

Binley Woods Primary School

Inspection report

Unique Reference Number	130886
Local Authority	Warwickshire
Inspection number	360149
Inspection dates	3–4 February 2011
Reporting inspector	Anna Coyle

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	The governing body
Chair	Roger Manning
Headteacher	Karen Davidson
Date of previous school inspection	24 January 2008
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Age group	4–11
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 18 lessons and observed 7 teachers. They also held meetings with the headteacher, senior staff, a member of the governing body, groups of pupils, and parents and carers. Inspectors observed the school's work and looked at a range of documents including assessment and tracking information, the school development plan, the headteacher's monitoring reports and pupils' workbooks. The inspection questionnaires were analysed, including 68 from parents and carers, 12 from members of staff and 100 from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The inspectors explored pupils' progress in writing to find out whether they achieve as well as they can.
- They investigated planning and the use of assessment to ascertain whether staff adapt activities and provide sufficient challenge for different groups of pupils.
- They also considered the current staffing situation and the school's capacity to sustain future improvement.

Information about the school

This school is situated within a residential area and is smaller than other schools of its type. The majority of pupils are White British and a few are from minority ethnic backgrounds. A very small number learn English as an additional language and the main language spoken at home is Panjabi. The proportion of pupils with special educational needs and/or disabilities is similar to the national average: their needs include specific and moderate learning difficulties and physical disabilities. The school has been awarded the Activemark Award for sports and it has National Healthy Schools status. There have been several changes in staffing since the last inspection. The new headteacher has been at the school for just over 5 terms.

The school shares its site with a pre-school and a before- and after-school club which are both managed privately, and are inspected separately.

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

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It provides a balanced curriculum for its pupils and a wide range of extra-curricular sports and music activities to enhance learning. The school has emerged successfully from a period of change during which time it has had several changes of staff, including class teachers and senior managers. These changes have been led and managed well by the new headteacher and the governing body, who keep a close check on the school's performance.

Children in the Reception class develop their knowledge and skills steadily and attain the expected goals by the time they move into Year 1. Provision is satisfactory in the Early Years Foundation Stage, although there is a lack of balance between adult-led and free-choice activities. This means that activities are sometimes too structured and lack opportunities for children to increase their independence and creativity. Standards of attainment are broadly average in reading, writing and mathematics by the end of Year 2, with a good proportion attaining the higher levels in reading. Pupils make good progress in English and mathematics and achieve well by the time they leave at the end of Year 6. The inspection evidence and the school's data show that the most able pupils do particularly well and attain high standards by the time they leave, especially in reading and mathematics. Pupils are generally well prepared for the next stage of their education, although the progress of the middle-ability boys in writing is slightly behind that of the girls. The school accurately identifies pupils with special educational needs and disabilities, and helps them to make good progress through teachers' good use of effective interventions and good support from teaching assistants and a learning mentor. Most pupils behave well and have good attitudes to learning. Attendance is good and many pupils accept responsibilities willingly, such as those who are on the school council.

Staff make sure that all pupils are valued equally and they work hard to promote the learning of boys. A range of evidence shows that the quality of teaching is good over time and occasionally outstanding, although much seen during the inspection was only satisfactory. This is because teachers' subject knowledge and classroom management skills vary, especially in Years 3 and 4. Pupils have clear targets to help them learn but the use of assessment is not fully embedded to track pupils' progress. In addition, some teachers' marking does not consistently identify what pupils need to do next to improve their work. The majority of parents and carers are pleased with the education provided for their children and believe that the teachers are 'friendly and welcoming.' The school has good links with them and promotes good community cohesion through many local events, good support for national charities and increasing international links.

The energetic headteacher is the driving force in the school and works closely with the senior management team to provide a strong sense of ambition. Together, they have devised a good school development plan to help them make further improvements. Self-

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evaluation is mainly accurate, although a little cautious. Leaders and managers have successfully addressed the issues identified at the time of the last inspection by adapting the curriculum for pupils who are identified as gifted and talented. They have also ensured that pupils have more opportunities to practise their writing skills in other subjects and that senior managers provide more regular feedback to teachers. The governing body makes a good contribution to the life of school and takes its responsibilities seriously. Based on these good aspects and its good track record of improvement, rising standards and effective leadership, the school has good capacity to sustain improvement.

What does the school need to do to improve further?

- Accelerate the progress of the middle ability boys in writing by:
 - providing them with more challenging work
 - improving pupils' handwriting and presentation skills.
- Improve the quality of teaching so that at least 75% is good or better by December 2011 by:
 - making sure that teachers' subject knowledge and classroom management skills are secure, especially in Years 3 and 4
 - embedding the use of assessment to track pupils' progress
 - ensuring that teachers' marking consistently provides pupils with sufficient guidance about how to improve their work.
 - Extend the provision for children in the Early Years Foundation Stage by:
 - ensuring a better balance of adult-led and free-choice activities
 - providing more guidance for children when playing indoors and outside so that they develop their independence and creativity.

