

Binbrook CofE Primary School

Inspection report

Unique Reference Number	120565
Local Authority	Lincolnshire
Inspection number	327309
Inspection dates	4–5 February 2009
Reporting inspector	Susan Aldridge

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	91
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr David Molton
Headteacher	Mrs Susan Beveridge
Date of previous school inspection	1 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Orford Road Binbrook Market Rasen Lincolnshire LN8 6DU
Telephone number	01472 398340
Fax number	01472 399475

Age group	4–11
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Introduction

The inspection was carried out by one Additional Inspector.

Due to severe weather conditions the school was closed on the second day of the inspection. However, the lead inspector had gathered sufficient first hand evidence on 4 February to securely arrive at inspection judgements.

Description of the school

This small primary school serves the village of Binbrook and surrounding areas. When children enter the Early Years Foundation Stage in the Reception class most have knowledge and skills below those expected at their age. Almost all pupils are of White British heritage. The proportion eligible for free school meals has risen since the last inspection and is average. The percentage of pupils with learning difficulties and/or disabilities is above average, as is the proportion with statements of special educational needs. The main needs recognised are moderate learning difficulties and social, emotional and behaviour difficulties. An above average proportion of pupils join or leave the school other than at the usual time. Several awarding bodies including Investors in People have recognised the school's work. It has the Artsmark, Healthy Schools and Basic Skills awards.

A private provider manages childcare provision on the school's site for children aged from two to five. Since the school was last inspected, a Children's Centre has been built on the school's site; this is organised and managed independently by Sure Start.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. It provides a good education for its pupils because it is well led and managed. The school has teaching staff who have been at the school for some time and their skills have been developed well. They work effectively as a team and follow the strong lead provided by the headteacher. Self evaluation is also good and involves all stakeholders, making good use of assessment information, so that the school correctly identifies its strengths and areas that need further improvement. As a result, there have been good improvements since the last inspection and the capacity for further improvement is good. Pupils enjoy coming to school and most parents are very pleased with what the school provides for their children. The school is well regarded in the local community and works well in partnership with others to ensure that pupils have a good range of learning experiences and that they receive the help that they need.

Children get a good start in the Early Years Foundation Stage, where the provision is good. Most enter Reception with knowledge and skills that are below those expected at their age, and by the time pupils reach Year 6 they reach average standards, showing that they make good progress and achieve well while at the school. Staff have worked hard, with some support from the local authority, to improve standards by Year 6. Good achievement is associated with much improved teaching and learning, particularly in the effective use of assessment information to plan for pupils of all abilities. There is also good tracking of pupils' progress and suitable additional help for any who find learning difficult at times. For the last two years, standards have been average overall and above average in English. The school improvement plan rightly identifies the need to focus now on raising standards in mathematics and science.

Pupils' personal development is good. Since the last inspection, staff have increased the opportunities for pupils to learn about customs and cultures other than their own. As a result, pupils now have good multi-cultural awareness and they are interested in and tolerant of differences between people. However, they have very limited opportunities to mix and work with people of different races and religions and this restricts their first hand experience of cultural diversity. Nonetheless, the school is a calm and harmonious community in which there are good working relationships between all members. Pupils contribute well to the school community, the village and parish communities as well as further afield through their charity fundraising. They know well how to keep themselves safe and say that they feel safe in school. Most eat and drink healthily at school and take plenty of exercise. Because pupils develop well their basic skills and their ability to work with others, they are well prepared for secondary schooling.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children settle well in the Reception class because most have had ample opportunity to visit, with and without their parents. Consequently they are familiar with the staff and have already made friends. They are carefully assessed on arrival and a good range of learning experiences is provided that matches their needs well. For instance, weaknesses in language development and knowledge of numbers are specifically targeted. There is a satisfactory balance of sessions led by staff and those initiated by children. The splendid outdoor area is used well to enable children to sample and select from activities across all areas of learning. Children are well cared for. Supervision is good and two staff have qualifications in paediatric first aid. There are good

opportunities for parents to get involved from the start by providing information about their children and later joining in helping them to read as well as to celebrate their successes. Good teamwork between staff helps children to learn and develop well. For instance, teaching assistants observe and record children's individual responses effectively when the teacher leads whole-class sessions. Teaching is animated and lively, and engages children well. Children make good progress from generally below average starting points and all reach or exceed the early learning goals by the end of the Reception year and so are well prepared for more formal learning.

