

Binstead Primary School

Hazlemere Ave, Binstead, Ryde, PO33 3SA

Inspection dates 10–11 June 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
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.

- Results in the national tests over the past three years have been consistently well above average at the end of Key Stage 1 and above average for Key Stage 2, except in 2013 when results were average.
- Pupils make good progress overall and have made better progress this year than they did last year, especially in reading.
- Pupils' behaviour both in class and out is good. They have great pride in their school and keep it litter free, tidy and calm. Pupils feel happy, relaxed and safe.
- Teaching is particularly lively and engaging because teachers choose interesting tasks and resources which appeal to pupils who have good attitudes to learning.
- Teachers and support staff help disabled pupils and those with special educational needs to make good progress because they know the pupils extremely well and are skilled at asking questions and explaining things clearly.
- The headteacher, senior staff and governors understand what is, and is not, going well in the school and have already made several important improvements to ensure all pupils make at least good progress.

It is not yet an outstanding school because:

- A few more-able pupils do not make sufficient progress in the mixed-age classes.
- Marking in mathematics does not always help pupils to move on or improve.
- Middle managers do not have enough support to enable them to develop their subject area and monitor pupils' progress so that they can intervene quickly if problems arise.
- The school does not always communicate well enough with parents and carers who have concerns about their children.

Information about this inspection

- Inspectors observed teaching in 18 lessons taught by nine teachers. Three of these lessons were jointly observed with the headteacher and other senior leaders.
- Inspectors listened to a sample of Year 2 and Year 6 pupils reading.
- Discussions were held with school staff, pupils, four governors and a representative from the local authority.
- Inspectors took account of the 26 questionnaires completed by staff. They also considered the 67 responses to the Ofsted online questionnaire, Parent View. Inspectors spoke informally to some parents and carers at the beginning of the school day.
- Inspectors looked at a range of evidence including work in pupils' books, reports from the local authority, the school improvement plan, the school's own data on pupils' progress and documents relating to safeguarding, behaviour and attendance.

Inspection team

Joanna Peach, Lead inspector	Additional Inspector
Laura Dickson	Additional Inspector
Roger Fenwick	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- Almost all pupils are from a White British background and very few speak English as an additional language.
- The proportion of pupils supported by the pupil premium, which is additional funding for certain groups such as those known to be eligible for free school meals, is lower than average.
- The proportion of pupils who have special educational needs and those who are disabled is average. The proportion supported at school action plus or with a statement of special educational needs is average.
- There are three mixed-age classes in Years 4 and 5.
- The headteacher took up her post in September 2013.
- In 2011 the school was reorganised so that pupils remained at the school through to Year 6 rather than leaving at the end of Year 4.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Improve teaching so that it becomes outstanding by:
 - increasing the level of challenge for more-able pupils in mixed-age classes in Years 4 and 5
 - ensuring that marking in mathematics helps pupils to move on or improve.
- Improve aspects of the leadership of the school by:
 - developing the role of the middle managers so that they are responsible for developing the quality of teaching in their subject area and monitoring pupils' progress
 - improving communication with parents and carers who have concerns about their children.

Inspection judgements

The achievement of pupils is good

- Pupils achieve well overall. Results in the national tests over the past three years have been consistently well above average at the end of Key Stage 1 and above average for Key Stage 2, except in 2013 when results were average.
- Almost all pupils make good progress from their starting points, especially those in Reception and Key Stage 1, because of good teaching. In 2012 pupils made better progress than would be expected nationally. However, pupils in Year 6 in 2013 did not make as much progress as would be expected, especially in reading. The school's evidence from tests that pupils have done and information from work seen during the inspection show that current pupils are on track once again to make good progress.
- Children who arrived at the school at the beginning of Reception in 2012 had average skills overall but were below average in the areas of communication and language. In previous years pupils have entered the school with below average skills. In order to improve the weaker areas, the teachers give children plenty of opportunities to speak and listen and so they make good progress and enter Year 1 with skills and knowledge above nationally expected levels.
- In Key Stage 1 pupils continue to make good progress, particularly in their spelling and handwriting because teachers help them to focus on these aspects when they mark their work. As pupils get older their writing develops well, they write at length about a range of topics and become increasingly accurate in their grammar and punctuation. Work in English books is almost always well presented but this is not always the case when pupils are doing work in other subjects, such as mathematics, history and geography.
- The teaching of reading has improved this year with a wider variety of books and texts available and more emphasis on developing reading skills in lessons. Pupils do well in the phonics (the sounds that letters make) screening check and all groups of pupils, including boys and girls, disabled pupils and those with special educational needs, do better than would be expected nationally. Most pupils develop good attitudes to reading; they enjoy the wide range of books available and frequently use dictionaries and other reference materials if they do not understand something. However, a very small minority still need further help to allow them to get the most out of the texts and worksheets they are expected to read in lessons.
- Pupils enjoy their mathematics lessons and make good progress. Younger pupils have fun with tasks such as counting out money to pay for shopping and older children compete against each other to develop their mental mathematics skills. All pupils make at least the progress that is expected of them and this year the school's data show that increased numbers of pupils will exceed the levels expected of them nationally.
- In 2013 boys did much better than girls but this trend has reversed for the current Year 6. Work in books and discussions with pupils show that in the current Year 6 girls are outperforming boys. The work the school has done, which encourages pupils to think positively about their goals and to learn from their mistakes, has played a part in ensuring that girls make at least as much progress as boys.
- Pupils in receipt of additional funding made about half a level less progress than others in their classes in 2013. In 2014, school data show that the gaps have closed in all subjects. In 2014, those who got extra funding in Year 6 made about a quarter of a level more progress than the others in mathematics and just slightly more progress in other subjects. In other years, all groups of pupils are making progress at similar levels. Funding for these pupils has been well used to provide extra support in class and individual coaching where necessary.
- A few more-able pupils are not achieving as well as they can. They did not do as well in 2013 and although their progress has improved this year, a few in the mixed-age classes are not doing as well as they should.
- The good support that disabled pupils and those with special educational needs receive, especially from support staff in class, helps them to improve, in particular their reading and writing.

