

# Binbrook CofE Primary School

Orford Road, Binbrook, Market Rasen, LN8 6DU

**Inspection dates** 27–28 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Achievement has improved since the previous inspection. Attainment is rising. Pupils are making good progress in English and mathematics throughout the school.
- The quality of teaching has also improved since the previous inspection and is now good.
- Pupil premium funding is used well. Those pupils entitled to its support are making better progress than similar pupils nationally.
- Support for disabled pupils and those who have special educational needs is managed well, enabling them to make good progress.
- Pupils' behaviour is good. Relationships throughout the school are excellent.
- The school makes consistently good provision for pupils' spiritual, moral, social and cultural development.
- Pupils feel safe in and around school. They say there is no bullying because 'we are all friends'.
- The headteacher has overseen marked improvements in the school in the last two years. Leaders and governors are united in developing professionally. The school is well-placed to continue its rise.

### It is not yet an outstanding school because

- Not enough lessons are of the very highest quality. Teachers tend to talk too much instead of letting pupils find things out for themselves.
- Sometimes teachers stick to their lesson plan too rigidly. This inhibits flexibility of response and constrains independent learning.
- Subject leaders do not check with enough rigour on the amount of learning taking place in lessons for which they have accountability.
- Some pupils say that they are sometimes set work which is too easy

## Information about this inspection

- The inspector observed 10 lessons, of which four were joint-observations with the headteacher. All six teachers were observed at least once. The inspector also listened to pupils in Year 2 reading.
- Meetings were held with the headteacher, subject leaders, governors and a representative of the local authority.
- The inspector met formally with one group of pupils and also spoke informally with several other pupils during the inspection.
- He observed the school's work and looked at a range of documentation including the school development plan, records of the school's governing body meetings, data about the achievement of pupils currently in the school, and samples of pupils' work.
- The inspector was unable to gain access to the online questionnaire (Parent View) to assist in planning and carrying out the inspection. He looked at nine questionnaires returned by school staff.

## Inspection team

Terry McDermott, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This school is much smaller than the average-sized primary school.
- Pupils in Reception and Year 1 work together as a mixed-age group, as do pupils in Years 5 and 6. Pupils in Years 2, 3 and 4 are in separate classes.
- The Binbrook Early Learners (BEL) group, a pre-school setting for 0 to 5 year old children, is located on the school site. Provision within this setting for nursery-aged children is managed by the governing body of the school, and was inspected along with the other classes in the school.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding for particular groups, including those known to be eligible for free school meals) is broadly average.
- The proportion of girls on roll is lower than usually found.
- The proportion of pupils from minority ethnic backgrounds is below average.
- The proportion of pupils who speak English as an additional language is broadly average.
- Many more pupils than is usual enter or leave the school at times other than those normally expected.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is broadly average. The proportion supported at school action plus, or by a statement of special educational needs, is well above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

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

- Increase the proportion of lessons deemed to be sources of outstanding learning by:
  - ensuring that the work set meets the learning needs of all pupils accurately, so that none can say the work was too easy, especially the higher attaining pupils in any group
  - providing more opportunities for pupils to work independently finding things out for themselves
  - having the flexibility and confidence to depart from the planned activities when pupils' innovative or creative responses are leading to deeper understanding of the subject being covered.
- Ensure that subject leaders check regularly and rigorously on the amount of learning taking place in lessons.

## Inspection judgements

### The achievement of pupils is good

- Children usually begin school with skills and attributes at about the level expected for their age, but these can vary markedly from year to year. The small number of children in each year group can magnify this variance.
- The good preparation for school which pre-school children receive in BEL facilitates transition to Reception and ensures that children get off to a good start in the Early Years Foundation Stage.
- Because teaching is good and the curriculum matches their learning needs well, children make good progress in Reception whatever their starting points. In 2012, children left Reception with above-average skills in reading, writing and mathematics.
- Pupils are making good progress in Key Stage 1 because they are challenged regularly to explain their thinking to their classmates. This not only builds their personal self-confidence but also ensures that others in the class gain a different perspective. This deepens understanding and learning.
- Pupils make good progress overall in Key Stage 2. Progress in English and mathematics is rapid in Years 5 and 6 because teaching here is particularly strong. Teaching in Years 3 and 4 does not always move pupils forward as rapidly as it might because work set does not always meet their learning needs accurately enough. Pupils currently in Year 6 are on-track to exceed the standards reached in 2012 and from a lower starting point.
- For pupils currently on the school roll, achievement in mathematics now almost matches achievement in English. This is consistent across the school in different age groups and is an improvement since the previous inspection.
- Pupils recognise letters and sounds well in the early stages of reading and writing. This is evident in the Year 1 phonics check, which tests their understanding of linking letters and sounds, where the success rate exceeded national figures. As they move upwards through the school, they use this knowledge to sound out words they find difficult to spell or read. This was seen to good effect in a Year 1 group endeavouring to spell the word 'experiment'.
- Pupils supported by the pupil premium made similar progress to their peers nationally in 2012. The school's accurate and easy to understand tracking of progress shows that this has improved significantly during the current school year because of the effective action taken by the school to redress the balance. The extra funding has been used to subsidise opportunities for taking part in visits, to support reading and to ensure inclusivity.
- Based on the average points scores at the end of Key Stage 2 the gaps in attainment between pupils who receive the pupil premium and those who do not is closing year on year. However, the small number of pupils involved prevents definitive values being assigned to this improvement.
- Other groups of pupils, including pupils who join the school during the year, disabled pupils and those who have special educational needs and pupils who are new to English achieve well because the school tracks their progress meticulously to make sure that support is always given quickly when needed. For example, as one new parent notes, 'in 5 months our son's reading and writing skills have improved tremendously'

- Pupils leave Year 6 as well-rounded and responsible young citizens well prepared for the next stage of their education.

