

Binsted Church of England Primary School

Inspection report

Unique Reference Number	116271
Local Authority	Hampshire
Inspection number	357928
Inspection dates	11–12 October 2010
Reporting inspector	Keith Sadler

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	76
Appropriate authority	The governing body
Chair	Sally Hibbert
Headteacher	Phil Callaway
Date of previous school inspection	7 July 2008
School address	Church Street Alton GU34 4NX
Telephone number	01420 23200
Fax number	01420 520497
Email address	ann.livingston@binsted.hants.sch.uk

Inspection number 357928

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 1234 234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by two additional inspectors. Nine lessons were seen and six teachers and practitioners were observed. The inspectors held meetings with members of the governing body, staff, and groups of pupils. The school's work and a wide range of documentation were reviewed. This included the school's analysis of pupils' progress, teachers' lesson plans, the improvement plan, leaders' monitoring records and pupils' work. Questionnaires from staff and pupils and from 60 parents and carers were analysed and their responses taken into account.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following;

- Are Year 6 pupils progressing well enough in their learning and whether they are on track to meet their targets?
- Is writing taught well?
- What role does the governing body play in the school's monitoring and evaluation processes?

Information about the school

Binsted is a small village school. About half the pupils live outside the designated catchment area. Almost all are of White British heritage and there are no pupils who speak English as an additional language. The proportion of pupils who are identified as having special educational needs and/or disabilities is about half the national average. Most of these pupils have learning difficulties. The school has gained the sports Activemark. Currently, there are many more girls than boys in the school. In Years 5 and 6, for example, of 19 pupils, there are only three boys.

Children in the Early Years Foundation Stage are taught in a class shared with Year 1 pupils. There is a second class for Years 2 and 3 pupils. The third class, of Years 4 & 6 pupils, is split in the mornings, with Year 6 being taught separately. In the afternoons, the three year groups combine into one class.

◆ The school has gone through a turbulent two years since the previous inspection. Since that time, the headteacher of many years' experience retired and a new headteacher was appointed with effect from September 2008. The latter resigned and left the school after one year. Since then, the governing body has not been successful in making a further permanent headteacher appointment. In the meantime, the school has had two part-time acting headteachers. The current acting headteacher, who is the head of a local school, has been in the school on a half-time basis since February 2010 and will remain in post until December 2010. The governing body is in the process of securing a further acting headteacher from January 2011, and is also exploring the possibility of federation with another school.

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?

3

The school's capacity for sustained improvement

3

Main findings

Binsted is a satisfactory school. It is on an upward trend. Pupils are proud of their school and they value the friendly, caring and supportive atmosphere created by all the adults. They behave well and their personal development is good. Parents and carers are unanimous in saying that their children enjoy school, are kept safe and, overall, they are happy with their children's experience. The outstanding way in which pupils feel safe is derived from the good care, guidance and support provided and also the strong and effective emphasis that is placed on the pupils' welfare. Pupils' keen and mature understanding of the need to adopt a healthy lifestyle includes their thorough enjoyment of the good range of sports opportunities available and their excellent understanding of the significance of a balanced diet. Even the youngest children have an appreciation of the importance of aerobic exercise. Following a successful 'wake-and-shake' session, one Reception-aged child said, 'I can feel my heart getting stronger.'

Pupils make satisfactory progress overall. The strong emphasis that is now placed on raising achievement is starting to make a positive impact on attainment. In the past, progress slowed in Years 3 and 4 in both mathematics and English, particularly writing. This was because the middle class had too broad a range of ages. In addition, attainment in writing is adversely affected because pupils' presentation skills are limited as there is no school-wide approach to handwriting. However, weaknesses are being overcome due to changes in class organisation which are having a positive benefit. Even though, currently, pupils in all year groups make good progress because there have also been improvements in the quality of teaching, progress over time is satisfactory. There has been a history of underachievement that is now being tackled well, but which still adversely affects pupils' progress. Learning has not yet been consolidated sufficiently to ensure improvements are fully secure. Other factors also influence the strengthening of progress. For example, there is now a rigorous system for tracking the pupils' progress. In addition, in the past, expectations of what the pupils could achieve were too low. Consequently, the school set targets that were not sufficiently challenging in English or mathematics. However, these targets have been adjusted and, under the expert guidance of the acting headteacher, expectations have been lifted.

