



Binfield Church of England Primary School

Inspection Report

Unique Reference Number 109999
Local Authority Bracknell Forest
Inspection number 278335
Inspection date 23 November 2006
Reporting inspector Charalambos Loizou

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Benetfeld Road
School category	Voluntary aided		Binfield
Age range of pupils	4-11		Bracknell RG42 4EW
Gender of pupils	Mixed	Telephone number	01344 860106
Number on roll (school)	403	Fax number	01344 304802
Appropriate authority	The governing body	Chair	Mr Stuart Wharphshire
		Headteacher	Mrs Di Gare
Date of previous school inspection	16 October 2000		

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a large primary school situated in a generally advantaged area. The large majority of pupils are of White British heritage and other pupils come from a broad range of backgrounds. A very small number of pupils are in the early stages of learning English. The percentage of pupils with learning difficulties or disabilities is similar to that of most schools. The school has close links with its local church and with other schools and colleges.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Binfield is a good school where the pupils achieve well and reach high standards. There are some outstanding features that reflect the positive ethos of the school and the high expectations of the leadership team and governors. The pupils mature into courteous and very well behaved young people. They show caring attitudes and enjoy school, which is reflected in high attendance rates. This is a popular school because, as one parent rightly commented, 'This is a very well balanced school. The teachers are friendly and helpful. The children are polite and well-mannered'.

Children start the school with above average skills. They achieve well in the Foundation Stage because of the good provision and teaching. Teachers and support staff regularly assess the Reception children's performance but do not always set accurate targets for the children or predict accurately how well they will do in the future. In Years 1 to 6, teaching and learning are good because they enable the pupils to achieve high standards in English and science and above average standards in mathematics. Standards are high in English because the teaching of letter sounds and writing are consistently effective and enable pupils to read fluently and confidently and write independently. Although mathematics standards are above average, they should be higher. The school has identified the teaching of calculation methods as a relative weakness and has targeted pupils of average ability to ensure they all reach the standards expected. The school's efforts are raising mathematics standards, reflecting the effective management of the subject.

Pupils' spiritual, moral, social and cultural development is outstanding. They reflect thoughtfully on values such as cooperation and sharing and often demonstrate kindness when caring for others. Pupils have a high level of respect for different cultures and beliefs. They have an excellent understanding of healthy living and the importance of exercise through the enhanced sporting opportunities provided. Pupils say they enjoy their school lunches very much and it is easy to see why. An excellent range of healthy food choices are provided and lunchtime is a calm and enjoyable time which the pupils look forward to very much. Pupils feel safe from harm or harassment because the staff are vigilant and sensitive to their needs, including those with learning difficulties and disabilities who, along with other pupils, learn and play in a safe and stimulating learning environment.

The care and guidance pupils receive is good. There are good opportunities for the pupils to assess their own learning and that of others. The curriculum provides pupils with a good range of interesting and stimulating activities, including opportunities to use computers and interactive whiteboards.

Good leadership and management ensure that the school knows its own strengths and what needs to be improved further. Its capacity to keep on improving is good. In most respects the school's view of itself is accurate. Modest assessments of leadership and achievement reflect the senior team's high expectations and their belief that there is still more to be done. There has been good progress since the school's last inspection, demonstrating the outstanding leadership of the headteacher and deputy headteacher

and excellent support provided by governors who are a real asset to the school. The school has established excellent links and partnerships with other school, organisations and with the local and wider community.

What the school should do to improve further

- Improve the teaching of calculation to raise standards in mathematics.
- Simplify and refine assessment in the Foundation Stage to ensure that individual targets for all the children are accurate.

Achievement and standards

Grade: 2

Standards are high and the pupils achieve well in relation to their above average starting points. Children in the Foundation Stage make good progress and exceed the goals set for the start of Year 1.

Standards by the end of Year 2 and Year 6 are high in reading, writing and science, and are above average in mathematics. A good proportion of pupils achieve higher levels but some pupils of average ability do not reach the standards expected in mathematics. This reflects inconsistencies in the way number calculation methods are taught. Targets are challenging and result in improving standards. Pupils with learning difficulties or disabilities are cared for and supported very well and make good progress. The small number of pupils in the early stages of learning English make good progress and quickly settle into school because they are supported well.

