

Baynards Primary School

Inspection report

Unique Reference Number	114767
Local Authority	Essex
Inspection number	357614
Inspection dates	30–31 March 2011
Reporting inspector	Norma Ball

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	80
Appropriate authority	The governing body
Chair	Paul Wise
Headteacher	Nerys Maidment
Date of previous school inspection	15 May 2008
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 10 lessons. They visited small out-of-class teaching groups also and observed seven teachers in all. The inspection team met parents and carers informally and held meetings with the headteacher, teaching staff, members of the governing body and pupils. Inspectors observed the school's work and scrutinised samples of pupils' work, the school's systems for tracking pupils' progress, management and curriculum documentation, teachers' planning and safeguarding documents. They took account of questionnaire responses from 53 parents and carers, eight from staff, and 42 from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well do teachers use assessment information to identify underachievement and plan work for pupils of different ability so that achievement is improved in Key Stage 1 and for boys in Key Stage 2?
- What steps are the school taking to improve the progress children make in their skills and development in Early Years Foundation Stage?
- How well has the curriculum been adapted to meet the needs of all pupils, especially those with special education needs and/or disabilities?
- How rigorous and effective are leaders and managers at all levels, especially the governing body, in monitoring the work of the school, improving achievement and driving the school forward?

Information about the school

Baynards is much smaller than most primary schools. There are four mixed-age classes including a mixed Reception Year and Year 1 class. The majority of pupils are White British. The proportion of pupils who come from minority ethnic backgrounds is much smaller than that found nationally and none of these pupils speak English as an additional language. The proportion of pupils with learning difficulties and/or disabilities, including those with a statement of special educational needs, is much higher than average. An average proportion of pupils is known to be eligible for free school meals. The school has the achieved Healthy School status.

The headteacher has been in post for three terms. The breakfast and after-school club is managed by the governing body. The Little Peeps Nursery and Tiptree Pre-School Playgroup share the school site, but are not managed by the governing body and are subject to a separate inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Baynards is a happy school and provides a good quality of education. Pupils enjoy coming to school because they find learning fun and receive good-quality care, guidance and support at every stage of their time in school. The progress pupils make has improved steadily in English and mathematics and is good for all pupils, including those with special educational needs and/or disabilities. The small size of year groups means that the characteristics of pupils are subject to year-by-year change. For this reason, in 2010 attainment was much higher than previous years in Year 6, but much lower in Year 2. However, attainment at the end of Year 6 remains average overall. Relationships with parents and carers are good and they are pleased with the new initiatives in school, in particular, their closer involvement in school, the better information they receive and the improved progress their children are making. One parent wrote of their child, 'Since being at Baynards she has progressed in a way we never thought possible. The staff help her immensely.' Safeguarding arrangements are good, pupils say they feel very safe and they have a clear understanding of what is involved in leading a healthy life.

Children settle well when they join the Reception Year and make satisfactory gains in their learning, but, nevertheless, enter Year 1 with skills levels below those expected nationally. The progress they make is improving, especially in their speaking and writing skills, which are a current focus for development. Through Years 1 to 6, a good curriculum ensures boys and girls have a broad range of learning experiences. Good support from well-trained staff for pupils who find learning difficult ensures they make the same good progress as their peers. There has been rapid improvement in tracking the progress pupils make across the school. This information is used well by teachers to set clear targets for pupils in literacy and numeracy. However, progress data is not used in classes consistently to plan tasks which offer full challenge to pupils of different abilities.

The headteacher provides good leadership and has prioritised important areas for development quickly and accurately. Consequently, teamwork is strong and staff share a united ambition to ensure every child achieves as well as possible and to improve the school. Monitoring of new initiatives, teaching and learning and subject development by senior leaders and managers has contributed to the good progress made by all pupils. The governing body is supportive of the school. Many members are new to their role and recognise the need to develop their own skills so they can play a more active part, especially in monitoring new developments. The governing body does not provide sufficient challenge to leaders and managers to match the good support they provide. Leaders and managers are not complacent and self-evaluation is reflective and ambitious. Issues from the previous inspection have been resolved or remain active work in progress and the school has demonstrated good capacity to sustain improvement.

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What does the school need to do to improve further?

- Improve attainment in English and mathematics by
 - ensuring that tasks planned for pupils in lessons are matched consistently well to their abilities so they are always challenging
 - providing stimulating activities in the Early Years Foundation Stage to develop effectively communication and counting skills.
 - Extend the skills of the governing body so that it becomes more rigorous in holding senior leaders and managers to account and in monitoring the effectiveness of new initiatives in the school.

Outcomes for individuals and groups of pupils

2

Pupils show enjoyment in their lessons. They behave well, work hard and try to do their best because they find learning fun. They enjoy discussions in class and work well in small groups and independently. In a literacy lesson for Years 1 and 2, based on the class topic of sea life called 'splish, splosh, splash', pupils worked well in pairs using interesting facts they had found about marine creatures such as crabs to draft sentences using exciting, technical words like exoskeleton as they extended their writing skills. The work was structured well for pupils of different abilities and enjoyment was clear. Boys and girls contribute equally in lessons and make good progress because tasks are fun and capture pupils' interest. In a numeracy lesson for Years 5 and 6, a challenging dominoes game was used inventively to develop problem solving skills. Boys and girls were so engaged by the task that they wanted to do more and more.

