

Inspection of a good school: Binstead Primary School

Hazlemere Avenue, Binstead, Ryde, Isle of Wight PO33 3SA

Inspection dates:

26 and 27 March 2024

Outcome

Binstead Primary School continues to be a good school.

What is it like to attend this school?

At this school, pupils become resilient, determined, collaborative and curious learners as members of 'Team Binstead'. Pupils strive to develop these core values by the time they leave. Pupils behave well and get on well with each other. There is a calm and purposeful atmosphere in the school. Pupils who need extra support are very well cared for. Pupils are usually able to sort any disagreements out themselves. They are respectful to each other and enjoy their time at school.

Staff are ambitious in the curriculum they provide for pupils. Pupils work hard in lessons and try their best in all subjects to learn as well as they can. The school is proud of its involvement and success in different sports. Pupils' experiences in performing arts are increasing well. This curriculum breadth allows the pupils to become rounded learners. Pupils respond very well to these high-quality opportunities. They are also keen to give back to the school and take on pupil leadership opportunities. These include school councillors, house captains and sports leaders. These roles mean pupils make a valuable contribution to the school.

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

The school has an ambitious curriculum that enables pupils to learn in all subjects effectively. Pupils learn key knowledge, skills and vocabulary in a clear order. Disadvantaged pupils, including those with special educational needs and/or disabilities (SEND), achieve well over time.

The school teaches early reading effectively. Staff deliver phonics sessions with precision. This means pupils, including those who find learning to read harder, become able and confident readers. Pupils' love of reading develops as they become more advanced readers. They have access to a range of high-quality texts. They enjoy hearing their teachers read some very well-chosen texts to them. This inspires them further to read and write with increasing depth.

The broad curriculum helps pupils understand a range of different topics. Staff have strong subject knowledge in many of the subjects that they teach or oversee. This typically helps pupils to remember it. Teachers check learning carefully in mathematics lessons to ensure they meet pupils' needs. In physical education (PE) pupils remember key dance moves to use next time. In reading, writing and mathematics, teachers check how much pupils remember and have learned. They use this information well. However, pupils' learning in the wider curriculum does not always build on a secure understanding in some other subjects. The school is rightly developing its systems to identify where the key gaps in pupils' learning lie in the wider curriculum.

The school identifies pupils with SEND early and accurately. Teachers adapt lessons to meet pupils' needs well. Most pupils with SEND learn the curriculum alongside their peers successfully. Dedicated and caring staff give pupils who need highly individualised support the help they need. Staff have a strong understanding of these pupils' academic and pastoral needs.

Behaviour is good. Pupils have a positive attitude to their learning. They take pride in the quality of their work. Pupils show respect for one another. This starts in the Reception class where children share well with one another. When pupils fall out, staff deal with the problems quickly and sensitively. Pupils understand the importance of attending school and working hard in lessons. However, while improving overall, some do not attend as regularly as they should. The school is working innovatively and effectively with parents to promote even better attendance.

Pupils receive a growing number of wider opportunities. The school is particularly proud of its commitment to sports and, more recently, the performing arts. Every year, all pupils take part in a performance related to the curriculum that they have studied. Parents and pupils recognise the positive impact this work is having. The school enhances the curriculum further with a range of trips and visitors. Pupils also value the opportunities they get to be part of the community. For example, participating in the town's annual Mardi Gras carnival and the school's own midsummer dance festival develops this community spirit further.

Governors' work to support and challenge the school is highly effective. Staff are happy and proud to be part of the school. They feel well supported by all those around them. Most parents are very pleased with the school's overall provision. One, reflecting the views of many, said it is 'a wonderful school where it's evident the staff go above and beyond to create a safe, friendly and exciting platform for my child to learn in'.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school is developing its processes for checking how well pupils learn the intended curriculum. However, in some foundation subjects, the school is not yet using this information as effectively as it could to develop pupils' learning further. The school should ensure that staff have sufficient information to identify key gaps in pupils' learning so that they can help pupils to achieve more.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in June 2014.

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	118176
Local authority	Isle of Wight
Inspection number	10296247
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	The governing body
Chair of governing body	Kate Redrup
Headteacher	Rebecca Chessell
Website	www.binsteadpri.co.uk
Date of previous inspection	26 June 2018, under section 8 of the Education Act 2005

Information about this school

- The school runs its own breakfast club for pupils at the school.
- The school currently uses two unregistered alternative providers.

Information about this inspection

- 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. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in these subjects: early reading, mathematics and PE. For each deep dive, the inspector 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.
- The inspector also looked at additional curriculum plans for geography and music.

- The inspector met with the headteacher and other leaders within the school. The inspector also met with three governors, including the chair of the governing body and a representative from the local authority.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector reviewed a range of the school's documentation including minutes of governing body meetings and behaviour incident logs.
- The inspector considered the views of parents shared through Ofsted Parent View.
- The views of staff were gathered through interviews and discussions conducted throughout the inspection, as well as the staff survey.
- The inspector gathered pupils' views throughout the inspection, including through discussions, during classroom visits and at lunchtime.

Inspection team

Chris Parker, lead inspector

His Majesty's Inspector

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