- Pupils are good at applying what they have learnt in English and mathematics in other subjects. For example, they wrote accurately and in a variety of different styles about an American State they had researched on the internet.

The quality of teaching is good

- Teaching is particularly lively and engaging so pupils enjoy their work. Teachers plan lessons which excite pupils. For example, pupils in Year 2 cheered when they were offered a range of activities, from listening to the story of the Wizard of Oz using headphones to a quiz finding synonyms in a thesaurus, and set about the work with great enthusiasm.
- In the vast majority of lessons, teachers know their pupils' individual strengths and weaknesses and so ensure that all of them have the help and support to enable them to make good progress. Teaching assistants are very well deployed. Most often they help those who are struggling, disabled pupils and those with special educational needs but at other times they help more-able pupils to move on.
- Teachers and support staff are skilled at explaining things clearly and at questioning pupils to check their understanding. They give clear instructions to pupils about what they have to do and are quick to sort out any misunderstandings that may have arisen.
- Staff make sure that boys and girls work well together with activities that interest them and help them to develop strong social skills. For example, a group of children in Reception Year who wanted to make a den squealed with delight at what they had built together. In older years, boys and girls enjoyed the competitive elements of a mental mathematics lesson and learnt not to assume that boys were always better than girls at mathematics.
- Teachers have a good knowledge of the subjects they teach and this is kept up to date and developed through attending training courses or watching other teachers. For example, teachers regularly observe specialists teaching sport and learn specific techniques and skills which they can then use themselves in class. Pupils benefit from both the specialist teaching and from teachers who have improved their own teaching skills and have higher expectations of pupils, so they make good progress.
- In most classes marking is good and teachers tell pupils what they need to do to improve. However, in a few instances older pupils ignored their teacher's advice and continued to make the same mistakes, for example, not presenting their work neatly in their topic books or repeatedly making the same spelling errors. Some marking in mathematics did not signal how pupils could move on or improve their work. Pupils are clear what they are aiming to improve in English and some examples of pupils knowing how well they were doing in Year 6 were exemplary.
- In Year 6, teachers have risen well to the new challenge of preparing pupils for the examinations and making sure they are ready for secondary school. In Years 4 and 5 however, teachers are not always finding it easy to plan lessons for the mixed-age classes which stretch and challenge all the pupils.
- Homework is well planned and is more frequent for the older pupils. Pupils say they get a range of tasks, sometimes researching something on the internet in preparation for a lesson, sometimes learning spellings or doing more mathematics.
- Behaviour is well managed and incidences of pupils misbehaving in class are very rare. Teachers have good routines and procedures so that no time is wasted as pupils move from one activity to another. Pupils are expected to complete a lot of work and they invariably do so.

The behaviour and safety of pupils are good

- The behaviour of pupils is good both in class and at other times. Pupils arrive on time and settle quickly to their work. In class they work well in groups and in pairs, they listen carefully to each

other and they offer suggestions and help when someone is stuck. For example, pupils were heard offering to lend their dictionary to someone, and they always responded quickly if the teacher asked them to do something.

