

# Biggin Hill Primary School

## Inspection report

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<b>Unique Reference Number</b>	117901
<b>Local Authority</b>	Kingston-upon-Hull
<b>Inspection number</b>	326711
<b>Inspection dates</b>	19 November 2008
<b>Reporting inspector</b>	Mr Gordon Potter

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	480
Government funded early education provision for children aged 3 to the end of the EYFS	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Kath Cutler
<b>Headteacher</b>	Mr Alan Chaffey
<b>Date of previous school inspection</b>	October 2005
<b>School address</b>	Biggin Avenue Bransholme Hull HU7 4RL
<b>Telephone number</b>	01482 825377
<b>Fax number</b>	01482 830596

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<b>Age group</b>	3–11
<b>Inspection date(s)</b>	19 November 2008
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## Introduction

The inspection was carried out by two Additional Inspectors, who evaluated the overall effectiveness of the school and investigated the following:

- the current rate of pupils' progress across school;
- whether the quality of teaching and learning is strong enough to ensure that pupils make expected or better progress through school and especially in Key Stage 1 and;
- the impact the new leadership team has had on progress and attainment, including in writing, across school.

Evidence was gathered from discussions with pupils, members of staff and governors, observations of teaching and learning, views of parents, and a scrutiny of pupils' work and school documentation. Other aspects of the school's work were not investigated in detail, but the inspectors found some evidence to suggest that some of the school's own assessments, as given in its self-evaluation, were not justified. Where there were differences, such as in the areas of the curriculum and the Early Years Foundation Stage (EYFS), the school accepted the inspectors' view. These differences did not have a significant impact on the overall picture of the school. They have been included where appropriate in this report.

## Description of the school

This large primary school serves an area where socio-economic circumstances are well below what is expected nationally. The proportion of children eligible for free school meals is well above average. The proportion of pupils from minority ethnic backgrounds is well below average. The proportion of children with learning difficulties and/or disabilities is average, as is the proportion with a statement of special educational needs. More children leave or join the school during the school year than is usual. Pupils enter the Nursery classes in the EYFS in the autumn term.

## Key for inspection grades

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

## Overall effectiveness of the school

**Grade: 2**

This is a good and improving school where pupils make increasingly good progress in relation to their starting points. Pupils enjoy school and are extremely well cared for. As one parent said, 'my children love coming to school, are happy, learn well and enjoy every aspect of school life'. The new headteacher has swiftly analysed what needs to be done to make the school even better and new initiatives, which have won the support of parents, are already having an impact on improving teaching and learning, the rate at which pupils make progress, and their understanding of how to improve their work.

Children enter the Nursery with skills which are below what is expected nationally for their age. They make satisfactory progress in the EYFS and enter Key Stage 1 with skills which remain below average, although they are weaker in aspects of language and mathematical development. Standards at the end of Key Stage 1 are typically below average, but reflect satisfactory progress when pupils' initial weaknesses in literacy and numeracy are considered. Standards at the end of Year 6 are broadly average but this represents good progress overall. Pupils make most progress in Year 6 because this is where the strongest teaching exists. Pupils currently in Year 2 are working more securely within national expectations. Most pupils, including those with learning difficulties and/or disabilities, make good progress. Writing has been a weaker aspect of pupils' attainment but the strategies adopted by the school are beginning to impact on pupils' writing skills although they have not yet had time to impact on standards. Pupils are increasingly encouraged to write in subjects across the curriculum, for example, in science where report writing shows clear use of connectives and sentence structures.

From an early age, pupils know how to eat healthily and they speak enthusiastically about the many opportunities to take exercise. They also appreciate the opportunities to learn a musical instrument and the many sporting and arts clubs available to them. Positive relationships and good behaviour and attitudes contribute to pupils' enjoyment of learning and their increasingly good progress in lessons. Pupils' spiritual, moral and social awareness is well developed and they care for one another so that they feel safe and secure in the school community. While they have some knowledge of other faiths and cultures, they have insufficient understanding of the multi-ethnic nature of modern Britain so that the school's contribution to community cohesion is satisfactory. Despite the best efforts of the school, attendance is below average because some families take holidays during term time and because some families allow their children to miss the exciting opportunities the school offers them.

Teaching and learning are good. Lessons are well planned with a good range of activities and sufficient pace to allow pupils to understand clearly what they are learning without becoming restless. Good use is made of 'talk partners' and group work so that pupils can learn together and develop their speaking and listening skills which they use with increasing confidence. Allied to good development of skills in information communication technology (ICT), this prepares them well for their future education. Lessons have clear learning objectives and teachers use questions well to check what pupils have learned. In less successful, though nonetheless satisfactory

lessons, teachers ask closed questions and do not allow pupils time to develop their own ideas. Occasionally the pace of lessons and the challenge offered to pupils drops and progress slows.

The school regards the curriculum as good, while acknowledging that it is planning several improvements. The curriculum is currently satisfactory. It offers a strong and necessary emphasis on the development of basic skills in literacy and numeracy and in speaking and listening. There is a strong programme of phonics teaching which has a positive impact on pupils' reading throughout school. Much of this provision, including the programme for personal, social and health education which supports pupils' good personal development, is based on the successful implementation of the professional scheme. However, the school recognizes that this now needs to be complemented with a more skill-based, thematic and creative curriculum which will allow pupils to see the links between subjects.