Outcomes for individuals and groups of pupils

2

Data shows that progress is good and pupils attain above average standards by the end of Year 6, especially in reading and mathematics. Pupils who are gifted and talented and the more able sometimes make exceptional progress. This is borne out by the inspection findings, which confirms that pupils are working at levels above those expected for their age in English and mathematics at the top end of Key Stage 2. Girls have outperformed boys in the past but the gap is closing due to the school's effective classroom strategies to drive up standards. For example, the school's successful focus on writing has had a noticeable effect on pupils' progress. Even so, learning is occasionally variable in some lessons across year groups among middle ability boys, and pupils' handwriting and presentation skills are inconsistent. The best progress is made in Year 6 where the teaching is particularly good and many parents and carers support their children's learning well at home through private tuition and additional learning activities.

At Key Stage 1, pupils develop their literacy and numeracy skills steadily from broadly typical skills on entry to the Reception year, so that they reach average standards by the end of Year 2. Pupils with special educational needs and disabilities, and the few who learn English as an additional language, are supported well to help them make good

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progress in literacy and numeracy skills. For example, these pupils made good progress in a lively Year 6 lesson on the theme of journalism and writing reported speech in newspapers because activities were matched well to their needs, enabling them to tackle the work successfully.

Spiritual, moral, social and cultural development is good. Pupils are keen to participate in activities and show good attitudes to learning. They enjoy new experiences which broaden their understanding of social issues, such as in the school's recent focus during 'anti-bullying week'. Behaviour is mainly good and most pupils with special educational needs and disabilities respond well to the good support they are given to help them develop their social skills. Pupils say they enjoy school and feel safe. They know to whom they should go if they are worried about anything or have any concerns.

All pupils understand how to live healthily by eating nutritious food and exercising regularly. They enjoy contributing to the school and local community by taking on responsibilities such as house captains, 'eco-warriors', 'buddies', play leaders and librarians. The school council has provided plenty of good ideas for improving the playground with new play equipment. Pupils develop their enterprise skills well by baking biscuits to sell, managing the school bank and organising team sports. They participate well in raising funds for charities such as the Samaritans' Purse, Red Nose Day and the British Heart Foundation. Links with the wider world are developing effectively through multicultural links with a Japanese group.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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How effective is the provision?

Taking into account the headteacher's monitoring data and the evidence of good progress in pupils' workbooks, it is clear that the quality of teaching and learning are good over time. The best teaching is in Year 6 and is characterised by the teacher's very high expectations, brisk pace, good relationships and strong teamwork with skilled teaching assistants. For example, pupils were highly engaged in a mathematics lesson about calculating the interior angles of triangles because the teacher had strong subject knowledge and ensured that work was well matched to pupils' abilities. As a result, pupils worked hard and showed excellent attitudes so that boys achieved as well as girls, as did those with special educational needs.

Similarly, in another lesson taken by a teaching assistant, higher attaining pupils were challenged well to use their good knowledge of times-tables to help them investigate two- and three-digit numbers. In this session, the gifted and talented pupils made exceptional progress in learning.

However, teaching varies across year groups because it ranges from outstanding to satisfactory, and is occasionally inadequate. Weaknesses in class management and a lack of subject knowledge sometimes inhibit pupils' learning, especially in Years 3 and 4. Assessment is used satisfactorily to guide lesson planning and pupils have challenging targets for reading, writing and mathematics. Despite this, and the fact that teachers' marking is good in some classes, marking is inconsistent and does not always relate closely enough to pupils' targets or give them enough tips to help them improve their work.

The school's curriculum is well organised and effectively planned. It provides pupils with a wide range of learning opportunities and links between subjects, such as mathematics and art in the current history project on Ancient Egyptians. Activities are adapted well for gifted and talented pupils and for those with special educational needs and/or disabilities so that they have equal access to the curriculum. Staff are developing opportunities for pupils to extend their creativity across the curriculum and plans are in place to increase outdoor activities by becoming a 'Forest School'. Personal, social and health education are an integral part of learning, and pupils have good opportunities to develop their personal skills through musical tuition for woodwind and guitar. A wide range of extra-curricular clubs and visits enhances pupils' enjoyment such as, choir, football, athletics, archery, basketball and Japanese club. The school's residential trip to Ironbridge is much enjoyed by pupils.

The school is an inclusive, harmonious place to learn in which staff take good care of pupils and guide them well. The welcoming atmosphere and friendly staff have a positive benefit on pupils' learning because teaching staff know the pupils and their families well. The procedures to promote good attendance are effective and the school follows up absences carefully. Teaching assistants and the learning mentor work as a good team to support small groups of pupils and individuals with special educational needs and disabilities and those who are identified as gifted and talented. They work closely with teachers to make sure pupils whose circumstances make them vulnerable and those with physical disabilities are supported sensitively, using sign language when appropriate. Arrangements are well organised to help pupils transfer from the Reception year into Year 1, and from Year 6 to the wide range of local secondary schools which include comprehensive, grammar and independent schools.

