

Binsted CE Primary School

Church Street, Binsted, Alton, GU34 4NX

Inspection dates 11–12 June 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	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.

- School leaders have successfully improved the quality of teaching and learning since the last inspection. Pupils are now building well on their starting points and reaching above average standards in reading, writing and mathematics.
- The school is a harmonious community. Pupils behave well and get along easily with one another and their teachers. They are keen to learn and they try hard to improve their work.
- Consistently good teaching engages and challenges pupils. The more able pupils rise to the demanding expectations and those needing additional help benefit from effective support and encouragement.
- Pupils feel safe and appreciate the family atmosphere. Parents are supportive and are confident that every effort is made to ensure their children are looked after well.
- School leaders track pupils' progress carefully. They are quick to identify any glitches and attend to them.
- The headteacher checks the quality of teaching regularly and makes sure that staff are aware of what is expected of them. They follow advice willingly and take advantage of the many training opportunities available.
- The governing body supports the school well. Following the previous inspection, governors have made an increasingly significant contribution to school improvement. They consistently seek assurance that better teaching is helping pupils to make more rapid progress.

It is not yet an outstanding school because

- Pupils' ability to rapidly recall number facts is patchy. This means pupils sometimes struggle when making relatively simple calculations and are often slow to spot how to solve mathematical problems.

Information about this inspection

- The inspector observed 12 lessons of which four were observed jointly with the headteacher. Pupils' behaviour in the playground and at lunchtime was also evaluated.
- Discussions were held with pupils, five members of the governing body, the headteacher, staff and a representative of the local authority.
- The inspector observed many aspects of the school's work, including the support for pupils who need extra help. He heard groups of pupils read and examined pupils' work in their books and on classroom and corridor wall displays.
- The inspector looked at a number of documents including plans for the school's future development, lesson plans, the school's arrangements for keeping pupils safe, pupils' attendance records, minutes of governing body meetings and records of how pupils' learning is monitored and how the quality of teaching is checked.
- The views of parents were taken into account, including those expressed in the 37 responses to the online Parent View survey and during discussions with the inspector at the beginning of the school day. Letters were also received from parents.
- Staff views were taken into consideration by looking at 11 returned questionnaires and through discussions with members of staff.

Inspection team

Rob Crompton, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than average. Almost all pupils have a White British heritage and speak English as their first language.
- The proportion of pupils for whom the school receives additional funding through the pupil premium is below average. The pupil premium provides additional funding for children who are in the care of the local authority or those known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs supported through school action is half the national average. The proportion supported through school action plus or with a statement of special educational needs is broadly average. These needs relate mainly to moderate learning difficulties, behavioural, emotional and social difficulties or speech, language and communication problems.
- There are four classes, three of which include pupils from different year groups: Reception and Year 1; Years 2 and 3; and Years 5 and 6. Year 4 is taught separately in the morning and joins the Years 5 and 6 class in the afternoon.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve pupils' skills in calculating and solving mathematical problems by:
 - speeding up their instant recall of number facts, including multiplication tables
 - helping pupils to see the relationships between addition and subtraction, and between multiplication and division
 - developing their confidence in using these facts when tackling mathematical problems.

Inspection judgements

The achievement of pupils is good

- The social, language and number skills of children as they enter Reception vary from year to year but are generally around the levels expected. Due to effective teaching, they make good progress. Typically, children reach a good level of development by the end of Reception and have developed enough confidence to explore new ideas and tackle new work.
- The small numbers in each year group mean that comparisons between pupils' performance and national averages are easily skewed. However, the big picture is that pupils make good progress in each year and reach above average standards by the end of Year 6. The more able pupils rise to the challenges they are presented with and do well.
- Pupils make a good start in reading because their knowledge of letters and the sounds they make (phonics) is taught systematically from Reception onwards. Results of the Year 1 phonic screening check were above average in the last three years.
- Pupils build well on this secure start so that, by the end of Year 6, their attainment in reading is generally above average, with around half the pupils often reaching the higher levels. Pupils read widely. They showed considerable insights into the works of different authors as they discussed their reading habits and preferences with the inspector.
- The quality of pupils' writing has improved markedly since the previous inspection. Examples of pupils' increasingly accurate spelling, punctuation and grammar, and skills in engaging the reader, were evident across the school.
- Many pupils write with considerable confidence and skill. Rising to the high expectations, a girl in Year 2 wrote, 'After a long time, they woke up in a sandy bay... "Which way do we go Iris?" said Ash.' Using an astute metaphor, a boy in Year 4 had written, 'The sun managed to slither its way through Matilda's closed curtains.' By Year 6, standards in writing are typically well above average.
- Pupils generally make good progress in mathematics and reach above average standards, although their rate of progress is slower than in writing. Pupils in Year 2 and 3 were making good efforts to add and subtract amounts of money, including £1.15 and £2.13. They found the answer eventually, but did not immediately use their knowledge that $5+3=8$, to add 15 and 13 together quickly.
- Some pupils tend to count on their fingers because they cannot instantly recall basic number facts. This means their approach to solving relatively straightforward mathematical problems is rather long winded. Pupils are sometimes slow to use their knowledge, for example of $3 \times 6 = 18$ to calculate $18 \div 3$ quickly.
- The few disabled pupils and those who have special educational needs benefit from well-targeted support and make similar progress to their classmates. This reflects the school's commitment to promoting equality of opportunity, fostering good relations and tackling discrimination. For the past three years, within the small number of pupils in the Year 6 classes, there have been very few pupils for whom the school received additional funding. This means that meaningful comparisons between their attainment and that of all pupils are not possible. However, the school's records show that, across the school, this group typically makes similar progress to other pupils.

