

Great Binfields Primary School

Address: Binfields Farm Lane, Chineham, Basingstoke, Hampshire, RG24 8AJ

Unique reference number (URN): 132212

Inspection report: 22 September 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard

Pupils develop a secure understanding of their foundational knowledge, including reading, writing and mathematics. Their learning develops over time, and pupils delight in talking about and using what they have learned. Pupils' understanding of the foundation subjects develops equally well, such as through history activities or music lessons.

Children in early years are well prepared for their next steps through building independence, physical strength and the knowledge that they will need to underpin future learning.

Pupils with additional barriers to their learning, such as those with special educational needs and/or disabilities, looked-after children and pupils who attend the school's specialist resourced provision for pupils with visual impairment, are effectively supported and achieve in line with their peers. Pupils with more profound additional needs, like their peers, make suitable progress from their start points.

Attendance and behaviour

Expected standard

Pupils attend school frequently. Leaders have high expectations and make sure that pupils understand why attendance is important. Pupils benefit from a positive start to the day. The school-wide positive morning routines are introduced in the early years where children learn to hang their coat, store their bag and quickly join the class.

Staff are good at finding out the reasons for any low attendance and work to remove any barriers. Creative use of resources, such as books and stories, has helped to build confidence and belonging for pupils of all ages. As a result, pupils are comfortable at school.

In class and during unstructured time, pupils behave well. They generally have positive attitudes to their learning and aim to do their best in class. Pupils are mindful of the school values. They consider respect, honesty and cooperation to be particularly important.

Pupils feel safe at school. They are not worried about bullying and know that should this or any discrimination occur, the school would take effective action. Staff know that pupils' experiences may impact their behaviour, and they are diligent in seeking to understand how best to support any pupils who find behaving well more difficult.

Curriculum and teaching

Expected standard

Leaders have a secure understanding of the curriculum and the way that it is designed to build pupils' knowledge over time. Foundational knowledge is a constant focus for pupils of all ages, meaning that mathematics, reading and writing are prioritised in all classes. Similarly, pupils' learning of other subjects is carefully planned, and teachers use their subject knowledge to help pupils apply and build their learning.

Pupils in the early stages of learning to read are supported through systematic phonics sessions, and reading continues throughout the school. Consequently, pupils become keen

readers and can often be found talking about stories and reading their books.

The curriculum and teaching are generally effective. There remains, however, some variability in how consistently the curriculum is used to maximise learning. For example, occasionally, the way the school day is planned means that learning can become fragmented. On other occasions, activities in lessons do not extend learning consistently enough, meaning that some pupils' learning is slowed. This limits pupils' ability to build new knowledge effectively or in a timely manner.

Early years

Expected standard 

Early years sets the foundation for children in the school. Leaders have ensured that the curriculum not only meets statutory expectations but also leaves children well prepared for their next steps into Year 1.

Development of routines starts as soon as children join the school. Children quickly build independence and confidence. They take pride in how they take turns, sit attentively and know how to find what they need. At breaktime and lunchtime, children are confident to ask for help from prefects and express their preferences to staff.

Staff benefit from regular training and use their professional curiosity and professional development to continue to strengthen the provision. As a result, children's foundational and communication skills are prioritised. Because of this, children are confident to engage each other in conversation, explain their play and apply their learning. The outdoor spaces include a rich range of resources and activities to facilitate active play and exploration.

There are clear processes in place to ensure that practice is safe and suitable for the youngest children. This includes very detailed and precise intimate care practices for children who need this care. Where children need extra support, staff adapt to ensure that all children learn and thrive.

Inclusion

Expected standard 

Pupils' needs are well known by staff, and they benefit from the carefully tailored support that they receive. In particular, the school has a deep understanding of the potential challenges and barriers that looked-after children may face. They support this group very effectively, including through close coordination work with the virtual school. Other pupils, such as those with special educational needs and/or disabilities, receive precisely planned support, meaning that they achieve as well as others.

