

# Binfield Church of England Primary School

## Inspection report

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<b>Unique reference number</b>	109999
<b>Local authority</b>	Bracknell Forest
<b>Inspection number</b>	378209
<b>Inspection dates</b>	6–7 March 2012
<b>Lead inspector</b>	Najoud Ensaff

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	419
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stuart Wharphshire
<b>Headteacher</b>	Suzie Wright
<b>Date of previous school inspection</b>	23 November 2006
<b>School address</b>	Benetfield Road Binfield Bracknell RG42 4EW
<b>Telephone number</b>	01344 860106
<b>Fax number</b>	01344 304802
<b>Email address</b>	secretary@office.binfield.bracknell-forest.sch.uk

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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	6–7 March 2012
<b>Inspection number</b>	378209



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## Introduction

Inspection team

Najoud Ensaff	Additional inspector
Tony Instone	Additional inspector
Gillian Bosschaert	Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 33 lessons taught by 16 teachers, supported by teaching assistants. They held meetings with senior and middle leaders, class teachers and members of the governing body. Inspectors observed pupils at work and play, listened to them read and spoke to them about their experiences at school and about their learning.

Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection. They observed the school's work, and looked at; lesson planning; pupils' books; self-evaluation documents; the improvement plan; the school website; newsletters; local authority reports; records relating to safeguarding pupils and the monitoring of teaching; and the tracking of different pupils' progress, attendance and behaviour. They looked at questionnaires returned by 142 parents and carers, and questionnaires completed by staff and pupils.

## Information about the school

Binfield Church of England Primary School is a larger than average, two-form entry school. The proportion of pupils known to be eligible for free school meals is well below average. The large majority of pupils are of White British heritage with only a small proportion from minority ethnic groups. The percentage of pupils who speak English as an additional language is well below average. The proportion of disabled pupils and those with special educational needs is below average. Of these, most needs relate to specific learning difficulties.

The headteacher assumed her role in September 2011 following nine years as deputy headteacher. The current deputy headteacher joined the school and the senior leadership team at the start of this academic year. Seven teachers and two members of the governing body are also new this year. The school is set in Binfield village and caters for children whose parents reside in the local area. It has won a number of awards, including in 2011 the Advanced Thinking Skills Awards and UNICEF Rights Respecting Schools. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- Binfield Primary is a satisfactory school. It is a happy, active place where pupils behave well and where staff promote pupils' spiritual, moral, social and cultural development effectively. Overall effectiveness is satisfactory rather than good because teaching across subjects is not yet consistently good, and pupils' progress from their starting points is satisfactory.
- Pupils enter Reception with skills broadly in line with those expected for their age. They make good progress across the Early Years Foundation Stage and enter Key Stage 1 with above average levels of skills, particularly in English. They make satisfactory progress across Key Stages 1 and 2 so that when they leave the school their skills in English are above average levels and their skills in mathematics are broadly in line with national expectations.
- Behaviour in lessons and around the school is good. The school's new systems for managing behaviour are also good. Pupils have few concerns about bullying because they say it is rare and believe it is dealt with effectively.
- Teaching is satisfactory overall, with variability between and across years, and some examples of good classroom practice. Marking is satisfactory, with some good marking, predominantly in English. Assessment data are used inconsistently so that target setting for individuals is variable. Some pupils are not always made aware of how to improve their work.
- Leadership and management are satisfactory. Both areas for improvement from the last inspection have been adequately addressed and leaders monitor the quality of teaching so that some useful feedback is provided to teachers. The management of staff performance is satisfactory overall. There is scope for leaders at all levels to develop skills further, for example in further analysing data on individual pupils' achievement. Parents, carers and staff are generally very supportive of the school. The curriculum is good and meets pupils' interests.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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## What does the school need to do to improve further?

- Improve the quality of teaching so that a greater proportion is good or better by:
  - ensuring that teachers' marking always includes guidance for pupils about how to improve their work, particularly in mathematics
  - using accurate assessment information consistently to plan for pupils' individual needs and set appropriate targets for individuals
  - sharing best practice so that a consistent and accurate view of good teaching is shared by all staff.
- Develop leadership skills at all levels so that:
  - the monitoring of teaching focuses on specific areas for improvement which are then regularly reviewed.

