



Binbrook CofE Primary School

Inspection Report

Unique Reference Number 120565
LEA LINCOLNSHIRE LEA
Inspection number 280840
Inspection dates 1 March 2006 to 2 March 2006
Reporting inspector Mr. Glynn Storer LI

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

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|------------------------------------|----------------------|---------------------------|----------------------|
| Type of school | Primary | School address | Orford Road |
| School category | Voluntary controlled | | LN8 6DU |
| Age range of pupils | 4 to 11 | | |
| Gender of pupils | Mixed | Telephone number | 01472 398340 |
| Number on roll | 94 | Fax number | 01472 399475 |
| Appropriate authority | The governing body | Chair of governors | Mr. David Molton |
| Date of previous inspection | Not applicable | Headteacher | Mrs. Susan Beveridge |

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This small primary school serves the village of Binbrook and outlying communities. All pupils are from White British families. Few register their children for free school meals but this is unrepresentative of the hardship experienced by some families. Children's attainments on entry to school are below average for their age. The proportion of pupils with learning difficulties or disabilities is above average and the number with Statements of special educational need is high for a school of this size. In recent years there has been a significant influx of pupils. Over a third of the current Year 6 has spent time in other schools. Some arrived with gaps in their learning and all have suffered disruptions to their progress as a result of changing schools. There has also been a high turnover of staff.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Binbrook Church of England Primary School sees itself as a satisfactory but improving school and the inspector agrees. Standards and quality in the Foundation Stage are good, so children receive a good start to their education. As they move through the school almost all pupils make satisfactory progress though standards in the 2005 Year 6 national tests were well below average. Pupils' personal development is good. Pupils are well behaved and the positive relationships that they have with adults result in a happy atmosphere in the school. Most pupils are keen to join in and apply themselves satisfactorily to their work. Pupils' spiritual, moral, social and cultural development is good overall, although more could be done to improve cultural development as pupils do not currently learn enough about the richness and diversity of other cultures. Teaching and learning are satisfactory and help pupils to make sound progress in their learning and to achieve well in their personal development. However, teachers do not use assessment information effectively enough when planning for pupils with different capabilities. The curriculum is satisfactory, although a good range of additional activities and special events brings learning to life and in doing so is beginning to promote enjoyment and encourage pupils to become confident learners. Standards of care are good but there is scope to improve further the target-setting arrangements and the guidance provided for pupils on how to improve their work. Since her appointment, the headteacher has worked hard to improve the school. She is well supported by the assistant headteacher, and the whole staff is a committed team. Governors discharge their duties well. They check standards and quality conscientiously and effectively support and challenge the school. Improvement since the last inspection has been satisfactory. Under the current leadership, the school has the capacity for further improvement and provides satisfactory value for money.

What the school should do to improve further

- improve teachers' use of assessment information in planning work for pupils with different capabilities - improve pupils' understanding of what they need to do in order to attain higher standards in their work - teach pupils more about cultures other than their own.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory overall. Standards are rising in Years 1 to 6, although there is scope for further improvement, particularly in Key Stage 2. Pupils with learning difficulties or disabilities make good progress and achieve well in relation to the targets set for them. When children enter the Reception Class, standards are below average for their age. Achievement in the Foundation Stage is good. Most children attain the early learning goals, although some boys remain below the standard normally expected of five-year-olds when they transfer to Year 1. In 2005, the school's results in the national tests for seven-year-olds were broadly average in writing and mathematics.

However, standards were well below average in reading. However, pupils' current work indicates that most have made satisfactory progress and achieved satisfactorily in Key Stage 1. Almost all, are now on course to attain or exceed nationally expected standards in reading, writing and mathematics by the end of Year 2. In 2005, standards at the end of Year 6 were exceptionally low overall. However, this year group's results were adversely affected by pupil mobility, by a high proportion of pupils with learning difficulties or disabilities and by disruptions to their learning caused by a high turnover of staff. Despite low standards overall, these pupils made satisfactory progress in relation to their attainments as seven-year-olds. Pupils currently in Year 6 are also achieving satisfactorily but, whilst standards at the end of Year 6 are also set to rise in 2006, they remain below average.