What the school should do to improve further

- Accelerate pupils' progress in mathematics and science so that standards in these subjects are as high as those in English.
- Provide opportunities for pupils to mix with and work alongside people of different races and religions.

Achievement and standards

Grade: 2

Boys and girls of all ages and abilities achieve well. Since the last inspection the school has successfully accelerated the progress that pupils make in English, mathematics and science. This is evident in the rise in standards in both Year 2 and Year 6. From below expected starting points on entry, pupils now reach average standards by Year 6. In the last two years, standards in English have been above average showing that pupils make excellent progress in this subject and this is the result of a concerted effort to improve the provision for English. Standards in Year 2 have fluctuated in recent years, reflecting changes in the small cohorts. In 2008 there was a small overall rise with standards reaching above average in writing and mathematics and average overall. Because vulnerable pupils and those who find learning difficult at times are well supported, they make equally good progress in achieving the challenging targets the school sets for them. Across the school, standards in mathematics are generally lower than they are in English. The school improvement plan formally recognises that raising standards in mathematics and science is the next priority. There are suitable plans for this, including the introduction of tracking of pupils' progress in science.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. They develop a clear set of values and grow in self-esteem. Pupils get on well together and show concern for one another. They are pleased to take responsibility, as playground leaders or school councillors, and they contribute more widely by entertaining parents and village residents and raising funds for charities abroad. Behaviour is good. As a result of constructive partnerships with local authority services, parents and carers, pupils' behaviour has improved and exclusions have reduced and are now rare. Pupils know well how to keep themselves safe, when crossing roads and when using the Internet, for instance, and say that bullying is rare. Attendance is satisfactory; most attend well because the school does all it can to encourage good attendance. Pupils' understanding of how to lead a healthy lifestyle is good and most eat and drink healthily at school and take plenty of exercise. In general, lunchboxes are less healthy than the school meal provided. Pupils develop a good awareness of cultures and customs other than their own, but whilst there is a range of socio-economic backgrounds represented in school, the opportunities

for pupils to encounter people of different races and religions are limited. Good gains in social and basic skills, as well as an increased capacity to learn independently, prepare pupils well for the next step in their learning.

Quality of provision

Teaching and learning

Grade: 2

Improvements in the way that teachers use their thorough assessments of pupils' abilities have underpinned improvements in learning. Provision has also been strengthened through regular monitoring of all aspects of teaching and sharing of good practice. There are increased opportunities for staff to improve their skills in teaching as well as in observing others teaching. In lessons, tasks are now well matched to pupils' abilities and ages. Staff manage pupils well and this ensures that lessons proceed at a good pace, although occasionally changes of activity are made before all pupils are clear about what to do. Good relationships between adults and pupils give learners the confidence to ask and answer questions. Pupils enjoy their lessons particularly when teachers make activities amusing. Teaching makes good use of interactive whiteboards to present and record information and effective use of pupils' own whiteboards helps to keep them thinking and contributing. Teaching assistants are well deployed to support individuals and small groups that need more individual attention.

Curriculum and other activities

Grade: 2

The school provides a broad and well enriched range of learning experiences. It exceeds requirements as all pupils already learn a modern foreign language. Effective strategies for developing basic skills include the addition of small group work for pupils who need an extra boost or who find learning difficult. Information gained from checking and evaluating pupils' progress is aiding the development of the curriculum and the school is now focusing on raising the quality of the mathematics and science curriculum. Improvements to the school's accommodation and resources have supported improvement. For instance, the school now has a suite for teaching information and communication technology and a cookery room. The range of experiences that this small school can offer is well enhanced by links with others. For instance, local secondary schools provide workshops and a summer school for pupils with particular gifts and talents and the sports partnership provides sports coaches and additional equipment. To add to pupils' enjoyment, to develop their interests and widen pupils' horizons, there is a good range of visits, visitors, after-school clubs and residential school journeys. However, there are few opportunities planned for them to work or mix with people from different races and religions.