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These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The new headteacher has a clear vision for the future of the school and good determination to move it on from its formally traditional approach. She has introduced ambitious innovations to help staff and raise standards, particularly in writing. Leadership and management of teaching and learning are well focused because the senior management team has good monitoring systems. They have a clear picture of the strengths and weaknesses in teaching through regular classroom visits, book trawls and meetings to discuss pupils' progress. Subject leadership is organised so that senior staff manage all areas of the curriculum between them and this is helping to raise standards. The school development plan clearly identifies the right areas for improvement, including the progress of boys in English.

The school's good systems for safeguarding are effective, especially for ensuring child protection and the safe recruitment of staff. Clear procedures for risk assessments and regular training for staff ensure that the school maintains pupils' safety. The governing body fulfils its responsibilities well and provides good support to the school to ensure good value for money. It is developing its role further to provide more challenge for the staff. Several new governors have been appointed recently who have a good range of expertise to help sustain the school's good capacity to improve.

Partnerships and community cohesion are promoted well. The school has strong links with parents, carers, local businesses and partner schools. Its links with the 'Friends of Brandon Wood' and the parish council benefit pupils' learning effectively. The school also has extended links nationally and globally to enhance pupils' understanding of different cultures. For example, one teacher has been instrumental in developing links with a community in Japan.

The school values all of its pupils equally and celebrates diversity well. It treats pupils as unique individuals so that all have equal opportunities to a good curriculum. Relationships with parents and carers are good because the school provides plenty of information for them and involves them in their children's learning. Parents say that the new headteacher is 'happy and enthusiastic' and has successfully introduced weekly information sheets, termly information sheets, booklets on how to support learning at home and closer working relationships between the home and school.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children in the Reception class make satisfactory progress from standards that are broadly in line with expectations when they start school. Staff care for children well, and routines are well established. Most children attain the expected learning goals by the end of the Reception year, and sometimes exceed them. All settle happily and learn to play well together, following adults' instructions carefully. However, the range of adult-led and child-initiated activities is not suitably balanced to provide sufficient flexibility and so encourage children's independence and curiosity in 'free-flow' activities. Teaching assistants are not focused enough on guiding and supporting individual children to help them make non-stereotypical choices for themselves. For example, boys mainly tend to choose construction toys, ball games, wheeled toys and model cars whereas girls prefer more sedentary activities. Nevertheless, children behave sensibly and develop their early reading, writing and numeracy skills steadily. They participate with interest in creative and physical activities indoors and in the outdoor area. Children know how to take care of themselves and understand that eating healthy food is good for them. Leadership and management are satisfactory. Assessment is used satisfactorily to guide planning and record children's learning experiences.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

From the good number of responses received, the majority of parents and carers are positive about the work of the school and are pleased with the education provided for their children. A small proportion of parents and carers would like more information about their children's progress, and a few believe that the school does not always deal effectively with unacceptable behaviour. Some parents and carers would like the school to take more account of their suggestions and concerns. The inspectors followed up these concerns and found that most pupils behave well, and all know to whom they should go if they have any worries. The school has improved the amount of information it provides for parents and carers and there is now a good range.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Binley Woods Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 68 completed questionnaires by the end of the on-site inspection. In total, there are 203 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	53	28	41	1	1	2	3
The school keeps my child safe	39	57	28	41	1	1	0	0
My school informs me about my child's progress	17	25	41	60	8	12	2	3
My child is making enough progress at this school	21	31	38	56	5	7	1	1
The teaching is good at this school	24	35	35	51	7	10	1	1
The school helps me to support my child's learning	26	38	36	53	4	6	1	1
The school helps my child to have a healthy lifestyle	34	50	31	46	3	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	21	31	40	59	4	6	0	0
The school meets my child's particular needs	17	25	42	62	7	10	0	0
The school deals effectively with unacceptable behaviour	16	24	39	57	6	9	7	10
The school takes account of my suggestions and concerns	20	29	36	53	6	9	6	9
The school is led and managed effectively	26	38	33	49	4	6	5	7
Overall, I am happy with my child's experience at this school	29	43	33	49	2	3	4	6

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



7 February 2011

Dear Pupils

Inspection of Binley Woods Primary School, Coventry, CV3 2QU

You may remember that we came to visit your school recently. Thank you for talking to us and helping us to learn about all the things you do. Here are some of the things we found out.

You make good progress and attain good standards by the time you leave Year 6 because the teachers give you lots of interesting things to do.

You told us that you like coming to school and enjoy learning.

You said that you all know that eating healthy food and having regular physical exercise are good for you.

We were pleased to see that you behave well and those of you who are house captains, play leaders, 'buddies', eco-warriors and librarians or are in the school council take your responsibilities seriously.

The teachers and the teaching assistants take good care of you and make sure that you are safe when you are in school.

The new headteacher manages the school well and has made some good changes since she arrived.

We have asked the headteacher to make sure that boys do as well as the girls in writing. We have also asked her to help your teachers improve their skills and to help you to know what to do to improve your work when they mark your books. You can help by making sure that your handwriting is always neat and tidy.

Yours sincerely

Anna Coyle

Lead inspector

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