Personal development and well-being

Grade: 2

Pupils speak well of the school. The fact that most enjoy school is reflected in attendance rates that are in line with schools nationally. Behaviour is generally good. Most pupils are attentive and try hard in lessons. However, some older pupils need encouragement to complete their work speedily and at times lose interest and become restless. The school promotes pupils' spiritual, moral and social development effectively but pupils do not learn enough about cultures other than their own. Relationships are good and the school has a happy and calm atmosphere. Pupils add much to the sense of community in the school by the way that they care for one another. The school successfully prepares pupils for life in adult society. A good number of pupils take part in the sporting activities the school offers. This, together with the drive that the school has on eating healthily, means that pupils fully recognise what is needed to keep fit and healthy. Pupils have a sense of responsibility and demonstrate this through their contributions to the work of the school council and their readiness to carry out a range of jobs around the school. Opportunities for teamwork, collaboration and resourcefulness lay sound foundations for economic well-being.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall. Although there is some good teaching in all phases there is not enough to ensure that all pupils achieve consistently well. Teaching in the Foundation Stage is effective because it ensures that children learn through structured play and practical activities, as well as through the direct teaching of key skills. A particular strength is the teacher's use of on-going assessment to modify each day's planned activities in order to better meet the learning needs of the children. In Years 1 to 6, teaching is more variable. In the best lessons, relationships between teachers and pupils are good. Teachers have suitably high expectations of pupils' behaviour and response. For example, in the information and communication technology lessons in Years 1 and 2, pupils were interested and attentive and learning

progressed at a good pace. There are, however, inconsistencies in teachers' management of pupils, which result in them becoming restless in some lessons or losing interest and not achieving as much as they could. The teaching of pupils with learning difficulties or disabilities is good. Rigorous assessment informs careful planning, which closely meets the learning needs of individual pupils. Whilst assessment procedures are generally satisfactory, some teachers do not make enough use of assessment information in planning for other pupils with different abilities and this reduces the progress that some pupils make. The school is currently dealing with this issue as part of the school improvement plan.

Curriculum and other activities

Grade: 3

The curriculum meets statutory requirements. It is broad and balanced and is becoming increasingly creative in the way links are made between subjects. The curriculum meets the needs of all pupils satisfactorily and provision for pupils with learning difficulties is good. However, the school recognises that further opportunities could be provided for pupils to learn about the lives of people from different cultural backgrounds. Staff are committed to enriching pupils' experiences. This is a strong feature of the school. Subject theme weeks, such as the recent Art Week, create interest and bring learning to life for the pupils. Furthermore, an impressive range of visits, visitors and after school clubs, which include sporting, musical and environmental themes, as well as a residential visit to London, provide an added richness to pupils' learning. Together, these activities make a good contribution to pupils' personal and academic development and prepare them well for life as young adults.

Care, guidance and support

Grade: 3

The school gives the care and welfare of all pupils a high priority. Recent training has ensured that child protection procedures are followed rigorously by all staff. The governing body is systematic in its monitoring of health and safety and addresses such issues conscientiously. Standards of pastoral care and supervision are good. The school takes strong action to counteract unacceptable behaviour and, as a result, two pupils were excluded during the last school year. Consequently, pupils feel safe and valued and recognise that their views are listened to and acted upon. They are confident that there is always an adult to turn to if they are upset. The care for the school's most vulnerable pupils is particularly good. Many of these pupils have named adults who readily provide additional support in the event of trouble. The academic guidance for pupils, however, is not good enough. Teachers do not make enough use of individual targets. Furthermore, pupils do not always understand the targets they have been set or what they need to do in order to improve.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher and assistant headteacher are effective leaders. Their committed approach sets a good example for staff. This, along with effective support from governors, has been instrumental in building settled teaching and support teams and in continuing the drive to improve standards and quality. The headteacher has successfully guided the school through a turbulent phase in its development. In doing so, she has re-organised management roles and has provided the necessary training, time and support for those with management responsibilities to do a satisfactory job. As a result, the school is stronger at all levels, even though the full impact of the work of recently appointed leaders is yet to be felt in the raising of standards. Procedures for checking on aspects of the school's work are thorough. They result in the staff knowing the school well. Most improvement initiatives are successful because the school has an accurate picture of what it needs to do and goes to considerable lengths to consult governors, staff, pupils and parents in order to reflect their views in its planning. Governors discharge their duties conscientiously, bringing an effective balance between challenge and support that helps the school to improve. The school is committed to improving its performance. Its track record in this respect is satisfactory. The high turnover of staff in recent years has been a significant barrier to improvement. Nevertheless, staff have dealt with most issues arising from the previous inspection, although there is still work to be done on assessment of learning. They have also improved the school's resources and facilities and overall standards of behaviour. The strengthening of the senior leadership team puts the school in a good position to improve further.

