

# Binbrook CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	120565
<b>Local Authority</b>	Lincolnshire
<b>Inspection number</b>	368243
<b>Inspection dates</b>	11–12 May 2011
<b>Reporting inspector</b>	Jeremy Spencer HMI

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

The registered childcare provision, 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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	95
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Graham Dobbs
<b>Headteacher</b>	Susan Beveridge
<b>Date of previous school inspection</b>	4 February 2009
<b>School address</b>	Orford Road Binbrook, Market Rasen LN8 6DU
<b>Telephone number</b>	01472 398340
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<b>Age group</b>	4–11
<b>Inspection dates</b>	11–12 May 2011
<b>Inspection number</b>	368243

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<b>Registered Childcare provision</b>	Binbrook Early Learners
<b>Number of children on roll in the registered childcare provision</b>	14
<b>Date of last inspection of registered childcare provision</b>	Not previously inspected

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<b>Age group</b>	4–11
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. Inspectors observed nine lessons, taught by four teachers, and one assembly. The inspection team also held meetings with staff, pupils, members of the governing body, and a representative from the local authority. They observed the school's work, and looked at a variety of school documents including policies, minutes from meetings, data on pupils' progress, pupils' exercise books and the school's development plan. The inspection team also analysed responses on 13 questionnaires from staff, 44 from pupils and 33 questionnaires from parents and carers.

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

- Do all groups of pupils, especially more-able learners, currently make the progress they are capable of?
- How accurate and reliable are the school's assessment and tracking systems? Does the leadership team use an effective tracking system to identify issues of underperformance, monitor the impact of intervention and drive improvement?
- Is ongoing assessment effective in ensuring that planning and teaching meets the needs of all groups of pupils?
- How well are teachers supported in order to improve the quality of teaching and learning?

## Information about the school

This is a smaller school than others of its type and is situated in a rural area. Children are taught in classes containing two year groups. A higher-than-average proportion of pupils are known to be eligible for free school meals. Significantly more pupils than average join or leave the school at times other than the usual starting or leaving points. The proportion of pupils with special educational needs and/or disabilities is above the national average. The school is adjoined to the Binbrook Children's Centre, although this is under separate management. 'Binbrook Early Learners,' a pre-school provision, operates on the school site and has recently moved to work under the school's governance. The school has experienced significant changes in staffing since the previous inspection. Two experienced teachers have left the school and have been replaced by two teachers relatively new to the profession. The school has achieved Healthy Schools and Investors in People status, and other awards including Basic Skills, Activemark and Artsmark.

**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**

**2**

## Main findings

The school provides a satisfactory standard of education, in an atmosphere of calm, warmth and understanding, and is rapidly improving. School leaders understand the school's strengths and weaknesses well, have made good progress in supporting and developing the skills of staff and have good plans for further improvements. As a result, although overall outcomes for pupils are satisfactory, some of them, including pupils' personal development and behaviour, are good. In particular, spiritual development is outstanding. Pupils feel very safe as a result of the school's effective care, guidance and support and the good safeguarding practices which pervade much of the school's work. Relationships in the school are good and the positive and caring working atmosphere contributes to the favourable views of the school expressed by pupils, parents and carers. Pupils new to the school state consistently that they settle in quickly.

Pupils' attainment, although just below average on entry, is improving and is broadly average when they leave the school at the end of Key Stage 2. Learning and progress are satisfactory but most pupils are now beginning to make improved progress, as evidenced by the school's most recent assessment data, lesson observations and scrutiny of work in pupils' exercise books. Provision for children in the Early Years Foundation Stage is good so they make good progress.

Good leadership and management have ensured that teachers new to the school and the profession have developed well. Although satisfactory overall, the standard of teaching is improving. Some good teaching was observed during the inspection, thus enabling pupils to make good progress in these lessons, but not yet good progress over time. In the best lessons, teachers meet the needs of different groups of pupils well, particularly through their planning of varied and stimulating activities and their employment of good questioning techniques. The pace of learning in these lessons is adjusted to meet the needs of all learners, through effective ongoing assessment of their progress, and teachers make good use of other supporting adults in the classroom. However, in many lessons, although plans are in place to cater for the needs of more-able learners, the level of teachers' expectation is not high enough to ensure that they make good progress. Pupils' progress is therefore satisfactory. The pace of learning demanded in these lessons also tends to be too slow, meaning that pupils lose attention.

Self-evaluation is effective. The school's arrangements for monitoring and evaluating its work have been strengthened well. However, some of the school's systems for assessing and tracking pupils' attainment and progress lack fine-tuning. Senior leaders are knowledgeable about the progress being made by individual pupils and classes. However, their understanding about the progress being made by different groups of pupils across the school and the impact of the school's programmes to support pupils making slower than expected progress, is less well developed. Excellent support has been provided by

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local authority consultants in improving the school, particularly in the development of learning environments. School leaders ensured that the disruption caused by significant changes to staffing in Key Stage 2 were minimised. Despite this, progress slowed down slightly during the period of transition. Strong links with other schools in the local area, and the leadership team's proven ability to develop the skills of staff, and improve the quality of teaching, indicate that the school's capacity for improvement is good.

