

# Inspection of a good school: Bincombe Valley Primary School

Culliford Way, Littlemoor, Weymouth, Dorset, DT3 6AW

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Inspection dates: 29 and 30 June 2021

## Outcome

Bincombe Valley Primary School continues to be a good school.

## What is it like to attend this school?

Pupils are at the heart of this inclusive school. Staff are ambitious for what they feel pupils can achieve. Pupils feel safe in school and value their friendships. They show genuine consideration for the well-being of their peers. Parents and carers value the care that adults provide for their children.

Pupils enjoy coming to school. They talk enthusiastically about the range of opportunities the school provides for them both in and out of the classroom. This helps support pupils' personal development.

Pupils are polite and confident. They understand the school's values and why they are important. They say that most pupils behave well. Staff respond to incidents of poor behaviour sensitively and effectively. Pupils understand what bullying is. They say bullying rarely happens, but when it does staff take it seriously.

Pupils develop a positive understanding of respect and tolerance. They understand that some people live differently to them and that it is fine to be unique. Pupils have developed strong relationships with staff where they feel valued and appreciated.

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

The whole school community has pupils at the centre. Leaders aim to provide pupils with opportunities to gain resilience to become lifelong learners. Staff say that leaders have a strong focus on ensuring that both adults and pupils are well cared for.

The school prioritises reading. Younger pupils learn to read through a structured programme that starts as early as the Nursery Year. Adults listen to pupils read regularly, using books that match the sounds that pupils are learning. Careful assessment ensures that where gaps appear support is provided so these pupils catch up. Most-able readers read with confidence and expression. They are keen to discuss texts with adults. This

supports their comprehension skills and enjoyment of a wide variety of texts. Leaders are keen that up-to-date phonics training is consistently planned for staff.

Pupils say that they enjoy reading. Pupils talk about the range of authors they encounter and how they enjoy listening to stories in class. They take reading seriously. Pupils are motivated through rewards and feel challenged by their teachers to read widely.

The Nursery setting provides children with opportunities to explore and develop their language and communication skills. Staff engage in purposeful dialogue with children. For example, through the use of effective questioning, children are encouraged to talk about what they are doing while engaged in a making activity with play dough. Children are exposed to opportunities to develop mathematics talk alongside their physical and fine motor skills using the outdoors area. Children in the early years talk with confidence and excitement.

The mathematics curriculum is well organised. This results in high levels of pupil engagement. Effective use of assessment ensures that pupils' learning builds from accurate starting points. Pupils say that they enjoy mathematics. They are becoming increasingly proficient in explaining their mathematical thinking. They say that teachers support their understanding of new concepts through song and rhyme. This makes the knowledge 'sticky!'

A themed approach is used to plan subjects within the wider curriculum. For example, pupils in Years 5 and 6 are focusing on the theme of 'the Olympics'. Although pupils are exposed to a wide range of artistic techniques, curriculum plans do not consider what key knowledge should be taught and when. As a result, pupils cannot explain how their knowledge and understanding of practical methods in art have developed over time.

Pupils conduct themselves well around the school. Low-level disruption is rare. Where pupils have disagreements, staff endeavour to support them in developing independence to solve situations for themselves. For those few pupils who require support, clear plans are in place to meet their needs. These plans are communicated well to staff.

Staff support pupils with special educational needs and/or disabilities (SEND) well. Early identification of pupils' needs means that learning can be adapted to support them. Staff make careful adjustments to activities throughout the curriculum. Consequently, pupils make strong progress. The school also provides effective emotional support through its nurture provision.

Staff contribute well to support pupils' personal development. In particular, leaders are keen to involve the wider school community. Despite the challenges that the national restrictions have presented, staff continue to plan rich experiences for pupils to support their physical development, self-confidence, and mental health needs.

## **Safeguarding**

The arrangements for safeguarding are effective.

Keeping children safe is a priority of the school. Effective policies and procedures are in place. Staff act swiftly upon concerns raised. Leaders ensure that detailed records are kept and monitored so that pupils receive the support they need. Staff receive frequent and up-to-date safeguarding training. As a result, staff are well placed to keep a close eye on pupils they know to be vulnerable and they are aware of the potential risks within the community.

Pupils know they can speak with a trusted adult if they are concerned about anything.

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

### **(Information for the school and appropriate authority)**

- The choice of key content and knowledge is not explicit enough in some of the subjects within the wider curriculum. It is not clear what pupils should know and by when so that they can build their knowledge over time. Leaders need to identify, sequence and prioritise key knowledge and concepts across all subjects so that pupils remember more of the curriculum.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that a good school could now be better than good, or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 10–11 May 2016.

## **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 are the school and you are 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 [here](#).

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>	113716
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10193541
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	334
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Stuart Boichot
<b>Headteacher</b>	Leif Pallister
<b>Website</b>	<a href="http://www.bincombe.dorset.sch.uk">www.bincombe.dorset.sch.uk</a>
<b>Date of previous inspection</b>	10 – 11 May 2016, under section 5 of the Education Act 2005

## Information about this school

- The school has an on-site Nursery provision.
- The school does not use alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, deputy headteacher, subject leaders, the pastoral welfare officer, the special educational needs coordinator, the early years leader, representatives from the governing body and groups of staff.
- The inspector listened to pupils from Years 1, 2, 3 and 4 read to an adult.
- The inspector did deep dives in these subjects: early reading, mathematics, and art. The inspector talked to teachers who lead these subjects. They visited lessons and looked at pupils' work.
- The inspector considered how well the school protects pupils and keeps them safe.

- The inspector observed pupils' behaviour in lessons and around the school site. Additionally, the inspector spoke with pupils to discuss their views on the school.
- The inspector considered 30 responses to the online survey, Ofsted Parent View, including 29 free-text responses, 50 responses to the pupil online survey and 31 responses to the staff survey.

### **Inspection team**

Heather Barraclough, lead inspector

Her Majesty's Inspector

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