Visually impaired pupils benefit from the school's specialist resource base, meaning that these pupils enjoy a rich education where they are fully included in school life. The sensory play area provides a welcome start point for pupils' play, and in-lesson adaptations such as specialist football and learning resources are used effectively.

Staff carefully check and review the progress that all pupils make, including those who face additional barriers to learning, which means that adaptations vary and develop as pupils learn and mature. Additionally, leaders are rightly continuing to check how pupil premium

funding is used to precisely target any barriers to attainment that disadvantaged pupils may face.

Leadership and governance

Expected standard 

Leaders have recently strengthened the way that the school and governors work together. They now have a shared understanding of school performance and school priorities moving forwards. Leaders prioritise actions with the best interests of pupils at heart and focus particularly on the most disadvantaged or vulnerable. Looked-after children, pupils with special educational needs and/or disabilities, including visually impaired pupils, remain a constant focus and help contribute to the positive character of the school.

Improvement planning is already more precise and carefully measured, leading to effective deployment of staff and resources. Additionally, sensible consideration of how best to strengthen wider leadership in the school is helping to improve consistency in teaching and curriculum use. Furthermore, governors' recent work with the local authority has helped to clarify wider aspects of the governance role for them.

Staff development and professional learning prioritise keeping pupils safe, the school's methodology for teaching and how to manage pupils' behaviour. As a result, staff feel well supported, and pupils know what to expect because leaders ensure that communication is clear and frequent.

Staff are very positive about working at the school. They are rightly proud of the welcoming atmosphere within the school and how pupils are helped to belong and thrive. Management of workload is effective, and staff appreciate leaders' efforts to remove burdensome work practices. Similarly, parents and carers are almost universally positive about their children's experiences.

Personal development and wellbeing

Expected standard 

A detailed and well-resourced personal, social and health education curriculum sets out precisely what pupils should learn and ensures that statutory expectations are met. Essential aspects such as relationships education are carefully considered and are clearly communicated to parents and carers. Teaching about relationships builds appropriately over time. This means that pupils have mature attitudes, understand their role in building positive relationships and know how to keep themselves safe.

Leaders recognise the local risks that pupils may face. Water and road safety are prominent topics, as is keeping safe online. Staff ensure that more vulnerable pupils or those with special educational needs and/or disabilities receive bespoke teaching wherever necessary.

Staff teach personal development effectively, which helps pupils to value the full breadth of their education. Pupils enjoy learning about the world and people, and they celebrate and value difference. Pupils' preparation for life in modern Britain, however, is less consistent. Some pupils find it harder to remember key tenets of a range of faiths or to consider the importance of democracy within British society.

Pastoral support is a strength of the school. Even if they do not need extra pastoral support, pupils are reassured by the pastoral systems and know key staff. Pupils consider the school reception to be an important place because it provides a tangible link between school and home. This feeling of security contributes to the school's kindly and enabling atmosphere. Any pupils who do require extra support receive just what they need.

The school provides a range of additional clubs and activities. Pupils look forward to the regular enrichment activities, such as the school play and Viking day. The school is strengthening the tracking of the personal development offer to ensure there is a clear entitlement for all.

What it's like to be a pupil at this school

Pupils are happy at school. They thrive within the welcoming environment and appreciate the support that is in place for them and others. They recognise how the school's links with home and clear, trusted adult routines help to keep them safe.

Pupils are proud of the way that those with visual impairment are integrated. They celebrate how the school enables visually impaired pupils to enjoy a full classroom life and to thrive with their friends and peers, because this in turn illustrates the school's inclusive and caring character. Similarly, the school's provision for looked-after children is equally thoughtful, meaning that these pupils also flourish and feel a sense of belonging.

Pupils are respectful and kind. They value each other's differences and treat each other with consideration. Older pupils kindly help younger children to find their way around when they are new to the school. Many pupils aspire to positions of pupil leadership, where they willingly take on roles such as helping to serve lunchtime pudding or showing visitors around the school.

