

Inspection of Binley Woods Primary School

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

Inspection dates: 23 and 24 May 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Since the appointment of the new headteacher, leaders have brought about rapid improvements. The new headteacher has built a strong team, which shares her ambition and high expectations. Leaders want each pupil, including those with special educational needs and/or disabilities (SEND), to achieve fully and set no limits on what they can do. Pupils do well.

Pupils feel happy and safe in school. Comments such as, 'Why wouldn't you love school?', 'I love learning', 'Teachers are fantastic', and 'I've learned so much', sum up how the pupils feel.

Behaviour is a strength of the school. Pupils are polite, welcoming and friendly. They listen to each other and enjoy playing together. Staff consistently use a calm, gentle approach. Staff model their expectations, and pupils respond well. Pupils do not believe bullying is an issue in school. Staff deal with any problems pupils have, including problems between pupils, swiftly and well. Pupils trust the adults in school. They like the fact that staff come back to check they are alright with 'a quiet word'.

Parents and carers think highly of the school. The parent teacher association (PTA) thrives. Pupils like the new trim trail purchased by the PTA. They enjoyed planting individual tree saplings on the school field.

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

Leaders have reviewed their curriculum thoroughly to ensure it is vibrant and engaging. Leaders start with the national curriculum and then carefully craft their plans to reflect the local and wider community. Pupils enjoy learning about local areas, the environment and the customs and traditions of pupils new to the school.

Leaders have planned the curriculum in a coherent sequence. Detailed plans in most subjects help teachers know what to teach, what prior learning to revisit and develop and when to assess pupils' learning. This helps pupils learn well. They know, understand and remember more over time.

Leaders have given subject leaders support and training to monitor and evaluate their plans and pupils' learning. Subject leaders are now confident with their curriculum subjects and in the support they offer to other staff. In subjects such as mathematics and computing, leaders are strong. They have reviewed their plans thoroughly. As a result, learning is very well matched to pupils' needs and abilities. In some subjects, such as history and geography, the implementation of leaders' plans is at an earlier stage. Leaders have not yet fully evaluated if the plans are leading to their high expectations. They know they need to do this to ensure pupils are learning well and receiving the challenge and support they need to achieve their very best. Presentation of pupils' work in most books and their letter and number

formation are not of a consistently high standard. Staff do not model leaders' expectations of handwriting and presentation well.

Leaders ensure that the teaching of reading is given high priority across the school. They have overhauled school and class libraries, taking pupils' views into consideration. Pupils read widely and well. The recent introduction of a new phonics scheme has brought about rigour and consistency in the teaching of early reading. Staff have been well trained and follow the scheme faithfully. Leaders introduce letter sounds as soon as children join Reception. Pupils who need extra support receive it quickly, so they do not struggle.

Children in the early years are happy and enjoy learning. Routines are well established. These help children to learn well. Leaders ensure that the school's curriculum starts in the early years. The recent restructure of the Reception and pre-school classes has led to calmer, purposeful learning environments.

Pupils with SEND receive high-quality support. Leaders quickly identify and meet pupils' needs. Leaders have ensured that staff have the skills and resources to support these pupils well. Staff carefully adapt the curriculum, environment and extra-curricular activities. As a result, pupils with SEND grow in confidence and achieve well. Leaders include pupils with SEND in all aspects of school life. Leaders arrange coffee mornings for the parents of pupils with SEND. This is an opportunity to speak with school staff and external agencies.

Pupils are very proud of their school and its impressive grounds. They enjoy many opportunities to take on roles and responsibilities. They learn about different faiths and the wider world in which they live. They enjoy sharing and celebrating their talents and skills and developing new ones. Pupils can become school councillors, members of the eco-team, or join the online safety crew.

Staff are happy and proud to be part of the school. Governors are very active in school. They are supportive, challenging and committed to ensuring the school is thriving and successful.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff take safeguarding seriously. They are aware of issues that may put pupils at risk in the local area. They take proactive steps to ensure pupils know how to keep themselves safe. Leaders promote pupils' mental well-being.

Staff receive regular training and safeguarding updates. They know the signs to look out for. They report any concerns quickly.

Provision to ensure pupils are aware of e-safety issues is exemplary. Leaders ensure that they keep themselves, parents and pupils updated on any current or new

dangers when online. Leaders support parents in keeping their children safe on different electronic devices.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils' work is often untidy and poorly presented. They do not form letters and numbers well. This can lead to mistakes and limits pupils' speed and accuracy in work. Leaders should ensure that staff consistently model their high expectations of handwriting and presentation and that pupils know how to write and present work well in all subjects and why this is important.
- In some subjects, a thorough review of the effectiveness of the intended curriculum to secure deep and meaningful learning has not yet happened. As a result, leaders cannot yet be confident that pupils are learning as well as they could, or if there is scope to deepen their learning. Leaders should ensure that their planned reviews happen swiftly so that learning in all subjects meets the needs and abilities of all pupils.

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 information from Ofsted Parent View 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.

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

Unique reference number	130886
Local authority	Warwickshire
Inspection number	10268312
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	187
Appropriate authority	The governing body
Chair of governing body	Roger Manning
Headteacher	Karen Sharp
Website	www.binleywoodsprimaryschool.com
Date of previous inspection	18 and 19 September 2019, under section 5 of the Education Act 2005

Information about this school

- The headteacher was appointed in April 2022.
- The school uses one unregistered alternative provider.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, deputy headteacher, other leaders within the school and teaching staff. The lead inspector also met with seven members of the governing body, including the chair.
- The lead inspector met with key staff responsible for safeguarding and checked the single central record and procedures for the recruitment of staff. She

discussed procedures and policies relating to safeguarding and the welfare of pupils.

- Inspectors carried out deep dives in these subjects: reading, mathematics, history and computing. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about the curriculum in some other subjects.
- Inspectors watched pupils' behaviour in class and at other times during the day and spoke with parents, staff and pupils about behaviour.
- The lead inspector spoke with local authority commissioned external support.
- Inspectors spoke with parents at the end of the school day. The lead inspector considered responses, including free-text comments, to the Ofsted Parent View online questionnaire, staff and pupil questionnaires.
- The lead inspector studied the school's website and public information.

Inspection team

Tina Willmott, lead inspector

Ofsted Inspector

Maneer Samad

Ofsted Inspector

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