Pupils demonstrate a good understanding of their local community. Their knowledge and understanding of others from different religious, ethnic or socio-economic backgrounds is more limited.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise pupils' level of attainment and increase their rates of progress by:
  - improving the quality of teaching to ensure that all lessons progress at an appropriate pace for learners
  - ensuring that more-able pupils are sufficiently challenged in all lessons
  - developing an improved pupil tracking system, that enables all staff to track the progress of different groups of pupils more easily, in order to plan more effectively to meet their needs.
- Improve the effectiveness with which the school promotes community cohesion, by providing pupils with better opportunities to learn both with and about others from differing religious, ethnic and socio-economic backgrounds.

**Outcomes for individuals and groups of pupils****3**

Pupils' achievement is satisfactory, because they make satisfactory progress during their time at the school and their attainment is average at the end of Year 6. Pupils with special educational needs and/or disabilities are provided with appropriate support in lessons and also make satisfactory progress. Average attendance, combined with pupils' satisfactory development of basic skills, ensures that they are adequately prepared for future learning.

Pupils demonstrate good moral understanding and well-developed social skills and this supports the good behaviour demonstrated by the vast majority of learners. They work together well and show enjoyment in lessons. Pupils actively participate in moments of reflection in both lessons and whole-school assemblies and demonstrate a high level of respect for and understanding of the feelings of others. For example, pupils in Years 1 and 2 were able to speak in depth about how people's facial expressions can indicate a broad range of emotions. They also demonstrated a well-developed understanding of the concept and implications of 'jealousy' during a lesson. Pupils' understanding and appreciation of cultural differences in society is less well-developed.

Pupils commented that bullying in school is extremely rare but is usually dealt with quickly and effectively by members of staff. They have a good understanding of the choices they face regarding their health. A large number of pupils take advantage of the range of sports clubs offered by the school, including a popular cross-country running club. The

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active school council has managed the purchase of new play equipment for pupils at playtimes. Older pupils act as 'playground monitors,' ensuring that equipment is given out to other pupils at playtimes, and then supporting and encouraging them in their effective use of the equipment. Pupils also make a good contribution to the wider community, through for example, their contribution to the village 'Sensory Garden,' and their annual carol singing event for a local group of senior citizens.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> 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?**

Teaching across the school has some significant strengths, not least teachers' good use of a variety of activities in each lesson, to enable pupils to experience working individually, in groups and in pairs. They also use technology and other resources well to support learning, and share lesson objectives and success criteria with pupils. However, teaching is no better than satisfactory because the level of challenge is not always appropriate for some pupils. Pace is not always well judged: it is sometimes too slow, but there are also occasions when too little time is allowed. Teachers' questions do not always encourage, or give sufficient time to enable more-able pupils to fully apply their knowledge and develop skills. Similarly, on other occasions, pupils need more time to assimilate ideas and are moved through concepts and ideas too quickly. Work in pupils' exercise books indicates that their rates of progress are improving, because teaching is meeting their needs increasingly well. However, the best features of teaching are still being embedded across

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the school and are not yet applied consistently enough to secure consistently good progress.

The school has effectively improved the curriculum and made learning more exciting and creative for learners. A broad range of topics, which include, 'Exciting Environments' and 'Amazing Adaptations' make learning appealing to different groups of pupils. The school is aware that continuity and progression of skills and knowledge in all areas of the curriculum are not fully developed but have plans to resolve this. The curriculum is enriched well through a wide range of out-of-school clubs, which are well attended. A varied programme of visits, including residential opportunities, is in place. School visitors, which in the past have included an African drummer, also make pupils' learning interesting and relevant to their experiences. An attractively presented school garden is well-used by different classes and during the inspection boasted growing crops of onions, potatoes and radishes.

There are warm and trusting relationships between teachers and pupils, where each child is valued and rewarded for good behaviour and effort. The school provides good support and guidance for individual pupils and their families. When combined with effective partnership working alongside other supporting agencies, including the children's centre and the Education Welfare Officer, this has helped to ensure that pupils' level of attendance has risen during the last three years. The number of pupils who are persistently absent has decreased significantly.

*These are the grades for the quality of provision*

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

## **How effective are leadership and management?**

The headteacher and assistant headteacher work together as an effective team and provide strong leadership for the school. Responses from staff questionnaires reflect high staff morale and engagement. Staff share the vision for improvement and work hard to implement it. Leaders and managers have driven many improvements made to the school. Classrooms, displays and outdoor areas contribute to the effective learning environment. For example, a feature of each classroom are 'working walls.' These displays highlight significant vocabulary and learning points and are referred to frequently during lessons by teachers. There are generally good systems in place to monitor and evaluate the work of the school and feedback from senior leaders has been well appreciated and understood by staff and used to improve practice. However, the lack of fine-tuning in the analysis of progress results in some teaching that does not provide a high enough level of challenge for some groups of pupils. Equality of opportunity for pupils is therefore no better than satisfactory.