Care, guidance and support

Grade: 2

Pastoral care is good. Pupils are well supervised and arrangements to safeguard them meet requirements. Risks are carefully assessed and suitable precautions are taken to minimise these. Pupils say that they feel safe in school and that they readily turn to adults if they have a problem. Improved arrangements for encouraging good behaviour have helped to create a calm and positive learning environment. The school draws on a wide range of external agencies to ensure that pupils have the right sort of professional help and support when they need this.

Academic guidance and support are good. Pupils' progress in English and mathematics is closely tracked and any who need additional support are quickly identified. There are plans to introduce a similar system in science. Pupils who are in public care, who find learning difficult or who find it hard to behave well all the time, have personal targets. All pupils have group academic targets; most know what these are, or if they are unsure of them they refer to classroom displays as a reminder. Pupils find teachers' marking helps them to improve. Academic support and guidance has recently been strengthened with the introduction of progress meetings, which both parents and pupils attend.

Leadership and management

Grade: 2

The headteacher has a clear vision, shared by the staff and governors, all of whom are strongly committed to the school. Teamwork is well developed and is effective in sharing the workload in this small school in a way that is efficient and gives staff an opportunity to work in teams as well as lead developments. The building of effective teams has enhanced the school's capacity for improvement.

There are high expectations of what pupils can achieve and a strong commitment to inclusion. Parents speak highly of the support for more vulnerable pupils. In many respects the school promotes community cohesion well. For instance it works closely with parents, and the headteacher has made a considerable contribution to the planning and establishment of the adjacent Children's Centre. Self-evaluation is accurate and effective in identifying what needs to be improved. For instance the school development plan rightly identifies the need to further develop pupils' multi-cultural awareness.

Governance is good. Governors are well informed and most supportive. Through a programme of focused school visits, as well as their regular meetings, they keep the school's work under review. At present, there is not a full complement of governors and additional parent governors are being recruited.

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Annex A

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
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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of 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

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 eliminated	2
How well does the school contribute to community cohesion?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

6 February 2009

Dear Pupils

Inspection of Binbrook CofE Primary School, Binbrook, LN8 6DU

Thank you for making me welcome when I visited your school recently. A special thanks to those who spoke to me during their lunch break. That was very helpful. I came to your school to find out how well you are all getting on and to see whether there are any things that could be done to improve it.

I agree with the staff and governors that yours is a good school. Children in Reception get a good start. You are all making good progress, especially in English where a number of you make excellent gains. This is because the teaching is good and you all learn well in your lessons. The staff keep a close eye on you all and if any of you need some extra help they make sure that you get this.

You are all developing well as young people. I was pleased to hear that you all enjoy school a good deal. Your school has improved well since an inspector last visited. Behaviour is better and the school is a calmer place as a result. This helps you all to feel safe and to learn. It was good to hear that you are confident that adults in school will help you if you have a problem. They all look after you well and your parents appreciate this. Most of you eat and drink healthily at school and take plenty of exercise. You also learn well how to keep safe, in school and outside in the community. All of you have responsibilities in school and are generally helpful. You also contribute to the village and wider community, including raising funds for those abroad who are less fortunate than you are. By the time you reach Year 6, you are well prepared for secondary school.

There are two things that the staff and governors are going to do to improve the school. They are going to help you reach the same high standards in mathematics and science as you do in English. You can help by working extra hard towards your targets. They are also going to give you more opportunities to mix and work with people of other races and religions. I wish you all well.

Yours sincerely,

Mrs S Aldridge

Lead inspector