Surestart and the local Network Learning Community. It has earned awards for its children's achievement in 2002 and 2003 and its work in ICT and is also working towards Healthy School status.

## Key for inspection grades

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

## Overall effectiveness of the school

Biggin Hill is a good school with some outstanding features and gives good value for money. This matches the school's own view and accords with parents' and children's opinions. One parent wrote, 'The school needs a big pat on the back!'

The overall leadership and management of the school is good. The headteacher provides outstanding leadership. He inspires the school, tirelessly seeking ways to improve the quality of education and children's achievement. With other staff, he successfully nurtures initiatives with key partners. These have a very large impact on the quality of the school's provision for its children. The quality of leadership in the Foundation Stage and the provision for children with learning difficulties is also very effective. The governance of the school is good.

Children achieve well overall and enjoy their school and the opportunities provided for them. Nursery and reception children settle very well and their parents are very pleased with the provision and their children's progress. Throughout the school children's personal development is a real credit to them, the staff and their parents. The children behave well and work together in pairs and groups very successfully.

The school successfully encourages the children's speaking and reading but struggles to achieve the same success in their writing. For younger children, the change from the learning styles in the reception classes when they move to Year 1 is too sudden, especially in mathematics.

The school has improved well since the last inspection in 1999. This is reflected in the much higher standards that the school now attains. The school is very well placed to continue to improve further.

**Grade: 2**

## What the school should do to improve further

- Raise standards in mathematics in Key Stage 1.
- Ensure that pupils' writing is improved to match reading standards.

## Achievement and standards

Overall, the pupils achieve well and make good progress throughout the school. A parent of a Year 6 girl said, 'Since moving to this school, my child has come on by leaps and bounds.' Almost all parents echo this view.

From a low starting point in the nursery children make good progress and achieve well although the majority still have below average skills in language and mathematical development by age 5. Children with special educational needs make very good progress towards the targets set for them.

The children make good progress in Key Stage 1. Standards achieved by Year 2 are

broadly average and the results of national tests in reading, writing and mathematics have improved well since the last inspection. In the 2005 tests almost all Year 2 children achieved the expected level for their age, achieving better than the targets set for them by the school. Standards in mathematics are below the national average and fewer of the children reached the higher levels that the staff had predicted.

The children make good progress in Key Stage 2 and in Year 6 standards are broadly average. In 2005 the school exceeded its challenging targets for Year 6 in English, mathematics and science in 2005 at both the expected and higher levels. Children with learning difficulties did especially well. In 2005, the school's overall results were much better than those of similar schools although they were not as high as in 2004. The children's achievement in reading and science was particularly good. The pattern of results in reading tests over the past five years shows that pupils make very good progress in reading, but their progress in writing has been below that expected of them in four of those years, including 2005.

## **Grade: 2**

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

The children's personal development and well-being is good, confirming the school's own view, and that of parents and children.

The children's spiritual, moral, social and cultural development is good and has improved well since the last inspection. Last year's 'Bollywood' production celebrated the growth in children's understanding and acceptance of the diversity of British culture.

Children's behaviour is remarkably good. Children try hard to meet the staff's high expectations because relationships are very strong. Children in Year 4 said, 'The teachers look after us and care for us.' The children cooperate in lessons and work together well. They are relaxed and confident, accepting responsibility sensibly, for example in the School Council or as 'Biggin Buddies' who help other children. The children really enjoy their school and are very proud of it. Attendance is broadly average.

The school is a key player in the community. The school helps parents to support their children's learning more effectively with the enthusiastic leadership of the headteacher. Through the school's partnership with parents and effective teaching and learning the children are well prepared for the next stage of learning and the world of work.

## **Grade: 2**

### **Quality of provision**

## Teaching and learning

Teaching and learning are good overall. The children understand that the staff want them to do well so they try hard to learn what is expected. Teachers and teaching assistants provide work that meets the children's needs, particularly those with learning difficulties. The teachers are secure and confident in their subject knowledge and this gives the children confidence to tackle new tasks with a high expectation of success. Lessons are indeed lively and engage children's attention so that they find lessons 'sometimes exciting' and enjoy challenging activities. For example, a Year 5 class enthusiastically joined in a fast paced test of their multiplication skills, eagerly trying to give the answer within five seconds. Teachers do not always generate this level of enthusiasm among pupils to make them want to write more. Many of the staff have become skilled in using interactive whiteboards and lap-top computers to reinforce their teaching. In the best marking of pupils' writing, teachers give them guidance on how to improve and to meet their targets. However, this good practice is not consistent throughout the school.

