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Miss Julie Rogers
Headteacher
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Dear Miss Rogers

Short inspection of Great Binfields Primary School

Following my visit to the school on 14 May 2019, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in July 2015.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. Based on the evidence gathered during this short inspection, I am of the opinion that the school has demonstrated strong practice and marked improvement in specific areas. This may indicate that the school has improved significantly overall. Therefore, I am recommending that the school's next inspection be a section 5 inspection.

You have created a very happy school. You and your team make sure that the school's vision of 'learning together, achieving together' runs through everything that you do. You have an unstinting drive for excellence and have high aspirations for every member of the school community. These are realised in the exceptional progress made by pupils throughout the school and through the successful development of staff.

Parents and carers are overwhelmingly positive about the work of all at the school and 96% of those who responded to Ofsted's online questionnaire, Parent View, would recommend it. Many comments focus on the school's culture of care, supporting their children to be happy and to make strong progress. A typical comment was: 'My children have been very well supported and have progressed extremely well both academically and emotionally.' Other comments note the dedication and commitment of all members of staff.

Pupils are very happy at Great Binfields. They are respectful and articulate, and

were keen to tell me all the good things about their school. They are proud to show their work and explain how they have improved their learning over time. Some also read me extracts of their writing, using varied and thoughtful expression. They demonstrate a love of learning and a sense of wonder at some of the knowledge they are acquiring, for example the way that punctuation changes meaning.

Staff are equally as positive. They have worked well with you to ensure that the areas for improvement identified in the previous inspection are consistently achieved. They value the ongoing professional development they receive and are proud to be part of the team at the school.

Safeguarding is effective.

Leaders have a very clear understanding of their responsibilities and duty to safeguard pupils. They have ensured that the school has strong safeguarding arrangements and that all adults and pupils understand how to use the safeguarding systems. The ongoing training of staff ensures that all know what to look out for and how to report even the smallest worry. Pupils have a very good understanding of how to keep themselves safe in different situations, including when online.

Leaders work exceptionally well together to monitor and review the safety of pupils. They also work well with external agencies, making appropriate referrals and following recommendations and guidance properly.

Inspection findings

- Pupils' outcomes are exceptionally strong across the school, especially in reading. As part of this inspection, we considered how well leaders ensure that the most able pupils also attain the higher standards in writing and mathematics. I found that staff analyse pupils' learning carefully and adapt learning activities to support pupils to make strong progress. Leaders use this information to shape training for staff and provide support with planning, as required. Consequently, a greater proportion of pupils than previously are attaining the higher standards.
- Leaders have built on the strong culture of reading established through the school, and have ensured that pupils think deeply about and can explain clearly how writing works. Pupils' books show that this work has been very effective, as they dig into texts carefully and with insight. In writing, pupils reflect on and improve their work. I observed pupils delighting in language and the ability to change nuance through their vocabulary choice or positioning of words. In mathematics, teachers have built pupils' mathematical knowledge to help them successfully solve problems. Pupils do this well and explain their thinking with confidence.
- We also explored leaders' work to ensure that pupils have a broad and balanced curriculum. Leaders have carefully designed the curriculum so that it meets pupils' needs and sparks their interest. They routinely review and reshape the curriculum so that any identified gaps in pupils' knowledge are filled. Pupils are extremely positive about the variety and challenge included in their learning

activities. They particularly enjoy the special events and celebrations of learning, when they can show parents their achievements.

- Governors share leaders' determination to provide the best possible provision for pupils. They work very hard and have a good understanding of the strengths and development areas of the school. They monitor closely leaders' work to understand the success of actions to address these areas. They hold leaders to account well for the use of additional funding, including the pupil premium. However, the formal written evaluation of the use of this money is not sharp enough.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- their written evaluation of the use of pupil premium measures its impact on disadvantaged pupils' progress
- the proportions of pupils reaching the higher standards in writing and mathematics continue to increase.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Hampshire. This letter will be published on the Ofsted website.

Yours sincerely

Lucy English
Her Majesty's Inspector

Information about the inspection

During this inspection, I met with you and the deputy headteacher, members of staff and a group of governors, including the chair of the governing body. I also met with your local authority's adviser. Together with you and the deputy headteacher, I planned the key lines of enquiry for the inspection. The three of us visited a range of classes covering all year groups except Year 6, as they were focused on their national tests. During these visits, I observed pupils learning, spoke with them, and looked at their books. I also met with a group of pupils formally. I met with parents at the start of the school day and considered 179 responses to Ofsted's online questionnaire, Parent View. These responses included 92 free-text comments and two letters from parents. I took account of 41 responses to Ofsted's online staff questionnaire and 83 responses to the pupil survey. I looked at a range of documentation, including information about the work of governors, safeguarding and attendance. I worked with staff to scrutinise and discuss curriculum plans and a sample of pupils' work. I also examined the school's self-evaluation and plans for improvement.