Almost all the teaching observed by inspectors was good with carefully planned lessons meeting the needs of pupils well. Teachers manage pupils well. This results in positive relationships which are reflected in the classrooms, presenting a calm and purposeful atmosphere in which pupils enjoy learning together. ♦ However, teaching is hampered throughout the school by a relative lack of good-quality resources. In the Early Years Foundation Stage, for example, there is too little construction apparatus, too few books and many of the resources being used require replacing. In the rest of the school, although the library is a valuable resource and is well stocked, there are too few books for

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

group reading and too little equipment to support pupils undertaking practical mathematics and science activities.

Despite the lack of permanent leadership, teamwork among all the staff is strong and morale is high. The acting headteacher provides excellent leadership and management, and the changes that he has introduced to class organisation and leadership structures are benefiting pupils' learning. He is supported well by senior staff and, together, they ensure that monitoring and evaluation processes are accurate and thorough. However, the governing body is rightly anxious to stabilise the longer-term leadership and management of the school. Even though there have been recent gains in provision and pupils' progress, the school currently has no more than satisfactory capacity for sustaining further improvement due to leadership uncertainties.

What does the school need to do to improve further?

- Consolidate recent improvements in pupils' progress and raise attainment by:
 - ensuring that staff maintain high expectations of what pupils can achieve and set challenging targets
 - strengthening pupils' presentation skills by ensuring that a school-wide policy for handwriting is adopted in all classes.
- The governing body, in partnership with the Winchester diocese and local authority, should resolve the long-term leadership and management difficulties of the school.
- To undertake a school-wide audit of educational resources and, by September 2011, ensure that there are sufficient resources for:
 - small-world, construction and home-corner in the Early Years Foundation Stage
 - the teaching of group reading
 - practical mathematics and science lessons.

Outcomes for individuals and groups of pupils

3

Pupils enter Year 1 with skills and abilities typical for their age. In the past two years, ♦ their progress has been limited to satisfactory due to weaknesses in teaching, particularly in mathematics. However, because teaching has improved, progress is now accelerating in all year groups and inspection evidence indicates that the school is on track to sustain the improvements. Even though all pupils gained nationally expected levels at the end of Year 6 in the 2010 tests, this does not mark good progress because few gained the higher level. As currently seen in all three classes, all groups of pupils are making good progress in reading, writing and mathematics. Progress has been slower in mathematics and the school has tackled this successfully. This is due to a history of underachievement in mathematics that has hampered pupils' attainment. For example, previously, pupils' mental-calculation skills were not strong, nor was their understanding of place value. These weaknesses, when combined with the lack of resources for practical mathematics, have held back progress. However, the close monitoring of progress, linked to a strong emphasis on strengthening basic skills, is having a positive benefit. Targets have been adjusted and strengthened, and current Year 6 pupils are on course to attain individual targets that are both challenging and realistic.

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

Pupils' behaviour is good, both in lessons and around the school. They are appreciative of the 'fun lessons' that teachers provide for them. These lessons result in them enjoying school, although this is not fully reflected in levels of attendance, which have been low until recently and are now satisfactory. ♦ Pupils have well-developed social skills and, by the time that they reach Year 6, they develop into mature and responsible young people who take a keen interest in the world around them. Pupils relish the many opportunities that teachers provide for them to work in pairs and small groups, and these help to develop their interpersonal skills well. They also enjoy taking responsibility, such as through the influential school council, raising money for charity and being responsible for looking after younger children. Support for pupils with special educational needs and/or disabilities has improved and these pupils, too, are now making better progress towards their targets.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
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	3
Taking into account: Pupils' attendance ¹	3
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

How effective is the provision?