The school works closely with outside agencies to meet the diverse needs of pupils and all adults in school provide high levels of care. The needs of pupils with learning difficulties and/or disabilities and those children who are in the care of the local authority are quickly identified and appropriate strategies adopted to ensure that they thrive in school. All necessary safeguarding requirements are in place. Teachers' marking helps pupils to understand what they need to do to improve their work although it is inconsistent across school. New procedures for setting targets for pupils and tracking improvement in their work are beginning to have an impact on pupils' progress but they have not yet had time to impact on standards.

Leadership and management are good. The strongly focused leadership of the new, but experienced and respected headteacher has quickly established key priorities for school improvement based on accurate evaluation of the school. With vital support from the deputy and assistant headteachers he has offered all leaders more responsibility and more accountability and they are relishing the challenge. A more emphatic focus on pupils' progress, the setting of challenging targets and detailed analysis of what happens in classrooms is leading to more consistent teaching across school and a consequent rise in the rate of pupils' progress. There is an emphatic focus on equality of opportunity in this very inclusive school. Governors offer good levels of support and challenge to the school. Based on the improvements already made, the school has a good capacity to improve.

### **Effectiveness of the Early Years Foundation Stage** **Grade: 3**

The school judges the overall effectiveness, the children's achievement, the way teachers help them to learn and develop and the leadership of the EYFS to be good. The inspectors judge these areas to be satisfactory. Inspectors agree that children's personal development is good and judge the way the school promotes children's welfare as good rather than the school's view of outstanding.

Children enter the Nursery classes with skills which are below what is typical for their age. Teachers do not yet have a clear enough picture of children's skills when they begin in the EYFS. Therefore, while children enjoy a range of interesting learning activities, the work they do is not sharply enough focused to match their individual abilities and progress is satisfactory. The absence of adequate facilities for outdoor

learning also impedes progress, although the introduction of more active learning is having an impact on boys' personal development. Moreover, good teaching of phonics is beginning to help children to make greater progress in their early reading and writing skills. Strong links with parents start before the children attend Nursery and continue so that parents are encouraged to work alongside their children and to keep journals of their progress. This helps children to settle quickly and to feel safe and secure. Indeed, their welfare is of paramount importance to their teachers and the needs of the more vulnerable are quickly identified and addressed. Children are very aware of the need to eat healthily and to take exercise. Leadership of the EYFS is satisfactory. Teachers plan well together and some changes to the provision such as more active learning and phonics are beginning to enable some children to make good progress. However, data about children is not analysed well enough and the transition to the EYFS framework is still being developed.

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

- Raise standards, across the school, especially in Key Stage 1, by ensuring that teaching employs effective questioning and is consistently challenging for all pupils.
- Make more effective use of data about children's skills and abilities in the EYFS to ensure work is well matched to each child's level of ability.

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## Annex A

## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.</b>	<b>School Overall</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>	<b>2</b>
Effective steps have been taken to promote improvement since the last inspection	<b>Yes</b>
How well does the school work in partnership with others to promote learners' well-being?	<b>2</b>
The capacity to make any necessary improvements	<b>2</b>

### Effectiveness of the Early Years Foundation Stage

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	<b>3</b>
How well do children in the EYFS achieve?	<b>3</b>
How good are the overall personal development and well-being of the children in the EYFS?	<b>2</b>
How effectively are children in the EYFS helped to learn and develop?	<b>3</b>
How effectively is the welfare of children in the EYFS promoted?	<b>2</b>
How effectively is provision in the EYFS led and managed?	<b>3</b>

### Achievement and standards

<b>How well do learners achieve?</b>	<b>2</b>
The standards <sup>1</sup> reached by learners	<b>3</b>
How well learners make progress, taking account of any significant variations between groups of learners	<b>2</b>
How well learners with learning difficulties and/or disabilities make progress	<b>2</b>

### Personal development and well-being

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

<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.

## The quality of provision

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

## Leadership and management

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



20 November 2008

Dear Pupils

### **Inspection of Biggin Hill Primary School, Kingston-upon-Hull, HU7 4RL**

On behalf of the team, thank you so much for making us welcome when we inspected your school. Biggin Hill Primary School is a good and improving school. The staff care for you very well. They help you to enjoy your learning because they want to make your lessons fun and arrange many exciting activities for you. They encourage you to know what you need to learn in each lesson.

We were pleased to see that you work hard and do your best. You come to school on time and care for one another in the playground. We think that your behaviour is good and you look after one another well. We found that you are very polite and helpful, and we enjoyed talking to you about your school. You told us that you enjoyed coming to school because you enjoyed your lessons and because you liked your teachers. You said you appreciated the activities the school provides for you, like the clubs and sporting activities. Your parents and carers like the school very much, especially the way your teachers care for you and help you to enjoy your learning.

We have asked your teachers to do two things to make your school even better.

- Help you to do better in your tests when you are in Year 2 and Year 6 by ensuring they are good at asking questions and giving you challenging work.
- Make sure they know how well the youngest children are working and ensure that work is well matched to each child's level of ability.

You can help by attending well and always doing your best. Thank you for all your help and I wish you every success in all you do in the future.

Gordon Potter  
Lead inspector