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Recent changes in staffing have meant that experienced middle leaders have left the school. However, the headteacher and assistant headteacher have identified gaps in leadership and expertise effectively and taken well-measured steps to develop new leaders and utilise the support of the local authority to provide additional leadership capacity. Strong partnerships with other agencies, including the children's centre and local authority behaviour support team, ensure that the needs and well-being of pupils and their families are supported well.

Governance is good. The governing body have a well-developed understanding of the school, ensure all statutory requirements are met and provide a good balance of challenge and support to school leaders. They have played a significant role in supporting pupils' improved spiritual development in recent years. At the time of the inspection all safeguarding requirements were being met well and they fully comply with statutory requirements. There are good arrangements in place to ensure that only suitable adults come into contact with pupils.

The school has good strategies to ensure that many parents and carers engage well with them. For example, a number of them were involved in an 'art workshop' activity, in which they worked alongside their children. The effectiveness with which the school promotes community cohesion is satisfactory. Pupils learn about the main world religions and local links are strong, but links with other communities in Britain and abroad are less well developed.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children start the Early Years Foundation Stage demonstrating knowledge and skills below those expected for their age, although this tends to fluctuate from year to year. Good teaching ensures that they make consistently good progress during their time in the

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school's Reception class. Pre-school children working in the Binbrook Early Learners provision are happy and settled in their learning environment and also make good progress. Activities across the Early Years Foundation Stage are well planned and take account of accurate assessments of children's needs. Good teaching is underpinned by focused and effective leadership and management, which clearly identifies areas in need of further improvement and development. The atmosphere in classrooms and outdoor play areas is calm and purposeful as a result of well planned and resourced learning areas, good behaviour and strong relationships between adults and learners. Children demonstrate confidence in both learning and playing independently and when working alongside others. Opportunities to share the best practice between classes are sometimes missed. However, firm plans are in place to resolve this issue.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The views of parents and carers were positive. One commented, 'I am very pleased with Binbrook Primary School and feel it is a valuable and positive resource to have for the local community.' Other parents and carers made similar comments.

While the great majority of parents and carers were happy with the school, a very small minority commented that the behaviour of pupils in school sometimes has a negative impact upon the learning of others. Inspectors found that behaviour in the school is good overall and that teachers deal discreetly and effectively with isolated incidences of challenging behaviour. A few parents and carers expressed concern that more-able pupils are not always sufficiently challenged in lessons. Inspectors found that in some lessons, teachers' expectations of more-able pupils are not high enough. The school has been asked to address this issue.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Binbrook CofE 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 33 completed questionnaires by the end of the on-site inspection. In total, there are 95 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	61	11	33	1	3	0	0
The school keeps my child safe	19	58	14	42	0	0	0	0
My school informs me about my child's progress	14	42	19	58	0	0	0	0
My child is making enough progress at this school	15	45	15	45	3	9	0	0
The teaching is good at this school	13	39	18	55	1	3	0	0
The school helps me to support my child's learning	14	42	15	45	2	6	0	0
The school helps my child to have a healthy lifestyle	15	45	17	52	1	3	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)	12	36	13	39	5	15	0	0
The school meets my child's particular needs	15	45	14	42	0	0	0	0
The school deals effectively with unacceptable behaviour	15	45	11	33	3	9	2	6
The school takes account of my suggestions and concerns	12	36	17	52	3	9	0	0
The school is led and managed effectively	15	45	17	52	0	0	1	3
Overall, I am happy with my child's experience at this school	18	55	13	39	2	6	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and 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.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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 May 2011

Dear Pupils

**Inspection of Binbrook CofE Primary School, Market Rasen LN8 6DU**

Thank you for your welcome and the politeness you showed to the inspectors. We have judged that you go to a satisfactory school and are making satisfactory progress in your learning. This means that there are more strengths than weaknesses in your school.

Your headteacher and all of the other teachers are making sure your school is improving quickly. Many of you told us that you like your teachers and all of the adults who work in the school because they are so supportive to you. The inspection findings match your views. The headteacher, assistant headteacher and governing body are managing the school well to ensure that things are improving for learners. We were particularly pleased to see how caring and understanding you are to each other both in the classroom and in the playground. We also think that the youngest children in the school, including those attending Binbrook Early Learners, get off to a good start and are happy and safe in their learning.

We have asked your headteacher and other staff to make your school even better by:

- providing you with more good lessons so the work you do makes you think carefully, and is not too easy or too difficult
- making sure that you learn at just the right speed
- keeping a closer eye on how well you are learning over time and making sure that all staff in the school understand this, so that they can help you to learn more effectively
- making sure that you have more opportunities to learn about people who live in other areas, with ideas and beliefs that are different from your own.

You can all help too by making sure that you come to school as often as possible and by working hard all of the time. Thank you once again for your help during the inspection. I hope that you will always enjoy your learning!

Yours sincerely

Jeremy Spencer

Her Majesty's Inspector

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