Teachers successfully engage their pupils in lessons. Relationships are good and aid learning. Pupils benefit from clear learning targets which give a precise indication of what they need to do to improve in English and mathematics. This advice is assisted by good and consistent marking of work, which also helps pupils to develop independence in learning. Most lessons are conducted at a brisk pace and there is good use of the interactive whiteboards to enliven learning. Activities are carefully planned to engage the

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

pupils' interest and to meet the learning needs of different year and ability groups in each class. These activities are aided by the new arrangements to split the Years 4, 5 and 6 class so that Year 6 pupils are taught separately in the morning by the assistant headteacher.

The curriculum makes a positive contribution to pupils' personal development and to the development of their skills in using information and communication technology (ICT). The recent upgrading of ICT resources and facilities enables the pupils to use computers in most lessons, and contributes well to learning. Developments in the arrangements to support vulnerable pupils help them to improve their progress. The curriculum is enriched well by the good range of visits, including a day trip to France and residential trips. In addition, visitors to the school enliven learning. For example, pupils of all ages thoroughly enjoyed the lively start Mexican visitors gave to the topic on Aztecs. This work has provided a strong focus to enable pupils to practise their writing and ICT skills, as well as developing an appreciation of Aztec music and culture.

Good-quality care, guidance and support provide the bedrock of the pupils' strong personal development. Pupils are known well to staff and say that adults help them when they have difficulties. There have been good improvements in guidance given to pupils in the setting of targets, which is aiding learning. Good use is made of outside agencies to support vulnerable pupils and those that have learning difficulties.

These are the grades for the quality of provision

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

How effective are leadership and management?

The acting headteacher has been very effective in providing a strong sense of direction. He has ensured that the uncertainty caused by instabilities in the school's long-term leadership and management have been reduced as far as possible. Senior staff have put into place an effective range of improvements that have brought more rigour and structure to the school's monitoring processes. These processes enable the staff to realise their vision for the school's improvement. However, some subject leaders have not been able to participate fully in monitoring in the past due to a lack of training, but a good programme of professional development is now in place.

Good priority is given to ensuring the pupils' safety. There are robust and thorough child protection procedures and all aspects of good practice are employed. This results in the parents' and carers' unanimous view that their children are safe in school and also contributes well to the pupils' outstanding understanding and appreciation of their safety.



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

The governing body has many new members and there is a good programme of induction and training in place to enable governors to meet their statutory requirements. They are now well organised. The recently introduced curriculum committee provides a more robust way for the governing body to extend its support for the school and challenge senior staff.

The school does sound work to ensure all pupils have equal opportunity to make progress and achieve as well as they can, including those with special educational needs and/or disabilities, and satisfactorily ensures that discrimination against any group is avoided by the analysis of tracking data as well as by personal intervention should that be necessary.

After undertaking an analysis of needs, an action plan has been produced to support further the development of community cohesion. There are particularly good links with the local community and the church. Staff help pupils to understand other cultures and issues such as racist behaviour through the curriculum but, although pupils make a good personal contribution to the community, planning rightly recognises that more should be done to promote their understanding of diversity in the United Kingdom and beyond. The school's strong link with a school in Kenya supports this wider sense of community, and the pupils are particularly proud of the money they raise to support the school following visits from its founder. There are good partnerships with the local authority and the local secondary school, as well as the sharing of practice, training and, currently, the headteacher of a successful local school.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Because each year group is so small, children's levels of skills and abilities vary each year on entry to the Early Years Foundation Stage. Currently, children's skills are similar to those typically found, although their personal, social and emotional skills are well

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

developed. Children settle quickly and well. ♦ Children are also aided by the friendly and helpful attitude of the Year 1 pupils in the class who enjoy looking after them. Children also benefit from well-developed induction procedures, which include home visits and enabling them to become secure and confident in the classroom routines.

