

Binsted Church of England Primary School

Inspection report

Unique Reference Number	116271
Local Authority	Hampshire
Inspection number	312239
Inspection date	7 July 2008
Reporting inspector	Brian Evans

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4-11
Gender of pupils	Mixed
Number on roll	
School	70
Appropriate authority	The governing body
Chair	Mrs Sally Hibbert (acting)
Headteacher	Miss Gill Blackmore
Date of previous school inspection	16 November 2004
School address	Church Street Binsted Alton GU34 4NX
Telephone number	01420 23200
Fax number	01420 520497

Age group	4-11
Inspection date	7 July 2008
Inspection number	312239

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by an Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: the systems for tracking achievement (particularly in mathematics), the quality of teaching and learning and the impact of the additional outdoor facility for the Foundation Stage on children's learning. Evidence was gathered from lesson observations, looking at pupils' work, assessment information and documents, as well as interviews and discussions. Other aspects of the school's work were not investigated in detail but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Binsted is a small rural primary school. Nearly half the pupils live outside the school's catchment area. Most pupils are White British. Few pupils are from minority ethnic groups and few are at an early stage of acquiring English language skills. The proportion of pupils eligible for free school meals is well below average. Pupils with additional learning needs include those with autism and physical disability. Overall, a lower proportion than that found nationally has learning difficulties and/or disabilities. Numbers in each year group are small. Attainment on entry to the school therefore varies from year to year and the results of a single pupil in national tests can have a significant impact on the overall school results. The school was awarded the physical education Activemark in 2008. The headteacher is retiring and her successor takes up her post in September 2008.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Binsted School provides a good standard of education. Pupils' learning benefits from outstanding levels of care, guidance and support shown by all adults for the personal development and well-being of each pupil. Nearly all parents who returned questionnaires echoed the view of one parent who highlighted the 'exceptionally caring, friendly environment'. Another wrote, 'I am impressed that such a small setting offers such a strong and caring work ethic'.

Achievement is good. Overall, children enter the Foundation Stage with skills which are below those typical for their age and leave school with above average standards. Progress from Year 1 to Year 6 is good and continues the success of recent years. Good achievement patterns have been sustained because teaching is effective and pupils are eager learners. Standards at the end of Year 2 are broadly in line with the national average. Standards at the end of Year 6 are above the national average in English and mathematics and well above average in science. In 2007, national tests results and teachers' assessments show that the school met its challenging targets in English and mathematics and exceeded them in science. Pupils are currently on course to do so again in 2008. The school recognises that pupils' extended writing skills are relatively weaker than other basic skills, such as reading and mathematics, and is addressing this as its next priority. Teachers and teaching assistants respond quickly to individual needs and this approach has significantly raised the performance of pupils of all levels of ability. Careful monitoring of assessment data shows that pupils' skills in mental mathematics have improved significantly and increased younger pupils' confidence in handling number problems and investigations. Science test results are consistently high because pupils' learning is heavily based on practical investigative work.

Teaching and learning are good. Teachers explain clearly how pupils can be successful. As a result, pupils understand what is expected of them and this supports them well in their learning. Work is marked regularly and constructively although teachers' expectations of pupils' writing are not always high enough. Pupils work well on their own and the quality of their discussion and support for each other in small groups is very good. The shared reading sessions, whereby more fluent readers are paired with younger children, are hugely enjoyed by all ages. Pupils have acquired good information and communication technology skills. Support assistants work very closely and effectively in partnership with teachers. Pupils with learning difficulties and disabilities make good progress because of the highly effective leadership of special educational needs and the impact this is having on pupils' progress towards their learning targets.

The curriculum is good. A high proportion of pupils participate and enjoy taking part in music, the arts and physical activities. Singing in assemblies is of a very high quality. The rich environment for learning in the countryside around the school provides scope for further extending pupils' knowledge and understanding. Older pupils gain immensely from their visit to an activity residential centre on the south coast. Parents would like there to be more clubs and activities before and after school but they recognise the constraints imposed because so many pupils have to travel some distance to the school.

Pupils' personal development and well-being are outstanding. Relationships are excellent. A pupil stated, 'Everybody knows everybody well in this school and we care for one another.' Older pupils carry out a wide range of responsibilities in a very mature way. Citizenship education is good and has relevance to the real world. It contributes well to pupils' future economic well-being. In partnership with a cluster of local neighbourhood schools, pupils raise money

for building a school in Kware near Nairobi. Pupils described with great understanding the differences between their lifestyles and those of children in Kenya.

Parents and pupils are very aware of the importance of an active lifestyle. Topics such as road safety and drug awareness are emphasised effectively in the curriculum and in educating pupils to stay safe. Pupils confirm that there are excellent school procedures to counter bullying or name-calling. Behaviour is exemplary. Attendance percentages vary because of the small number of pupils but procedures are rigorous and focus in on individual cases very effectively.

Leadership and management of the school are good. Strong leadership from a very experienced headteacher has enabled this very small rural school to keep abreast of new technology and legislation. She demonstrates unswerving commitment to her aim of providing each child with a good education. She is ably supported by the staff and the governing body. Self-evaluation is good. It identifies correctly the next steps and the school is actively working on a number of initiatives for further development. These include a priority on improving writing skills and on extending the emphasis on outdoor education in Foundation Stage throughout the school. All the areas identified for improvement at the last inspection have been tackled. Good partnerships exist with other schools and the local and international community. The good progress made on establishing effective tracking systems for monitoring pupils' progress, underpinned by a strong staff development programme, indicates the school's good capacity to improve.

Effectiveness of the Foundation Stage

Grade: 2

Many children enter the Foundation Stage with skills which are below those typical for their age with a significant number who have not attended pre-school provision before entering the Reception Year. There is a wide range of activities for them to choose and some which are planned and directed by adults to meet particular learning needs. The children settle well, develop independence and learn how to co-operate with each other. Since the last inspection, a covered outdoor space has been built and is used well to promote and extend different aspects of children's learning. There is scope for still further emphasis on creativity in children's learning. Regular and accurate measurement of children's progress is a good feature and the information is used well to plan activities that best meet the needs of individual children. Assessment shows that good progress is made in linking letters and sounds, reading and number. By the time children leave the Foundation Stage most have met the expectations for their age.

What the school should do to improve further

- Provide more opportunities for extended writing in order to raise achievement.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

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

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

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?	1

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.

Annex A

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	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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	2
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

15 July 2008

Dear Pupils

Inspection of Binsted Church of England Primary School, Alton, GU34 4NX

I am writing to let you know how much I enjoyed my visit to your school. It was a pleasure to talk to so many of you and I very much appreciated the help you gave me during the day. You will be pleased to hear that I think that Binsted is a good school. You progress well in your lessons because of your positive attitudes and the good teaching you receive. Here are a number of things I like about your school.

- You are keen to come to school, look after each other very well and enjoy learning.
- I was very impressed with the enthusiasm and quality of your singing in assembly.
- The new covered outside area for the youngest children is giving lots of extra opportunities to learn.
- You are keen to follow a healthy lifestyle and make an excellent contribution to the life of the school. I saw that you really enjoy your shared reading sessions.
- The money you raise for rebuilding the school in Kware, Kenya is enabling you to learn about different people and cultures.

The challenge now is to achieve even higher standards in your work. I have asked your school, with your help, to:

- improve your writing skills so that they match your strengths in other subjects.

Once again, thank you for being so friendly and helpful.

Yours sincerely

Brian Evans

Lead Inspector