

# Inspection of Binley Woods Primary School

Coombe Drive, Binley Woods, Coventry, Warwickshire CV3 2QU

---

Inspection dates: 18–19 September 2019

## **Overall effectiveness**

## **Requires improvement**

---

The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Early years provision

**Good**

Overall effectiveness at previous inspection

Good

## **What is it like to attend this school?**

Pupils are proud of their school. They are polite and cheerful. Pupils are self-assured and they welcome and speak with visitors confidently. Pupils feel safe because they know that their teachers care for them. Positive relationships exist between staff and pupils and among pupils. Pupils value the support they receive from the staff.

Leaders, governors and staff have high expectations. They want every pupil to do their very best. As a result, pupils achieve well in English, mathematics and science. However, this is not the case in other subjects.

There is a calm atmosphere around the school. Behaviour on the playground and in the dining room and corridors is good. Pupils get along well with each other and they value friendship. Behaviour in lessons is nearly always positive. Occasionally, a small number of pupils do not always listen well and focus on their work.

Pupils told the inspectors that there is very little bullying at the school. They say that when it does happen, staff deal with it straight away.

Pupils say, 'It is fun to be a pupil in this school, it is not a hardship – it is just nice to be here!'

## **What does the school do well and what does it need to do better?**

In English, mathematics and science, the curriculum is largely well planned. Teachers are clear about what most pupils need to learn in each term. This helps teachers to plan lessons that broadly build on what pupils have learned before. Most pupils achieve well in these subjects and there are ongoing improvements. However, teachers do not always set work that is matched to pupils' ability. Sometimes, the most able pupils find the work too easy, especially in mathematics.

In other subjects, the sequence of lessons is not well planned. Teachers are unclear about the knowledge and skills pupils need to learn. Lessons are not well connected and do not build on pupils' previous learning. Teachers have to backtrack and fill gaps in pupils' knowledge. Pupils do not achieve well in these subjects.

When children join the pre-school and Reception class, they are ready to learn. This is because the school works closely with families, even before their children start school. Relationships between the staff and children are positive. Children feel safe and happy because staff are encouraging and helpful. Children play confidently and nicely with their friends, taking turns and sharing. The indoor and outdoor areas are colourful, stimulating and well resourced. Children learn lots of exciting new things due to effective teaching. Activities build on what children already know. Adults develop children's language skills effectively at every opportunity.

Pupils read fluently and with expression from an early age. Most pupils love to read. They enjoy sharing stories with each other and with their teachers. Staff teach

phonics well and provide extra help for those pupils who fall behind.

Pupils with special educational needs and/or disabilities (SEND) do well. They are fully included in all lessons. Staff are well trained and help pupils with SEND to become independent learners. They provide extra support when required.

Pupils listen to their teachers, follow instructions and complete the work set. In most lessons, pupils' positive behaviour allows learning to happen. Consequently, pupils improve their knowledge and skills. However, at times, occasional low-level disruption interrupts learning. In part, this is because a small number of pupils find the work either too easy or too difficult.

Pupils speak confidently about the school's 'GROW' values. Pupils learn about healthy eating and exercise from an early age. Older pupils understand how to keep themselves safe online. They have a clear understanding of how our country is governed and the importance of rules. Pupils are very accepting of each other. They have a good understanding of different cultures and religions. Pupils say, 'It is good to be different, it would be boring if we were all the same.'

The governing body knows the school well. Governors are aware of the school's strengths and the areas of weakness. They support and challenge the headteacher to bring about improvements. The headteacher and key staff have led improvements in English, mathematics and science. However, other subject leaders do not have the knowledge and skills they need to develop their subjects.

All staff said that leaders consider their workload and well-being. They also value the range of training and support they receive.

Most parents and carers speak positively about the school. The vast majority of them would recommend the school to other parents. Leaders seek the views of parents on a regular basis.

## **Safeguarding**

The arrangements for safeguarding are effective.

Pupils' welfare is the school's highest priority. Leaders check staff's suitability to work with children before they start to work at the school. All staff receive regular safeguarding updates and training. Staff know how to spot signs that may worry them about a pupil's welfare. They know what procedures to follow if they have a concern about a pupil. When required, the school works with external agencies to provide additional help and support for pupils. Pupils say that they feel safe because their teachers look after them. They are confident to speak to staff if they have a problem.