Teaching is effective and a good range of activities is planned for the children. They also benefit from the extensive outdoors space, which is well planned to provide engaging activities in all the required areas of learning. Assessment is thorough and enables staff to both build up a picture of children's progress and also to make sure that activities are planned suitably to meet their needs. Staff question the children well to help to extend their speaking and listening skills. This practice is also aided by the children enjoying working in pairs and small groups. There is a good balance between indoor and outdoor activities, and activities that are led by adults and those that children can choose for themselves. However, the range of resources available seriously limits children's enjoyment and progress. There is too little construction, small-world and home-corner apparatus, many of the resources in the class are not of good quality, and many are provided, personally, by teaching staff.

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

The very large majority of parents and carers completed the questionnaire. This is a much higher proportion than normally found. Parents and carers are overwhelmingly supportive of the school and, in eight out of the 13 questions raised, they were unanimous in their support. A few parents and carers expressed concern about the longer-term leadership of the school, although this was balanced by others in how much they appreciate the commitment and dedication of the staff to ensure that their children's education was not affected. Many parents and carers made positive comments about the supportive ethos. They are typified by the parent or carer that wrote: 'There is a strong sense of caring and awareness within this school. The teachers go beyond their required duties. This confirms to us that they care personally for their pupils.'

Inspection findings confirm many of the parents' and carers' views. There is some evidence to support the views of the three parents who said that their children have not made enough progress in the past. However, this issue is being tackled effectively.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Binsted C of E 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 60 completed questionnaires by the end of the on-site inspection. In total, there are 76 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	72	17	28	0	0	0	0
The school keeps my child safe	54	90	6	10	0	0	0	0
My school informs me about my child's progress	34	57	25	42	1	2	0	0
My child is making enough progress at this school	31	52	25	42	3	5	0	0
The teaching is good at this school	37	62	22	37	0	0	0	0
The school helps me to support my child's learning	33	55	24	40	0	0	0	0
The school helps my child to have a healthy lifestyle	38	63	22	37	0	0	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)	37	62	20	33	0	0	0	0
The school meets my child's particular needs	35	58	22	37	1	2	0	0
The school deals effectively with unacceptable behaviour	36	60	21	35	0	0	0	0
The school takes account of my suggestions and concerns	35	58	21	35	1	2	0	0
The school is led and managed effectively	37	45	28	47	3	5	0	0
Overall, I am happy with my child's experience at this school	41	68	19	32	0	0	0	0

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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.



13 October 2010

Dear Pupils

Inspection of Binsted Church of England Primary School, Alton GU34 4NX

I am writing to thank you for your help when we came to visit your school and also to tell you what we found. We enjoyed our visit and we think that you are lucky to have such a beautiful outdoor environment where you can play safely together.

Yours is a satisfactory school, which means that some things are done well and other things could be improved. You told us that you enjoy school. Your behaviour is good and you have positive attitudes that help you in your learning. Your parents and carers told us that you are happy and feel safe, and we agree with them. You have an excellent understanding about being healthy. Your teachers work hard to make lessons interesting for you, and most lessons are good and you now learn well. You told us that you enjoy all the trips and visits that you make, and also having so many visitors to your school. These things help to make sure that you enjoy learning. The staff look after you well and take good care of you.

I have asked your headteacher and staff to take some action to make sure that improvements continue. I want you to be given challenging targets to achieve so that you make even more progress and that your presentation skills improve by having a school-wide handwriting scheme. I have asked your governors to continue to work to resolve the longer-term leadership of your school because, as you know, the acting Head Teacher will be leaving at Christmas. Finally, I have asked your governors to make sure that there is more money available for staff to buy more educational resources. This includes lots of resources for the Robins class, more books for all classes, particularly for group reading, and more equipment for the Kookaburra and Eagles class for practical mathematics and science. ♦

We hope that all of you continue to enjoy school and learning.

Yours sincerely

Keith Sadler Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.