The quality of teaching is good

- Pupils respond with enthusiasm to the consistently effective teaching. They find tasks absorbing and challenging.
- Reception children are keen to learn. Working in the classroom 'post office', children sustained their concentration as they wrote letters, addressed envelopes and completed special delivery forms. Drawing on their developing phonic skills, they made confident attempts to form letters and spell accurately. Adults frequently engage with children, drawing out what they know and prompting further learning.

- Pupils are keen to respond to questions and share ideas. They take pride in their work. They try their best to write clearly in joined handwriting. Several pupils explained with delight how their neatly joined script had qualified them to use a pen.
- Practical activities support pupils' learning in a range of subjects. Pupils in the Years 2 and 3 class, for example, enjoyed following the stage directions and speaking in different voices as they learnt how a play script is set out. Older pupils talked enthusiastically about making working models of a playground in design and technology.
- Teachers use their subject expertise to plan work in English and mathematics that challenges pupils of different abilities in the mixed age classes. Opportunities are missed, however, to reinforce pupils' quick recall of number facts, and for them to practise, consolidate and extend their skills in mental arithmetic.
- Teaching assistants make a valuable contribution. They lead groups effectively during lessons and sensitively support small withdrawal groups.
- Pupils benefit from feedback during lessons and through marking. Teachers ask questions regularly during lessons to check pupils' understanding before moving on. Their written comments in pupils' books strike a good balance between praise and guidance about how to improve. One wrote, for example, 'Now try using more adventurous connectives, such as nevertheless and eventually.'

The behaviour and safety of pupils are good

- Pupils' behaviour is good. Pupils are attentive and try their best in lessons. Pupils' good progress owes much to their positive attitudes to learning.
- Pupils are willing to contribute ideas and they respect their classmates' views. For example, older pupils shared sensible suggestions when considering the similarities between the prophet Mohammed and other religious leaders.
- Pupils are polite and well mannered. Older pupils keep an eye out for younger ones as a matter of course. Pupils generally play very happily together at break and lunch times. They say bullying is rare, although a few remarked that occasional teasing annoys them.
- Pupils understand the different forms bullying can take, such as through the misuse of social media. Pupils follow the school rules and they agree guidelines for the behaviour of their class at the beginning of the school year.
- The school's work to keep pupils safe and secure is good. As a result of regular reminders, pupils understand how to keep themselves safe, including when they are using the internet.
- Safeguarding procedures, including the safe recruitment of staff, are well established and adhered to methodically. Pupils' safety and welfare have a high priority and staff promote healthy lifestyles very well. Pupils looked surprised when asked if they feel safe, reflecting the school's success in ensuring a pleasant and secure environment.
- Discussions with parents and the responses to the Parent View survey indicate that they are very confident that their children are safe in school.

The leadership and management are good

- Since her appointment a few months before the previous inspection, the headteacher has played a pivotal role in improving the quality of teaching. Parents hold her in high regard. One remarked, 'The head is a breath of fresh air.' Another said, 'The school is growing in leaps and bounds.'
- All teachers have at least one leadership role in this small school and they work together effectively as a team. Teachers respond well to advice, take advantage of the many training opportunities available and make a strong contribution to speeding up pupils' progress and raising standards.
- High expectations are set for the quality of teaching, and the impact of teaching on pupils'

learning and progress is the main consideration when salaries are reviewed.

- Development plans are well founded. They are based on regular checks on the quality of teaching and careful analysis of pupils' achievement.
- The imaginative interpretation of the curriculum contributes to pupils' academic progress and personal development. In studying the First World War, for example, older pupils, guided by a museum curator, looked at artefacts. They made models of shelters and listened to *The Planet Suite*, by Gustav Holst. Such topics promote pupils' spiritual, moral, social and cultural development well.
- The attractive grounds, which include an outdoor classroom, wild area and pond, are used very effectively, particularly in promoting pupils' spiritual development and their understanding of the natural world.
- Links with parents and the parish church are well established. Parents value the open door approach and feel welcome and appreciated when they help out in school. A very active parents' association raises considerable funds. Weekly assemblies led by the vicar, who is a governor, make an excellent contribution to pupils' personal development.
- Additional physical activities to promote pupils' healthy lifestyles and physical well-being have been introduced using the new extra funding for sports. A specialist visits each week and sporting activities have been extended. More pupils are taking part and they talked enthusiastically about competing in cricket and rounders tournaments, for example.
- The local authority has provided valuable support in helping the school to improve. The school now has a strong capacity to improve without extensive outside help. In view of this, the local authority has categorised the school as requiring only routine, low level support.
- **The governance of the school:**
 - Governance has improved since the previous inspection. Governors work closely with the headteacher. They know how assessment data are used to evaluate the school's performance against the national picture. At the same time, governors are aware of the potential pitfalls associated with interpreting assessment statistics where pupil numbers are low. They provide a sounding board for ideas and ask astute, pertinent questions. One explained, 'We provide checks and balances.' Governors regularly ask how effectively central grants are being used, including the pupil premium and sports funding. They check that good teaching is rewarded and help to ensure that safeguarding arrangements fully meet statutory requirements.

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	116271
Local authority	Hampshire
Inspection number	442460

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	85
Appropriate authority	The governing body
Chair	Sally Hibbert
Headteacher	Sharron Morton
Date of previous school inspection	19–20 September 2012
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