## Main report

### Achievement of pupils

Children enter the Early Years Foundation Stage with skills and abilities broadly in line with those expected for their age. Children's skills in solving problems, reasoning and numeracy develop satisfactorily so that by the time they enter Year 1, most are able to count to 10 and understand what adding and taking away mean, with a few able to carry out simple calculations. Teachers and very able learning support assistants help children in Reception to develop their communication, literacy and language skills particularly well, so that during the inspection, children were seen confidently sounding out and writing simple words, with some moving towards more complex word building. Children demonstrate positive attitudes to learning, and well-organised indoor and secure outdoor areas provide a positive environment for children. This helps them to develop well in their creative, personal and social skills. Children learn well in the Early Years Foundation Stage, so that they enter Key Stage 1 with above average skill levels in reading and writing and average skill levels in mathematics, and with good social and creative skills upon which to build. At the end of Key Stages 1 and 2, standards in reading are above average.

The vast majority of parents believe their children are making good progress at the school. The inspection team found that achievement overall is satisfactory and progress across the school and across subjects is satisfactory because it is not consistently good. Pupils make satisfactory progress across Key Stages 1 and 2. Standards in English at the end of Key Stage 2 are above average and have been consistently and significantly so since 2006. Attainment in mathematics has mostly been significantly above average since the time of the last inspection but did drop back to broadly average in 2011. However in this subject, the school's most recent data reflect improvements to pupils' achievement.

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Progress in lessons for all groups of pupils, including those with special educational needs, is satisfactory. The gaps in the performance of different groups, for example middle ability girls in mathematics, those pupils known to be eligible for free school meals, and those for whom English is an additional language, are starting to close as a result of recent, focused interventions and whole staff development. Pupils respond well to tasks, demonstrating application and a willingness to work hard. They rise well to those challenges with which they are presented. Although some good learning was observed by inspectors, pupils were not always working at sufficient pace and did not find the work consistently challenging. In the minority of lessons where pupils made good progress, they were fully engaged in their learning, the pace was brisk and work was well matched to their needs.

### **Quality of teaching**

Overall, teaching enables most pupils to achieve satisfactorily given their starting points, but there is variability in quality. Some teaching, in all key stages, excites and enthuses pupils so that good learning takes place. Teaching in the Early Years Foundation Stage is good. However, in Key Stages 1 and 2 lessons sometimes lack sufficient pace and challenge to promote good learning and tasks are not sufficiently well tailored to the individual needs of learners. However, further development work since September 2011 shows an improvement in the teaching of mathematics, and pupils are beginning to make improved progress as a result.

The most effective teaching was seen in a minority of lessons where learning was active and enjoyable and where resources, including the outdoor learning environment and information and communication technology (ICT), were used creatively. These lessons resulted in pupils who were well motivated and excited about learning. For example in one very well-developed lesson, pupils in Year 4 were very keen to say the time in French when they played a game of 'What's the time, Mr Wolf?' conducted in French outside, while Reception children enjoyed sounding out and writing words when a cuddly toy was used as a teaching aid. Those in Year 5 made good progress in an art lesson, where links were drawn between the activity and a recent educational visit. Teachers take advantage of opportunities to promote pupils' spiritual, moral, social and cultural development across the securely planned curriculum.

Inconsistencies in individual target setting mean that some pupils are not sufficiently challenged, and as a result, their progress is no better than satisfactory. The school has introduced a new tracking system which is helping teachers to address some of these inconsistencies, so that gaps between these pupils and their peers are beginning to close.

Pupils' books are generally marked regularly, with pupils sometimes being given useful suggestions about how to improve, particularly in English. The best marking consists of accurate and regular feedback, with teachers providing pupils with the opportunity to respond to their comments. This good practice is not yet sufficiently

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widespread, particularly in mathematics.

Most pupils think they are well taught. The vast majority of parents and carers agree, and believe that their children's individual needs are met. Inspectors found that, although there is some good teaching, it is too often satisfactory.

## **Behaviour and safety of pupils**

Most parents, carers, pupils and staff are positive about behaviour at the school, with several parents and carers praising the dedication of staff and the welcoming atmosphere of the school.