- Occasionally some pupils get distracted or lose focus, especially when the work is not hard enough or they are made to sit and listen for a long time to other children giving answers. On most occasions, teachers were quick to spot this and remind pupils what they needed to do.
- Sanctions rarely have to be applied. Pupils frequently get rewards for good behaviour and they respond well to this, working hard and persevering when things get difficult.
- Pupils show pride in their school and are excited to show visitors around the site. They respect their environment by keeping it litter free, tidy and calm.
- Pupils behave well at break and lunchtime. Mealtimes are relaxed and friendly, with support staff encouraging pupils to eat healthily and sensibly. Several pupils cheerfully told inspectors that they liked playtime best because 'we have so many friends' and 'there is lots to do'. Inspectors observed pupils using the wide range of equipment outside and being well supervised with adults leading sessions on everything from football skills to 'What's the time, Mr Wolf?' One inspector was delighted to be invited by pupils to watch a spontaneous dance performance put on in the outside 'theatre'.
- The school's work to keep pupils safe and secure is good. Pupils are safe at the school and are well looked after. The school is careful to record incidences of bullying and racism in a central log. It takes any allegations very seriously and follows them up thoroughly, involving the local authority whenever necessary. Pupils say that they are aware of occasional bullying in school, although no one spoken to had direct experience of this, and all were confident that teachers would help them to sort out problems. A few parents and carers expressed the view that the school did not listen carefully enough to them when they had concerns. Inspectors agreed that the school could do more to ensure that communications were improved.
- Parents, carers and pupils have had training in how to remain safe when using the internet and social media and understand the potential dangers.
- Attendance is good and has improved this year. There have been no exclusions in recent years.

The leadership and management are good

- The new headteacher has a clear vision for the school's future, building on its past successes. She has not shied away from changing things that were not working as well as they should have been. Leaders have a good understanding of what needs to be improved and this is highlighted in the school's development plan which notes those areas which have been remedied and those which still need further work. Leaders have worked hard to ensure that the very good test results remain high and also to ensure that all pupils, including those in receipt of additional funding, disabled pupils and those with special educational needs, make as much progress as possible.
- The headteacher is aware that pupils had not made enough progress by the end of Year 6 last year and has put measures in place to improve outcomes for pupils this year. For example, the school has placed a strong focus on ensuring pupils read more often and more widely. Girls in particular have benefited from a scheme which encourages them to keep trying even if something is difficult and to learn from their mistakes. Current work seen and the school's tracking show that pupils, especially those in Year 6, have already made at least good progress.
- The headteacher checks on the quality of teaching frequently by watching lessons and by looking at work pupils have done. She has an accurate understanding of the quality of teaching and uses this information to decide if teachers should progress up the pay scale. Middle leaders, however, are less well informed about the quality of teaching in their subject areas. They are not confident in using data on pupils' progress to ensure that planning takes into account what pupils know and do not know.
- Leaders have a strong commitment to providing equality of opportunity and ensuring there is no

discrimination. They are working hard to ensure that they use all the available information to help them achieve this goal. Senior leaders are beginning to look at a variety of information, for example, analysing absences to see who is less likely to attend and using this to plan strategies that help specific groups of pupils.

- The school offers a broad range of subjects to all pupils, including learning a language, and there are many well-attended after-school clubs. Pupils' spiritual, moral, social and cultural development is fostered well in assemblies and in lessons. The visits and trips to different parts of Britain extend pupils' cultural experiences but these benefit the older pupils more than the younger ones.
- Sports funding is well used to provide extra coaching sessions specifically aimed at pupils who do not usually take part in clubs. Examples of this were seen at lunchtime when a 'just join in' football session was enthusiastically attended by some boys who said they did not want to take part in the regular after-school club. The school has also used the extra funding to provide support for those who are particularly talented to attend training sessions outside school which has meant that more pupils are now benefiting from these.
- The local authority provides light touch support. The school ensures that its assessments are checked and moderated locally with other schools and through the local authority so that they are accurate.
- **The governance of the school:**
 - Governors are very well informed about the strengths and areas for development in the school. They have had some effective training to help them understand the data. They offer very good support and challenge to the headteacher by asking probing questions at meetings.
 - Governors are regular visitors to the school and have a good understanding of what the school is doing to improve teaching and tackle any underperformance by pupils. They monitor teaching by talking to pupils and staff and looking at the work that pupils produce. They oversee the procedures for teachers' pay and progression.
 - Governors contribute to the school's link with parents and carers. They are available each week at a set time to meet with them, although more could be done to improve communication as few parents or carers take this opportunity. Governors are overseeing the development of the new website to ensure it meets all the statutory requirements for providing information for parents and carers.
 - Governors ensure that the school meets its statutory requirements, for example for keeping pupils safe. They have good oversight of how finance is used, such as the additional funding to support eligible pupils and the extra sports funding.

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

Unique reference number	118716
Local authority	Isle of Wight
Inspection number	444272

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	3-11
Gender of pupils	Mixed
Number of pupils on the school roll	243
Appropriate authority	The governing body
Chair	Alison Whittle
Headteacher	Alison Mosedale
Date of previous school inspection	30 January 2008
Telephone number	01983 562341
Fax number	01983 611378
Email address	headteacher@binsteadpri.co.uk

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