

Inspection of a good school: Binfield Church of England Primary School

Benetfeld Road, Binfield, Bracknell, Berkshire RG42 4EW

Inspection dates:

10 and 11 October 2023

Outcome

Binfield Church of England Primary School continues to be a good school.

What is it like to attend this school?

This is a friendly and nurturing school with high ambition for all pupils. The school vision of 'building strong foundations, together, for everyone' is fulfilled through high expectations and a broad curriculum. Leaders, staff and governors share inclusive aspirations, which helps all pupils to learn successfully.

Pupils feel safe and happy. Some say that bullying has happened in the past, but adults deal with it well. Otherwise, behaviour is excellent. Pupils hold doors open, help each other out, and show respect and compassion. Some pupils, including pupils with special educational needs and/or disabilities (SEND), are given helpful support to manage their emotions. The well-trained staff use their pastoral expertise to support pupils' mental health and well-being.

Through coherently designed assemblies and learning through the curriculum, pupils develop a deep understanding of modern Britain. They challenge stereotypes and embrace diversity, welcoming visitors to share experiences of different faiths. Pupils thrive with responsibility. Everyone, including disadvantaged pupils, has the chance to be an ambassador for the school. Sports leaders, school councillors and 'thinking councillors' are proactive, enhancing the life of the school. Entrepreneurial skills are nurtured with the 'Dragon's Den' challenge each year. Everyone enjoys a role in school shows, where pupils with SEND often shine.

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

The curriculum is well planned with precise knowledge, skills and vocabulary. Despite exceptional pupil achievement in reading and mathematics, the school continues to improve practice by investing in ongoing professional development for staff. Reading starts well in early years. Parents are glowing about the transition, which ensures a happy and successful start to school life. Children work in small groups led by skilled staff, focusing on the precise sounds they need to learn. Well-matched books provide essential practice as pupils move through Year 1. Staff use frequent checks to accurately identify

pupils' gaps in learning. One-to-one support with skilled and enthusiastic staff is effective. This strong and consistent approach ensures that pupils, including pupils with SEND, learn to become fluent and confident readers.

Mathematics teaching is also a strength. Similar to reading, there is a shared approach where all staff use the same language and modelling to build pupils' knowledge and skills over time. Early morning activities ensure a strong start to each day of learning. Pupils, including pupils with SEND, use software designed to address gaps in their knowledge from previous learning. The school uses innovative technology across the curriculum to support pupils. Pupils are not afraid to make mistakes; they are proud to learn from them. Adaptations are well considered to help all pupils to achieve well. Learning needs are identified through regular meetings to check pupils' progress. Teachers and parents appreciate the expertise of the special educational needs and/or disabilities coordinator (SENDCo), who works well with external agencies if specialist help is needed. Teachers ensure that classrooms are inclusive to meet the diverse needs of their pupils.

Beyond English and mathematics, the school has high ambition for what pupils will achieve. Staff have thought carefully about how to help pupils build their knowledge over time and link new learning to what they have learned before. In most subjects, this is working successfully, and pupils learn detailed knowledge and skills. However, in a few subjects, staff do not check pupils' understanding carefully enough. As a result, teachers do not address gaps in learning effectively, and therefore pupils' learning is slowed.

Pupils behave brilliantly and learning is not disrupted. Children thrive in early years as a result of warm relationships, care, high expectations and clear boundaries. Leaders' work to ensure high attendance has been successful.

Personal development is prioritised. The school's values are inclusive to all faiths and the many pupils who speak different languages. Leaders' work on mindfulness and outdoor learning enhances pupils' well-being. The school's curriculum ensures that pupils learn about online, water and road safety. Pupils are supported to understand different family types and healthy relationships. Visitors, for example from the NSPCC, strengthen the school's excellent work to help pupils to stay safe.

Leaders invest in staff development with frequent training. From experienced staff to new teachers, everyone feels well supported. They say that leaders listen to their ideas and help with workload. The use of verbal feedback to help pupils make instant corrections has helped to ensure that assessment is manageable. Parents appreciate open events and newsletters, which keep them well informed about their child's experience at school. However, a small number of parents would like more information about how well their child is doing. Governors show a sharp awareness of the schools' strengths and priorities for further improvement. They diligently assure themselves that the school is safe, inclusive and ambitious.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Staff do not check pupils' learning accurately in a few foundation subjects. This means they do not consistently identify and address gaps in pupils' understanding, so pupils' learning is slowed. The school should ensure that staff emphasise the most important knowledge and skills that pupils need to learn. They should then check that pupils have learned and remembered the most important content so they achieve highly across the whole curriculum.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in September 2013.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	109999
Local authority	Bracknell Forest
Inspection number	10287831
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	411
Appropriate authority	The governing body
Chair of governing body	Roger Prew
Headteacher	Suzanna Featherstone-Wright
Website	www.binfieldschool.co.uk
Date of previous inspection	14 March 2018, under section 8 of the Education Act 2005

Information about this school

- The school is a Church of England school in the Diocese of Oxford. The school was rated outstanding in its most recent section 48 inspection in March 2017.
- The school currently uses one registered alternative provider.
- The school offers an after-school club, managed by the governing body.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, the deputy headteacher, the SENDCo, subject leaders, teachers (including early career teachers), support staff and governors, including the chair of governors.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector held discussions about the curriculum, visited

a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector listened to a range of pupils read. The inspector observed catch-up interventions to learn how staff provide extra support for pupils.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector considered the responses to the staff survey and spoke to a range of staff about their views on the school.
- The inspector took account of the responses to Ofsted Parent View.
- The inspector spoke with a range of pupils to learn their views about the school. The inspector also considered responses to the pupil survey.
- The inspector spoke by telephone with a representative from the diocese and met remotely with a representative from the local authority.

Inspection team

Scott Reece, lead inspector

His Majesty's Inspector

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