In the overall good teaching, there is an area for improvement in key stage 1 among the youngest pupils. In numeracy, their learning of addition and subtraction is not as rapid as it could be because they do not have ready access to practical materials and equipment which could help them to understand better what they are doing.

**Grade: 2**

## Curriculum and other activities

The curriculum is good, confirming the school's view. The curriculum suits the children's needs well. Children find learning interesting and they thoroughly enjoy the activities organised by the staff. Provision for pupils with learning difficulties is good. There is a very close match of support to pupils' specific needs.

Provision for pupils' personal development and their spiritual, moral, social and cultural development are built effectively into the curriculum. The curriculum is also enriched in many ways, particularly through visits out of school. As an example, during a visit to a local restaurant children learned how to make pizzas and photographs of the children's beaming and tomato-smeared faces showed how enjoyable this was for them. There is a satisfactory range of homework and other activities after school to extend children's learning.

**Grade: 2**

## Care, guidance and support

The school looks after the children well and parents have positive views of this aspect of the school's work. All required safety and child protection procedures are in place and staff are vigilant with regard to the children's well-being. The school

works closely with outside agencies to ensure the best possible care for children who might be at risk. Children are taught to be aware of risks to their health and safety for example, through sex and drugs education.

The children in Years 1 and 2 are taught the dangers of over-exposure to the sun and how to protect themselves. The staff promote healthy eating and healthy lifestyles, in line with the guidance of the local authority, and the school has made plans to increase the frequency and variety of provision for physical exercise.

Staff know the children well and assess their academic progress thoroughly and effectively. They use the information to set new work that meets children's learning needs. The provision for children with learning difficulties is of high quality. The children's needs are identified quickly and their learning is supported very effectively.

**Grade: 2**

## **Leadership and management**

Leadership and management are good overall. This judgement matches the school's and parents' views. The school benefits from the outstanding leadership of the headteacher. He has maintained his vital enthusiasm and driving spirit since the last inspection to provide clear and dynamic focus for the school's improvement. He is very well supported in this by the senior staff. The effect of this high quality leadership and the school's good management is that the overall provision and the standards achieved have improved well since the last inspection. The school knows itself well and the quality of monitoring and evaluation of the school's work is good. The information gained from this is used effectively to plan for improvement, including staff development.

Governance is good, and the chair of governors applies his considerable experience in support of the school. A difficult financial situation arose when the school recently absorbed children from another school which closed. However, the situation is on the way to a successful resolution.

A key factor in the school's success is in the willingness of all those involved - staff, children, governors, parents and community partners - to work together to make improvements.

**Grade: 2**

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	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

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	3	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

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	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	2	NA

### The quality of provision

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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

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7th October 2005

Dear Children,

Thank you for your warm Biggin Hill welcome to myself and my colleagues, Mrs Taylor and Mr Bardon. Your friendliness and willingness to talk to us about your school helped us in our job of deciding how well the school helps you to learn.

We agree with you and your parents. Biggin Hill Primary is a good school that is led and managed well by Mr Harrison and the rest of the staff. You certainly enjoy your lessons and make it easier for your teachers to help you. Almost all of you try hard to learn. We know that some of you find concentrating on your work difficult but we were impressed by how well you get on with it when the staff ask you to. We know that you feel safe and well cared for in school, as your parents told us.

You told us that most lessons are interesting and really help you to learn new things. We thought that, too. Your teachers and support staff plan carefully what you need to do next to improve. When we watched the CD of last year's Bollywood we enjoyed the skill and enjoyment shown by everyone.

We have asked the staff to help you further by making sure that younger children learn to add and take away using objects and materials more. We have also asked them to give all of you more time to write, especially about things you want to write about. You could help here by trying to do these things more for yourselves.

With best wishes for your future,

Yours sincerely

Eric Jackson, Lead Inspector.

Annex B