

Binfield Church of England Primary School

Benetfield Road, Binfield, Bracknell, RG42 4EW

Inspection dates

26–27 September 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- Pupils achieve because of good teaching and their positive attitudes to learning.
- All groups of pupils make good progress through each year. This is because teachers keep a careful eye on how individuals are getting on and adapt lessons accordingly.
- The school is a welcoming community in which pupils feel valued and safe. They enjoy school, behave well and get along with one another and with the adults.
- The school is particularly successful in promoting pupils' spiritual, moral and social development. Pupils are mutually supportive, develop a strong sense of fairness and learn to reflect maturely on their own learning.
- School leaders have successfully led improvement since the previous inspection. There is an unswerving drive to ensure all pupils do as well as they can.
- The quality of teaching is checked thoroughly and the meticulous analysis of pupils' progress means that glitches are spotted quickly. Staff training has led to improvements in the quality of teaching, especially in the accuracy of assessment and the quality of marking. As a result, pupils' progress has accelerated.
- Governors are well informed and play an active part in driving improvements.

It is not yet an outstanding school because

- Although pupils in the Reception classes and Years 1 and 2 make very good progress in reading, their written work does not improve at a similar rate. Some pupils who read well lack confidence in structuring sentences and using a wide range of vocabulary in their writing.

Information about this inspection

- Inspectors observed 29 lessons, five of which were joint observations with the headteacher or deputy headteacher. They listened to pupils read and discussed their reading habits and preferences with them.
- Inspectors discussed various aspects of the school with pupils and looked at a range of their work. They took account of the school’s data on pupils’ attainment and progress.
- Meetings were held with school leaders, members of the governing body and a representative from the local authority.
- During the inspection, inspectors took account of the 102 responses to the online Parent View survey and the 214 responses to a recent school questionnaire. They had informal discussions with parents and took account of the 21 questionnaires returned by staff.
- Inspectors looked at a number of documents, including plans for improvement, teachers’ plans, safeguarding arrangements, records relating to behaviour and attendance, minutes of meetings of the governing body and records of the school leaders’ monitoring of lessons.

Inspection team

Rob Crompton, Lead inspector

Additional Inspector

Elizabeth Cooper

Additional Inspector

Alwyne Jolly

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school. Around 15% of pupils are from minority ethnic groups and about half of these pupils speak English as an additional language
- The proportion of pupils known to be eligible for free school meals, for whom the school receives additional funding through the pupil premium, is below average. The pupil premium provides additional funding for children who are looked after, children of parents and carers serving in the armed forces and those known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported through school action plus or with a statement of special educational needs is also below average. These needs relate mainly to specific learning difficulties.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- At the time of the inspection, seven teachers were new to the school from the beginning of term, including one member of the senior leadership team.

What does the school need to do to improve further?

- Accelerate pupils' progress in writing through Reception and Years 1 and 2, so that it more closely matches their progress in reading, by:
 - helping pupils to use some of the words and sentence structures they come across in their reading in their own written work
 - supporting parents and other adults who voluntarily help with reading in school to extend their skills in promoting and improving pupils' writing.

Inspection judgements

The achievement of pupils is good

- When children enter Reception, their social, language and number skills are generally at the levels expected for their age. They build well on their starting points so that, typically, they reach a good level of development by the end of Reception. In subsequent years, pupils make good progress, and levels of attainment by Year 2 and Year 6 are consistently above average.
- Pupils make very good progress in reading through the school, although in Reception and Years 1 and 2, their progress in writing is not as rapid as in reading. For example, although Year 2 pupils routinely read complex sentences containing mature vocabulary, some of their written work consists of short, simple sentences.
- Effective, systematic teaching of phonics (letters and the sounds they make) means pupils gain increasing confidence in reading unfamiliar words and are progressively accurate in spelling. The proportion of pupils reaching the expected level in the Year 1 phonics check this year was above average.
- By Year 6, pupils read widely and fluently and have acquired considerable skills in spelling, punctuation and grammar. One remarked, 'Because I read a lot my literacy skills are really improving.'
- As they move through the school, pupils gain insights into the approach of different authors. This is reflected in much of their writing. Using personification effectively, for example, one Year 5 pupil wrote, 'As soon as it [a pen] touches the magic paper, its magic power is unleashed.'
- Pupils make good headway in mathematics as a result of effective teaching. In Years 1 and 2, they gain confidence in using their basic number skills through practical activities such as calculating change in the classroom shop.
- A renewed emphasis on problem solving through the school means that pupils become increasingly adept in using their mathematical skills in various contexts. During a Year 5 lesson, for example, pupils confidently tackled challenging tasks, calculating the value for money of various sizes and prices of the same product.
- The school's firm commitment to promoting equality of opportunity, fostering good relations and tackling discrimination is seen in its success in supporting pupils with different needs and starting points.
 - As a result of effective support, both within lessons and during small-group sessions, disabled pupils and those who have special educational needs make good progress.
 - The rate of achievement of each year group in English and mathematics of pupils entitled to free school meals is becoming closer to that of other pupils. Indeed, last year, there was hardly any gap in their rates of progress. In 2012, the few Year 6 pupils in this group outperformed those nationally, being about the equivalent of two terms ahead in their attainment. There was a gap of about a term between their performance and the above-average attainment of all pupils, but there has been a narrowing trend in recent years, particularly in mathematics.
 - The more able pupils build well on their starting points and consistently reach above-average levels of attainment. Pupils from minority ethnic backgrounds, including those who have English as an additional language, are typically among those who achieve particularly well.