Evidence shows that behaviour over time is good. Pupils are consistently well behaved in lessons and around the school and their good behaviour contributes well to their learning. They work and interact well together, are punctual, courteous, welcoming and considerate of each other and other adults. This positive view of cooperation has been recognised in the Rights Respecting school award.

The school's systems for managing and monitoring behaviour have been recently reviewed and are good. Staff care about pupils and respond to concerns extremely well. A very small minority of parents and carers raised concerns regarding bullying and safety. Pupils reported that they get on well together at school, that any form of bullying is very rare and that staff deal effectively with any incidents. Pupils have a good awareness of different types of bullying, such as cyber bullying, racism and name calling, and have a well-developed understanding of how to keep safe.

Pupils report that they feel safe, and their parents and carers agree. One parent wrote of the 'amazing' support provided for her child, and another of the school being 'extremely caring'.

## **Leadership and management**

The new headteacher and deputy headteacher are working effectively to address areas of relative weakness in teaching and to improve whole-school systems. For example, previous development work and the more recent introduction of a new programme in English have helped to improve achievement across the school in reading and writing. As a result, pupils' progress in English has improved over recent years. This, alongside recent improvements to teaching in mathematics, particularly since September, sustained good behaviour and the continuing involvement of the governing body, means that the school has a satisfactory capacity for sustained improvement. Leaders and managers have a broadly accurate view of the school's strengths and weaknesses, although their use of data on individual pupils' progress is underdeveloped. The management of teaching has led to some improvements in the quality of classroom practice, particularly in mathematics; however, feedback to teachers does not always focus on specific areas for improvement which are then

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regularly reviewed, and this reduces the impact of monitoring procedures.

Engagement with parents and carers is generally positive. A small number of parents and carers reported their concerns were not always listened to and some reported that communication was not always accurate. Inspectors found that systems for responding to concerns are good and the vast majority of concerns are handled well. They also found that while there are several good channels of communication between the school and parents and carers, such as fortnightly newsletters, other communications are not always as accurate or timely as possible. The school is in the process of developing its website and learning platform with the aim of addressing some of these concerns.

The governing body provides appropriate challenge to school leaders. It ensures that statutory requirements for safeguarding are met. Equality of opportunity is promoted satisfactorily, with the school now taking successful action to overcome any mismatch in work set for varying ability levels and close gaps in achievement between different groups of pupils. Pupils confirm that discrimination of any form is not tolerated.

The school's curriculum is secure because it covers all required elements and is effective in promoting good spiritual, moral, social and cultural development. This is an active school where pupils enjoy a wide range of extra-curricular clubs, for example Judo, choir and dance, and where they are encouraged to develop their independence and thinking skills, as seen in the school's awards. Pupils spoke very positively about religious studies lessons where they researched inspiring people linked to their own heritage. The school offers good opportunities for pupils to take part in residential weeks, educational visits to places such as Sikh temples, synagogues and the Roald Dahl Museum, and to participate in fund raising activities. Pupils demonstrate a good understanding of other religions and cultures, and they are given good opportunities for reflection.



## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



8 March 2012

Dear Pupils

**Inspection of Binfield Church of England Primary School, Binfield RG42  
4EW**

We enjoyed coming to visit your school, watching you in lessons and talking to you. Thank you for being so polite, friendly and helpful during our visit. Your school provides you with a satisfactory education.

These are the best things about your school.

- Your school is a friendly, happy school where teachers are committed and caring.
- You leave school with above average levels of skills in reading and writing.
- You behave well and this helps you to learn.
- You enjoy good opportunities to take part in extra-curricular clubs and educational visits, which help you to develop good social and spiritual skills.
- You are successfully encouraged to develop good thinking skills.

These are the things we have asked your school to do to improve.

- Make sure that you are always given suggestions on how to improve the work in your books, particularly in mathematics.
- Make sure that you are always given work that is suitable for your needs.
- Get teachers to share ideas with one another so that everyone has a similar idea of what works well in lessons.
- Improve the way senior leaders check that teaching is getting better.
- Look more closely at the way that information is used by senior leaders to plan for the future.

You can all help by talking to the teacher when you do not understand how to improve your work and by continuing to work hard. We hope that these points will help you and your school to move forward.

Yours sincerely  
Najoud Ensaff  
Lead inspector

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