

Inspection of Binbrook C of E Primary School

Orford Road, Binbrook, Market Rasen, Lincolnshire LN8 6DU

Inspection dates: 27 and 28 February 2024

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 Good

What is it like to attend this school?

Most pupils enjoy coming to this school. Pupils of different ages get on well with each other. They like sitting down together at lunchtime to share a meal. They use the 'buddy stop' to make sure that everyone has a friend to play with. As one pupil eloquently explained, 'The people make the school special. We are all really friendly and kind and support each other if we are having a bad day.'

Pupils know they should treat others with tolerance, respect and kindness. They appreciate how, even if they disagree about something, they can still get on with each other. Incidents of poor behaviour are unusual. When pupils fall out, staff sort out issues fairly and quickly. As a result, pupils feel cared for and safe.

Pupils love learning new things. They want to achieve well. They appreciate getting points for their good work and positive behaviour. Pupils value the cups awarded to learners of the week and to peers who demonstrate the school's values.

Pupils talk enthusiastically about school trips they have enjoyed, including to a local farm, a nearby mosque and a camping expedition. They are excited about an upcoming visit to the Jorvik Viking Centre. These enrichment opportunities enhance pupils' experiences and broaden their horizons.

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

This school is always striving to get better. It knows what is working well and what needs to improve. The school readily seeks guidance and advice from other professionals. This has benefited the school on its journey to develop the curriculum and strengthen subject leadership.

In most subjects, work to improve the curriculum is well on the way to being completed. Careful thought is given to how the curriculum is organised and the subject-specific knowledge that pupils need to know. Opportunities to promote the school's 'D.O.V.E.' (diversity, oracy, vocabulary and enrichment) priorities are highlighted. However, the planned curriculum is not always sufficiently ambitious for pupils who study in mixed-age classes.

Teachers choose suitable ways to deliver new subject knowledge. They model new ideas effectively to help pupils understand them. When pupils get something wrong, they know that it is okay to have another go. Pupils are encouraged to discuss and debate their ideas. Most pupils confidently recall what they have learned before and link this to new information. However, the quality of their written work can vary. Ongoing improvements made to the curriculum have had a positive impact on the school's published outcomes.

The school identifies pupils with special educational needs and/or disabilities (SEND) accurately. Some pupils benefit from extra help so that they can access the same

curriculum as their peers. However, while the curriculum is often adapted for these pupils, it is always done precisely enough to help them achieve their potential.

Developing pupils' reading skills is a top priority. Children in the pre-school share stories and sing rhymes about cheeky monkeys. When pupils are ready to learn to read, well-trained staff teach phonics consistently well. Established routines help pupils decipher unfamiliar words. Pupils who struggle to read often practise with an adult to help them keep up. Beyond phonics, pupils engage with a wide range of texts to improve their reading accuracy and fluency. They are keen to select their own reading books from the school's library.

Children in the early years are happy and well looked after. Care arrangements, including for the youngest children, are effective. Children play well together, sharing and taking turns. There are plenty of opportunities for them to explore, be creative and practise their letters and numbers. While the curriculum in the early years is well planned, checks on what children know and what they still need to learn lack rigour.

Staff model good behaviour and positive interactions. Pupils respond well. Their attitudes towards each other and in relation to learning are positive. The school's determined work to improve attendance is having a positive impact.

Pupils learn how to keep themselves safe and be resilient. They know how to stay fit and healthy and practise using their first-aid skills. Pupils understand why respecting difference matters. However, their knowledge of different world faiths is often muddled. Pupils get involved in community events, such as singing for older residents and contributing to local charities.

Most parents and carers are full of praise for the school and its staff. Typically, one parent explained how, 'All the staff are kind, caring and know the children.' Staff are overwhelmingly positive about the quality of the support so that they can carry out their roles effectively and improve their practice.

New governors understand the important role the school plays in the local community. They bring a range of skills and experiences to their posts. They have quickly developed their knowledge of the school and how best they can support leaders. Guidance from the local authority has helped the school to focus on the things that will make a positive difference.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum is not always planned carefully enough to meet the needs of all pupils. It is sometimes not suitably ambitious for pupils who learn in mixed-age classes. It does not always consider the needs of pupils with SEND precisely enough. As a result, some pupils do not achieve as well as they could. The school should make sure that the curriculum in each subject is adapted sufficiently well to meet the needs of all pupils, including pupils who learn in mixed-age groups and pupils with SEND.
- The early years curriculum makes it clear what children need to know and when. However, checks on children's learning are not always rigorous enough. Staff do not always know what each child has learned and what they still need to practise. The school needs to make sure that staff carefully check how well children learn the intended curriculum and use this information to inform children's next learning steps.
- Teachers' expectations of the quality of pupils' written work are not consistently high. Pupils sometimes make repeated mistakes with their spelling, grammar and punctuation that are not resolved. The school needs to make sure that pupils have the necessary knowledge and skills to communicate effectively when they write.
- There are too few opportunities for pupils to gain a detailed knowledge and understanding of different world faiths. Pupils cannot easily recall what they know about different religions and often get confused. The school should make sure that pupils gain a rich understanding of different world faiths and why they matter.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the

school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	120565
Local authority	Lincolnshire
Inspection number	10254831
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	104
Appropriate authority	The governing body
Chair of governing body	Alex Borthwick
Headteacher	Anna Hall
Website	www.binbrook.lincs.sch.uk
Date of previous inspection	29 November 2017, under section 8 of the Education Act 2005

Information about this school

- There have been several changes to the governing body since the previous inspection, including the appointment of a new chair and a new vice-chair of governors.
- The school offers a breakfast club that is run by school staff and overseen by the governing body.
- The school provides education for two-year-olds in the Binbrook Early Learners Pre-School.
- The school does not use the services of any alternative provision.
- A section 48 inspection of the school's religious character took place in July 2016.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- 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 and the two assistant headteachers.
- The lead inspector met with five members of the governing body, including the vice-chair.
- The lead inspector spoke with a representative of the local authority on the telephone.
- Inspectors carried out deep dives in reading, mathematics and geography. For each deep dive, inspectors discussed the curriculum with leaders, spoke with teachers and pupils, looked at samples of pupils' work and visited lessons. They listened to some pupils reading to a familiar adult. Inspectors also considered the curriculums for English and history.
- Inspectors met with groups of pupils from different year groups. They spoke with pupils informally and observed the behaviour of pupils during social times.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff, parents and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors reviewed a range of documents, including the school's self-evaluation and improvement plan, information about governance and reports of visits by the local authority. Inspectors also considered information about pupils' attendance and behaviour, as well as the wider curriculum.
- Inspectors considered the responses to Ofsted's online questionnaire, Ofsted Parent View, and the results of Ofsted's staff and pupil surveys.

Inspection team

Rachel Tordoff, lead inspector

His Majesty's Inspector

Jon Brown

Ofsted Inspector

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