### **The quality of teaching is good**

- All classrooms are spacious, well resourced and present a good atmosphere for learning. Relationships between adults and pupils are good throughout the school.
- In BEL, Reception and Year 1, children are provided with a range of interesting activities both inside and outdoors. There is a good blend of adult-led activities and those chosen by the children themselves. They have good opportunities to explore, to be creative and to learn on their own.
- Though some outstanding teaching was seen in the Year 5/6 class, some teaching requiring improvement was also observed. In these lessons, teachers spent too long explaining what they wanted pupils to do instead of letting them do it. Pupils listened passively to the same explanation instead of working actively to find things out for themselves. This slowed the pace of learning, particularly for higher-attaining pupils. This is why pupils' learning over time is good rather than outstanding.
- The very best lessons move forward rapidly and demand a great deal of effort from pupils. Short sharp practical research tasks requiring concentration and determination abound, with brief summaries to consolidate thoughts before transferring these ideas independently to paper.
- Teachers pay close attention to ensuring that pupils who need extra help are identified quickly and supported promptly. Well-planned support from effective teaching assistants enable pupils to recover lost ground or clarify uncertainties. This ensures that no particular group of pupils underachieves.
- Teachers use drama, role-play, visual stimuli and demonstration to promote pupils' writing skills. For example, Year 3 pupils successfully acted out parts of 'The Tempest' by William Shakespeare. Their expressions, feelings and newly acquired words generated good ideas and motivation for writing.
- Teachers often use questioning well to check and reinforce pupils' learning, but sometimes lack flexibility in adapting activities to meet emerging or unexpected responses from pupils.
- In BEL and Reception, adults' calm role-modelling of personal and social skills lays strong foundations for the growth and consolidation of pupils' very positive behaviour and their supportive attitudes to each other in later years.

### **The behaviour and safety of pupils are good**

- Pupils' attitudes to learning are good. They pay close attention to guidance in lessons. They listen carefully to their classmates' ideas and suggestions. They are polite and respectful to each other and to adults. Their behaviour is good. The school's detailed records of very few incidents show that this is typically the case.
- When asked to work independently, pupils can be trusted to so do without direct supervision. Most are able to sustain concentration over substantial periods of time. The small number who cannot are well supported by other adults and do not disturb the learning of their classmates.

- Pupils say they feel safe and well looked after in school. They say there is no bullying, though they do know what to do if any should occur. Their attendance is broadly average.
- Pupils' spiritual, moral, social and cultural development is a strength of the school. Pupils are thoughtful and open-minded when considering the traditions and beliefs of cultures other than their own. They can recognise, and are prepared to acknowledge and celebrate, the achievements of others.

### **The leadership and management** are good

- The school is very successful in ensuring that all pupils, irrespective of gender, ability or ethnicity, play a full part in its day-to-day activities. Discrimination is not tolerated and the strong focus on equality of opportunity means that there are no gaps in the achievement of different groups of pupils.
- Under the leadership and direction of the headteacher, the school has made considerable improvements in the two years since the previous inspection. Her commitment and drive for improvement are shared by governors and staff.
- A great deal of the burden of monitoring and evaluation still lies on her shoulders. Subject leaders though able and committed are very new and relatively inexperienced. They do not yet check closely enough on the amount of learning taking place in those areas for which they now hold accountability.
- All staff who returned the questionnaire are very positive about the school. They are proud to be part of the school, have confidence in the leadership and recognise the improvements made to teaching and to pupils' achievement.
- Since the previous inspection teaching and achievement have improved from satisfactory (requiring improvement) to good. The school has demonstrated its capability for getting even better.
- The school's curriculum is good. It correctly has a strong focus on building pupils' core skills of English and mathematics. Pupils then use and apply these skills across a wide range of other subjects, including history and geography, to successfully promote their spiritual, moral, social and cultural development through an understanding of 'equality', 'respect' and 'tolerance'. Other enrichment activities, including residential visits to Aylmerton Field Study Centre, maintenance of the school's historical links with the RAF and 'CSI' topics, help to bring reality to learning.
- The school's self-evaluation is accurate. Hence leaders and governors have a clear picture of the school's strengths and areas requiring improvement.
- The local authority has provided effective support in helping the school to move forward, and has an accurate overview of how well the school is now doing.
- **The governance of the school:**
  - The governing body ensures that safeguarding requirements are met in order to ensure staff and pupils are safe. Those governors who spoke with the inspector know how to assess and use data regarding the progress being made by pupils. They understand how the management of performance is used to improve staff expertise and reward good teaching. They know the school's strengths and weaknesses, and have an accurate view of the quality of teaching.

They manage the budget well and know how pupil premium funding is used to raise the achievement of those pupils eligible to receive it. The governing body has undergone some significant changes recently. New governors are keen and enthusiastic about their role in supporting the school. Some are accessing training to develop their effectiveness, for instance in respect of safeguarding and health and safety procedures.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	120565
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	405940

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

<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>	88
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Graham Dobbs
<b>Headteacher</b>	Susan Beveridge
<b>Date of previous school inspection</b>	11May2011
<b>Telephone number</b>	01472 398340
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