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Inspection judgements

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| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | School Overall | 16-19 |
|--|-----------------------|--------------|

Overall effectiveness

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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 3 | NA |
| How well does the school work in partnership with others to promote learners' well-being? | 2 | NA |
| The quality and standards in foundation stage | 2 | NA |
| The effectiveness of the school's self-evaluation | 2 | NA |
| The capacity to make any necessary improvements | Yes | NA |
| Effective steps have been taken to promote improvement since the last inspection | Yes | NA |

Achievement and standards

| | | |
|--|---|----|
| How well do learners achieve? | 3 | NA |
| The standards ¹ reached by learners | 3 | NA |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 | NA |
| How well learners with learning difficulties and disabilities make progress | 2 | NA |

Personal development and well-being

| | | |
|---|---|----|
| How good is the overall personal development and well-being of the learners? | 2 | NA |
| The extent of learners' spiritual, moral, social and cultural development | 2 | NA |
| The behaviour of learners | 2 | NA |
| The attendance of learners | 3 | NA |
| How well learners enjoy their education | 3 | NA |
| The extent to which learners adopt safe practices | 2 | NA |
| The extent to which learners adopt healthy lifestyles | 2 | NA |
| The extent to which learners make a positive contribution to the community | 2 | NA |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 3 | NA |

The quality of provision

| | | |
|---|---|----|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 3 | NA |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 3 | NA |
| How well are learners cared for, guided and supported? | 3 | NA |

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

Leadership and management

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|--|-----|----|
| How effective are leadership and management in raising achievement and supporting all learners? | 3 | NA |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 3 | NA |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review | 2 | NA |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 3 | NA |
| How effectively and efficiently resources are deployed to achieve value for money | 3 | NA |
| The extent to which governors and other supervisory boards discharge their responsibilities | 2 | NA |
| The adequacy and suitability of staff to ensure that learners are protected | Yes | NA |

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|---|-----|
| The extent to which schools enable learners to be healthy | |
| Learners are encouraged and enabled to eat and drink healthily | Yes |
| Learners are encouraged and enabled to take regular exercise | Yes |
| Learners are discouraged from smoking and substance abuse | Yes |
| Learners are educated about sexual health | Yes |
| The extent to which providers ensure that learners stay safe | |
| Procedures for safeguarding learners meet current government requirements | Yes |
| Risk assessment procedures and related staff training are in place | Yes |
| Action is taken to reduce anti-social behaviour, such as bullying and racism | Yes |
| Learners are taught about key risks and how to deal with them | Yes |
| The extent to which learners make a positive contribution | |
| Learners are helped to develop stable, positive relationships | Yes |
| Learners, individually and collectively, participate in making decisions that affect them | Yes |
| Learners are encouraged to initiate, participate in and manage activities in school and the wider community | Yes |
| The extent to which schools enable learners to achieve economic well-being | |
| There is provision to promote learners' basic skills | Yes |
| Learners have opportunities to develop enterprise skills and work in teams | Yes |
| Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form | NA |
| Education for all learners aged 14–19 provides an understanding of employment and the economy | NA |

Text from letter to pupils explaining the findings of the inspection

You may remember that I visited your school a little while ago. Thank you for making my visit so enjoyable and for taking time to talk to me and to answer my questions. I thought that you would like to hear what I found out about your school. There are many good things happening in your school. - The youngest children get a good start to their life in school. - Almost all of you make the progress that you should in English, mathematics and science, and overall standards are improving. - You tell me that you enjoy school because teachers, visitors and special events make learning interesting. - Most of you get on well with one another. - You say that you enjoy the many after-school clubs and activities. - I am pleased to hear that your teachers and other adults help you when you have problems and make sure that you are safe. - All the staff, governors and pupils work hard to make the school a better place. There are some things that could be even better. - I have asked your teachers to use what they know about you to plan work that is just right for all of the different groups in the class. - I have also asked them to make sure you know exactly what you need to do in order to improve your work. - Finally, I have asked them to teach you more about the lives of people from different cultural backgrounds and heritages. I hope that you will all continue to work hard and do well. With best wishes