Pupils behave well in class and during unstructured time. They engage well in their learning, although leaders recognise that, at times, the curriculum and some lessons could help pupils to develop their knowledge more deeply. Those with additional barriers to their learning, such as pupils with special educational needs and/or disabilities, are supported well, meaning that they make similar progress to their classmates.

Children settle quickly into early years. Thoughtful transition processes mean that children grow their independence from the very start and quickly become comfortable in Reception.

Pupils attend school regularly. They enjoy school and are eager to come in each day. Any pupils who find this more difficult are thoughtfully supported.

Next steps

- Leaders must ensure that the way the curriculum is organised consistently secures learning equally across all classes and year groups.

- Leaders should ensure that the school's pedagogy and use of resources consistently maximise pupils' learning and engagement, meaning pupils learn and remember as much as possible.
 - Leaders must make sure that pupils' personal development is impactful across all topics, meaning that pupils are fully prepared for life in modern Britain.
 - Leaders and governors should continue to develop and strengthen leadership capacity within the school to enable them to ensure that plans and initiatives have maximum impact.
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About this inspection

The chair of the board of governors in this school is Matt Dooley.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place on 22 and 23 September 2026.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, the special educational needs and disabilities coordinator and other school leaders, governors, including the chair of governors, and a representative of the local authority during the inspection.

The inspectors confirmed the following information about the school:

The school includes a specially resourced provision for pupils with a visual impairment. Currently, 4 pupils attend.

The school currently uses one unregistered alternative provision.

The headteacher was newly in post at the time of inspection.

Headteacher: Kelly Dillon

Lead inspector:

Ed Mather, His Majesty's Inspector

Team inspectors:

Elizabeth Jeanes, Ofsted Inspector

Rebecca Mayman, Ofsted Inspector

Aimee Floyd, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 22 September 2026

School and pupil context

Total pupils

415

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

420

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

10.12%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

3.37%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

9.88%

Below average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

Resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	60%	61%	Close to average
2024/25 (final)	66%	62%	Close to average
2023/24 (final)	54%	61%	Close to average
2022/23 (final)	61%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	74%	Above
2024/25 (final)	85%	75%	Above
2023/24 (final)	75%	74%	Close to average
2022/23 (final)	80%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	72%	Close to average
2024/25 (final)	73%	72%	Close to average
2023/24 (final)	69%	72%	Close to average
2022/23 (final)	68%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	73%	Close to average
2024/25 (final)	81%	74%	Close to average
2023/24 (final)	69%	73%	Close to average
2022/23 (final)	78%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	23%	46%	Below
2024/25 (final)	20%	47%	Below
2023/24 (final)	22%	46%	Below
2022/23 (final)	29%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	54%	62%	Below
2024/25 (final)	50%	63%	Below
2023/24 (final)	44%	62%	Below
2022/23 (final)	71%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	50%	59%	Below
2024/25 (final)	40%	59%	Below
2023/24 (final)	56%	58%	Close to average
2022/23 (final)	57%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	54%	60%	Close to average
2024/25 (final)	50%	61%	Close to average
2023/24 (final)	44%	59%	Below
2022/23 (final)	71%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	23%	68%	-45 pp
2024/25 (final)	20%	69%	-49 pp
2023/24 (final)	22%	67%	-45 pp
2022/23 (final)	29%	66%	-38 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	54%	80%	-26 pp
2024/25 (final)	50%	81%	-31 pp
2023/24 (final)	44%	80%	-35 pp
2022/23 (final)	71%	78%	-7 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	50%	78%	-28 pp
2024/25 (final)	40%	78%	-38 pp
2023/24 (final)	56%	78%	-22 pp
2022/23 (final)	57%	77%	-20 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	54%	80%	-26 pp
2024/25 (final)	50%	81%	-31 pp
2023/24 (final)	44%	79%	-35 pp
2022/23 (final)	71%	79%	-8 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	3.5%	5.2%	Below
2023/24 (3 term)	4.4%	5.5%	Below
2022/23 (3 term)	4.0%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.0%	13.0%	Below
2023/24 (3 term)	9.0%	14.6%	Below
2022/23 (3 term)	8.5%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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