Personal development and well-being

Grade: 1

Pupils' spiritual, moral, social and cultural development is outstanding. They enjoy school because of the wealth of learning activities provided. Pupils know very well the importance of exercise to healthy living through sport and they take good advantage of the very good opportunities to participate in keep-fit classes before school. They understand the importance of healthy eating. The excellent food provided by the school's own catering staff at lunchtime encourages the pupils to eat a balanced and healthy lunch. Relationships are excellent because adults provide very good support. This contributes to pupils' very good attitudes to learning and prepares them well for the future. Pupils say that they feel safe and know who to tell if they are unhappy. Older pupils look after younger ones and any disputes amongst pupils are sorted out through a very effective mediation system that successfully promotes positive attitudes and very good behaviour. The school celebrates cultural diversity in lessons, assemblies and in community activities with the local church and the wider community. The school successfully uses initiatives to combat racism and promote positive attitudes towards other cultures. Through the school council, pupils make a valuable contribution to school life and are proud of their school.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good with some that is outstanding. Lessons provide challenging and engaging activities and pupils respond with enthusiasm. In the Foundation Stage, children learn early language, mathematics and social skills through stimulating activities. Targets for Reception children are challenging but assessments are not always accurate enough to predict how well the children will do in the future. Throughout the school teachers plan their work carefully and make good use of resources, computers and interactive whiteboards which help to focus pupils' learning. From an early age, pupils learn their letter sounds very well so that pupils in Years 1 and 2 quickly learn to read and write independently and with confidence. Good planning in Years 3 to 6 builds on previous learning well so tasks are well matched to the abilities of the pupils. The school identified inconsistencies in the teaching of calculation methods in mathematics which affects the progress of some pupils of average ability. Recent improvements and targeted support for groups of pupils are helping them to apply different calculation methods with increasing confidence. Teaching assistants make a strong contribution to pupils' learning and provide very effective help for pupils with learning difficulties and disabilities.

Curriculum and other activities

Grade: 2

The curriculum is good with a good balance that supports pupils' personal and academic development. It builds on the good quality and standards in the Foundation Stage, which provides lively and stimulating activities for Reception children.

Excellent links with other schools and organisations enable the school to offer a very good range of activities. For example, opportunities are provided for pupils to learn to play a musical instrument and to participate in sport and the creative arts. These enhance the curriculum and meet a wide range of needs and interests. Good use is made of information and communication technology (ICT), especially interactive whiteboards, which makes learning practical and fun. Pupils with learning difficulties and disabilities are very well supported within lessons and through a wide range of additional activities with support staff.

Care, guidance and support

Grade: 2

Pupils are well cared for and supported and procedures to protect them are very good. Staff and governors undertake systematic and robust risk assessments and health and safety checks. Parents feel welcome and are pleased with the information they receive about the school and their children's work. Systems to assess pupils are good, although more is needed to refine and improve the accuracy of assessment and target setting in the Foundation Stage. Pupils evaluate their own work well and teachers provide

clear learning objectives which help the pupils understand the next stage of their learning.

Leadership and management

Grade: 2

Leadership and management are good. Self-evaluation is accurate. Modest assessments in the past reflect the very high expectations of the leadership team. The management of subjects is good and planning for improvement takes good account of pupils', staff and parents' views. Accurate analyses of pupils' performance and the effective development of teaching have ensured that high standards are maintained. Appropriate intervention by the mathematics subject leader and leadership team has improved standards in mathematics. The school is increasingly developing new staff and improving the way all subjects are managed as a result.

Governors hold the school to account very well. There are very good systems that ensure they monitor the school's performance and successfully promote the school. Resources are of high quality and create a positive learning environment, both indoors and outdoors. The school's track record of improvement shows that it has good capacity to continue improving and to maintain high standards.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

I was delighted to visit your school recently and write to thank you for your help and for making me feel very welcome.

Your school provides a good education for you and some aspects are excellent.

I think these are the best things about your school:

- you are very well behaved and try hard in lessons
- your teachers are helping you to do well lessons and give you lots of opportunities to help other pupils
- you enjoy learning, reach high standards and come to school regularly and on time
- your parents are very happy with the school
- the staff take good care of you and this helps you develop excellent attitudes
- your school is well managed and both the staff and governors do a great deal to provide extra activities for you before and after school.

I have asked your teachers to:

- help some of you improve your mathematics work so you can all work out number problems with accuracy and confidence
- keep a close check on how well Reception children are doing to make sure their targets are accurate.

I wish you all the very best.

Yours faithfully

Charalambos LoizouLead Inspector