

Inspection of Great Binfields Primary School

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

Inspection dates: 2 and 3 November 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils are happy at this welcoming school. Leaders have created an inclusive and nurturing environment. They make sure that values such as respect, cooperation and honesty are at the centre of everything they do. As one parent stated: 'This is a really supportive school. Staff genuinely care and want the best for every child.'

Pupils behave well around school and in lessons. They play well together at breaktimes, keeping active by using the rich range of outdoor equipment provided. Pupils show high levels of consideration towards each other. They speak confidently about the importance of respecting and understanding others in society.

Relationships between pupils and staff are positive. Pupils say that they feel safe at school. On the rare occasions that bullying happens, this is addressed promptly by staff. In addition, pupils have a clear understanding of how to get help from trusted adults in school.

Pupils have many opportunities to nurture their talents, through attending a wide range of clubs including French, rugby and computing. Pupils learn about the importance of healthy eating and keeping fit. For example, children in Reception learn that fruit and vegetables are good for them, and pupils in Year 6 know how exercise keeps the heart healthy.

What does the school do well and what does it need to do better?

Leaders have designed a broad and ambitious curriculum. All pupils, including those with special educational needs and/or disabilities (SEND), learn a wide range of subjects. In all subjects, leaders have identified the skills that pupils need to learn right from the start of Reception. In some subjects, for example music and art and design, the important knowledge that pupils need to learn is also identified and builds in a clear sequence over time. In music, Year 6 pupils can read and compose music confidently. They can do this because their knowledge has been thoughtfully developed throughout their time at the school.

However, this is not consistently the case in all subjects. In some subjects, for example in history, the important knowledge that pupils need to learn is not yet identified in full. In this subject, there is too much emphasis on teaching skills rather than developing pupils' knowledge of the past.

Teachers' understanding of how to support pupils to remember their learning is not consistently strong across the curriculum. Tasks teachers design, while very exciting, do not always enable pupils to build, strengthen and recall knowledge securely. This means that, sometimes, pupils remember what they have done but not always what they have learned. As a result, pupils do not always achieve as well as they could.

Leaders prioritise reading. Themed reading weeks encourage pupils to love reading. Teachers read to pupils daily. Children are taught phonics from the start of

Reception, using a rigorous programme. Pupils read books that are matched to the sounds they have learned. Pupils who are at risk of not keeping up with the reading programme receive targeted intervention from suitably trained staff. This ensures that pupils are supported well to learn to read.

Leaders are ambitious for all pupils with SEND to achieve well. Leaders use effective strategies to identify pupils' specific needs and ensure that appropriate resources are made available so pupils can learn effectively. This includes enabling pupils who attend the specialist provision for visual impairment to spend as much time as possible learning alongside their friends in class.

Leaders have established a calm and purposeful environment for learning in all year groups. Pupils are motivated to learn, and appreciate adults' clear and consistent behaviour expectations. Children in Reception are well cared for. Staff are kind. They interact well with children, encouraging their learning through play. Sometimes, a few children in Reception struggle to focus on learning. However, when staff address this, most children respond quickly.

Work to support pupils' personal development is carefully considered. Leaders ensure that all pupils are prepared well for life in modern Britain. They are particularly proud of their work to develop pupils' understanding of different cultures in the UK, including raising awareness of more marginalised communities. Leaders have also sought to raise aspirations and challenge stereotypes by planning learning experiences about a range of successful people from diverse backgrounds.

Leaders and governors work well together to continue to improve the school. Governors know the school well and share leaders' high ambitions for pupils' achievement. Governors have clear systems in place to challenge leaders about the quality of education on offer at the school. Staff are proud to work at the school. They feel well supported by leaders to manage their workload and to do their jobs well.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a strong culture of vigilance. There are clear and comprehensive systems in place to identify pupils who are at risk of harm. Record-keeping is thorough and systematic. Leaders readily seek advice and support from other professionals when necessary. They deal with concerns swiftly to ensure that pupils and their families get the help and support that they need.

Pupils feel safe in school and know where to go for help if they need it. Leaders have worked with a range of agencies to educate pupils about keeping safe. This includes learning how to keep themselves safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the essential knowledge that pupils need to learn is not clear. Series of lessons in these subjects do not enable pupils to make links between concepts securely enough so that they build knowledge systematically. Leaders need to complete and embed a coherently sequenced curriculum from Reception through to Year 6 for all subjects.
- Teachers' pedagogical and pedagogical content knowledge are not consistently strong. Teachers do not always design activities that enable pupils to transfer knowledge into their long-term memories, meaning not all pupils learn as well as they could. Leaders need to strengthen teachers' pedagogical and pedagogical content knowledge to ensure that pupils learn and remember the intended curriculum effectively.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	132212
Local authority	Hampshire
Inspection number	10227480
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	417
Appropriate authority	The governing body
Chair of governing body	Janet Cullinane
Headteacher	Julie Rogers
Website	www.greatbinfields.co.uk
Date of previous inspection	14 May 2019, under section 8 of the Education Act 2005

Information about this school

- This is a larger-than-average primary school.
- It has a specialist provision for visual impairment.
- The school currently uses one registered alternative provider.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, the inspectors met with the headteacher, senior leaders and subject leaders. The lead inspector also had a telephone conversation with an officer from the local authority.
- The lead inspector met with representatives of the governing body, including the chair of governors.

- The inspectors carried out deep dives in these subjects: early reading, mathematics, art and design, music and science. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors also spoke to school leaders about other aspects of the school's curriculum. This included discussing wider curriculum planning, looking at samples of pupils' written work and talking to pupils about their learning in other subjects.
- The inspectors reviewed the arrangements for safeguarding by scrutinising safeguarding records and interviewing staff, and through discussions with pupils.
- The views of parents and carers were considered through their responses to Ofsted Parent View. Further views of pupils and staff were gathered through surveys, interviews and discussions conducted throughout the inspection.
- The inspectors reviewed a range of the school's documentation, including self-evaluation reports, minutes of governing body meetings and behaviour incident logs.

Inspection team

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