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

## (Information for the school and appropriate authority)

- The school's curriculum is not sufficiently planned and sequenced in the foundation subjects. This means that teachers are unclear about what pupils have learned in the past. Consequently, teachers are having to go back and fill gaps in pupils' knowledge, which they assumed had already been taught. There is limited evidence of progression within year groups and across year groups in these subjects. The school needs to create a foundation subject curriculum that is planned and sequenced to develop pupils' knowledge and skills over time towards clearly defined end points.
- Curriculum leaders who have responsibility for the foundation subjects do not have the subject knowledge, skills and expertise required to lead their curriculum areas. Therefore, they are unable to support the whole-school development of their subject. The school needs to provide the relevant leaders with the training and support they require. This will develop their subject knowledge and leadership skills. Consequently, this will empower curriculum leaders to develop their subject areas.
- Work set by teachers is not always closely matched to the needs of all pupils. This is particularly the case for the most able pupils, who sometimes find the work set too easy. The school needs to make sure that work planned by teachers challenges the most able pupils, particularly in mathematics.
- On a small number of occasions, low-level, unacceptable behaviour disrupts the quality of teaching and learning. The school needs to further develop consistent, positive attitudes towards learning. This will ensure that all pupils can learn, and all teachers can teach without interruption all the time.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

|                                            |                                                                                        |
|--------------------------------------------|----------------------------------------------------------------------------------------|
| <b>Unique reference number</b>             | 130886                                                                                 |
| <b>Local authority</b>                     | Warwickshire                                                                           |
| <b>Inspection number</b>                   | 10088411                                                                               |
| <b>Type of school</b>                      | Primary                                                                                |
| <b>School category</b>                     | Community                                                                              |
| <b>Age range of pupils</b>                 | 4 to 11                                                                                |
| <b>Gender of pupils</b>                    | Mixed                                                                                  |
| <b>Number of pupils on the school roll</b> | 201                                                                                    |
| <b>Appropriate authority</b>               | The governing body                                                                     |
| <b>Chair of governing body</b>             | Roger Manning                                                                          |
| <b>Headteacher</b>                         | Karen Davidson                                                                         |
| <b>Website</b>                             | <a href="http://www.binleywoodsprimaryschool.com">www.binleywoodsprimaryschool.com</a> |
| <b>Date of previous inspection</b>         | 21–22 April 2015                                                                       |

## Information about this school

- The school has a breakfast and after-school club, which operates on the school site. This provision is managed by another provider and is inspected separately by Ofsted.
- The pre-school operates in the early years setting. This provision is managed by the school. The pre-school provides morning places for children for the academic year before they start school, following their third birthday. There is the option of staying for lunch for these children.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- The inspectors held meetings with the headteacher. The lead inspector met with four members of the governing body, including the chair. He also held a telephone conversation with the chair of the Rugby Rural and East Consortium, which represents the local authority.
- Inspectors held meetings with the attendance leader and the behaviour leader. An inspector held a telephone conversation with a leader who was absent in relation

to SEND, mathematics and early years.

- Inspectors focused on reading, English, mathematics and geography as part of this inspection. They looked at other subjects on the second day of the inspection.
- Inspectors met with groups of pupils, curriculum leaders and teachers to talk about the quality of education at the school.
- The inspectors made visits to classrooms. Some of these visits were with the headteacher.
- An inspector listened to several groups of pupils read.
- The inspectors spoke to pupils formally and informally about their learning and experiences at school. They looked at their work in a range of different subjects to see how well the curriculum is applied. A group of pupils accompanied an inspector on a walk around the school.
- Documents relating to safeguarding were checked, including the checks that leaders make on staff's suitability to work with children prior to employment. Inspectors checked that safeguarding policies and procedures are implemented effectively across the school.
- The inspectors talked to parents after school. The lead inspector considered the 69 responses to Ofsted's online questionnaire, Parent View, and the 69 free-text responses received during the inspection.
- The lead inspector considered the 27 responses to Ofsted's staff survey.
- Inspectors considered a range of documentation provided by the school. They looked at the school's self-evaluation, school policies, curriculum documents, SEND records, published information about pupils' performance, behaviour records, attendance records and minutes of governing body meetings.
- The lead inspector looked at published information on the school's website.

### **Inspection team**

Wayne Simner, lead inspector

Her Majesty's Inspector

Mark Cadwallader

Ofsted Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019