The quality of teaching is good

- In the Reception classes, the two teachers were new to the school at the beginning of term. With the good support of the teaching assistants they have quickly established warm relationships with the children. Children are settling well.
- Adults support children's learning effectively, setting up activities which interest them and taking opportunities to promote their learning though engaging children in conversation, asking questions and prompting further activities. Occasionally, adults are a little slow in spotting and re-directing children who tend to flit from one thing to another, which means their activities sometimes lack purpose.
- Across the school, teachers create a positive climate for learning. They use questions skilfully to draw on what they already know and move their learning forward. For example, building on their existing understanding, the teacher's skilful questioning enabled Year 6 pupils to learn rapidly how to improve the speed of their mental calculations.
- Teachers note how pupils are getting on during lessons and provide more support or set more challenging tasks as appropriate. They provide immediate feedback as lessons progress and pupils find their marking helpful. Pupils appreciate the opportunities to comment on their own work and they conscientiously correct any mistakes. The newly introduced marking codes and the 'purple pen' for pupils' comments and corrections are proving useful.
- Reading, communication and mathematics are taught well, although teachers in Reception and Key Stage 1 do not routinely help pupils make links between their reading and writing. Parents and other adults regularly volunteer to hear reading and this makes a significant contribution to the progress pupils make. Opportunities are missed, however, to extend this voluntary support to include discussions with pupils about their writing.
- There is a good level of challenge for different groups of pupils. Support for those needing extra help is effective. Teachers provide work at various levels of difficulty in lessons and the highly competent support staff lead effective sessions with individual and small groups. For example, their work in teaching phonics is typically lively and effective.
- The more able pupils are set demanding tasks in class and benefit from extra tuition by a governor who is a mathematics specialist.

The behaviour and safety of pupils are good

- Pupils enjoy school and attend well. They have very positive attitudes to learning and especially like working collaboratively and practically. They behave well in lessons and around the school.
- Pupils are unfailingly polite to visitors and are courteous with one another. They take pride in contributing to the school and appreciate the recognition of this through the 'red tie' award. At its best, behaviour is exemplary, such as in a Year 6 lesson where pupils took charge of their learning and thoroughly enjoyed setting themselves the challenge of correcting the punctuation of increasingly difficult pieces of text.
- Systems for analysing and managing behaviour are detailed and evaluative. Pupils feel that behaviour is generally good and like the clear boundaries set, such as the level of talk allowed in lessons. Parents have very few concerns about behaviour.
- Minor disruptions to lessons are rare but pupils occasionally lose concentration, for example, if lesson introductions are too long.
- Pupils have a clear understanding of different forms of bullying, such as using derogatory terms and cyber-bullying. They say that any form of bullying is very rare and are confident the school would treat any incidents seriously.
- Pupils feel entirely safe in school and parents are highly positive about the way their children are looked after. The site is secure and pupils are taught how to avoid potential hazards, for example, when experimenting in science and using the internet.

The leadership and management are good

- Leaders set high expectations for the performance of staff and meticulously track pupils' progress. Teamwork across the school is strong. Key goals, such as the current drive to strengthen the role of subject leaders, are informed by rigorous self-evaluation.
- Staff benefit from links with other schools, for example, from joint training in observing lessons and providing feedback for colleagues. The local authority supports the school effectively and has every confidence in the school leadership in driving further improvement.
- The rich curriculum contributes significantly to pupils' academic and personal development. Planning ensures work includes further challenge as pupils move through the school. The school is rightly proud of its success in helping pupils reflect on their own learning and articulate their thinking, drawing on the 'power tools for learning' devised by staff. Pupils grow in confidence in expressing their views. For example, during a Year 2 lesson, pupils responded maturely to questions including, 'Why do people hurt each other?' and 'Why do people start wars?' Pupils' cultural development is promoted successfully through art, literature, drama and links with schools in contrasting areas.
- Additional activities have been set up using extra funding for sports and the school is monitoring the participation rates, particularly of those pupils who might not otherwise have attended.
- Much effort has been put into engaging parents. Many commented on the improved accessibility of senior staff, the informative newsletters and the 'drop-in' coffee mornings. An improved version of the school's website was launched during the inspection. The majority of parents hold the school in high regard.

The governance of the school:

- The committee structure works well in distributing tasks and ensuring that all governors play a part in holding the school to account. Governors have a sharp awareness of how assessment information is used to evaluate pupils' performance. They closely monitor the use of the pupil premium. They seek assurances that the funds spent on, for example, providing additional staff and subsidising attendance at clubs and educational visits contribute to positive outcomes. Their attendance at parent meetings and staff training provides opportunities for parents and staff to consult them or raise issues. Governors support school leaders in ensuring that good teaching is suitably rewarded. Governors participate in regular training and keep their effectiveness under review. Safeguarding arrangements fully meet statutory requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	109999
Local authority	Bracknell Forest
Inspection number	426421

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	411
Appropriate authority	The governing body
Chair	Stuart Whartshire
Headteacher	Suzie Wright
Date of previous school inspection	6–7 March 2012
Telephone number	01344 860106
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