Pupils enter Year 1 with skills levels generally below average. They make good progress through the school in the three mixed-age classes. The school's tracking data and inspection evidence indicate that good progress is continuing, with signs of improved attainment, especially in literacy. Pupils with special educational needs and/or disabilities, who account for one third or more pupils in each year group, make good progress also because their needs are assessed quickly and accurately and a good range of flexible support is in place in the class and in small groups. Some pupils can show challenging behaviour at times, but this is managed well by staff and pupils confirm that their learning time is not interrupted. The school works diligently to improve attendance. However, a few families do not place importance on regular attendance, despite good support from the school, and current attendance rates are average.

Pupils' spiritual, moral, social and cultural development is good and reflected in pupils' good attitudes and behaviour, their respect for adults and awareness of the needs of others. They carry out important responsibilities as school councillors and teachers' helpers with pride and efficiency. Pupils are helped to develop a good understanding of how to stay safe and some have been involved in working in a traffic survey outside their school with the local police officer. The Healthy School status indicates the importance placed on this aspect of pupils' development. The good progress that pupils make, their love of learning and their good personal development ensures they are well prepared for the next stage of their education at secondary school.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers have good subject knowledge and use questioning well to engage pupils and assess their understanding. Lessons are paced well, which helps to ensure that pupils who find concentration difficult remain engaged in their learning. Teaching assistants are deployed effectively and provide good support for different ability groups. They ensure that all pupils, especially those who find learning difficult, show independence and contribute confidently in class. The new marking policy is used well in all classes. This ensures pupils have a clear idea how and where a piece of work can be improved and are encouraged to assess their own progress in discussion with their teachers. Targets in literacy and numeracy are valued by pupils. One pupil explained simply, 'Targets are good. They help you know what you have to learn next. Developing but still inconsistent between classes and lessons is the use made of progress information to ensure that all ability groups receive work that extends them fully to make even better progress and so improve their attainment.

Information and communication technology is well integrated into lessons and cross-curricular links between subjects are developing well to make learning more interesting. For example, the Tudor theme in Years 3 and 4, which is entitled 'Off with your head', links history effectively with literacy, numeracy, art, information and communication technology and design technology. Extra-curricular clubs and visits out of school extend learning well beyond the classroom and enrich pupils' learning experience. The sea life

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theme for Key Stage 1 pupils was enriched by a visit to the Sea Life Centre in Southend. Specialist teachers bring an added dimension to drama, dance, pottery and sport.

Pupils are confident that they can share their problems and seek help from the adults who care for them. Good-quality care, guidance and support are seen as a priority by all staff and the valuable links made with other agencies and services augment this provision. A notable feature of this care is the Year 6 mentoring system, through which each pupil has their own staff mentor. The newly established breakfast and after school clubs provide a safe, friendly and stimulating environment, in which careful attention given to pupils' health and safety. Transition arrangements, at all stages, are organised sensitively so pupils feel confident about moving forward with their learning. Pupils recognise and value the good care, guidance and support they receive. One said, 'I love my school because we have good teachers who make lessons fun. They want to look after us so we do well.'

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has worked with enthusiastic determination to integrate a range of important improvements which are showing clear signs of success in accelerating the progress made by pupils. Pupils' progress is now tracked accurately through the school and, in particular, a focus on improving writing and problem solving skills is helping to promote improved progress in literacy and numeracy. Incisive leadership and a focus on developing relationships within the school have ensured that staff share the same vision for the school. The skills and responsibilities of other leaders and managers are used effectively, especially in monitoring carefully aspects of subject development and teaching and learning. The promotion of equal opportunities is good. All pupils achieve well, including those with special educational needs and/ or disabilities in the well-resourced and stimulating environment of Baynards. Pupils are known and valued as individuals and the school is free of discrimination.

The safeguarding of pupils welfare is good and supported by clear policies that are rigorously implemented and well integrated throughout all aspects of the school. All staff receive regular training to ensure they are alert to all safeguarding matters. The governing body is increasing its involvement in the school and developing its skills to offer full challenge to leaders and managers. However, it is not involved fully in monitoring and is still dependent on the headteacher to provide it with information to evaluate the effectiveness of school developments and plan for the future. The promotion of community cohesion is satisfactory. There has been careful evaluation of the school, based on its involvement in the local community. The school has a welcoming approach

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which embraces the wider community by sharing its resources generously. However, insufficient work has been done in developing pupils understanding of the multi-cultural nature of the United Kingdom or the variety of ways of life in other parts of the world. Parents and carers are increasingly well involved in the life of the school through good written information about events in school and class projects and activities. Coffee mornings and workshops for parents and carers provide guidance for them on how they can support their children's learning and they are provided with regular information about the progress their children are making.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children settle quickly in school because they receive good care. They enter Reception with a range of skills and abilities, but they are below expectations for their age in elements of language, numeracy and their emotional development. Children make satisfactory progress in their acquisition of speaking skills and understanding of numbers as well as their creative development. There is a focus on improving children's writing and reading skills by developing their understanding of words through learning to blend the letter sounds. Nevertheless, children's development in areas of literacy and numeracy, although improving, remains weak. Resources are used appropriately by staff to plan activities that cover the six areas of learning. However, the need to plan for older pupils as well as Reception Year children means that the good resources available are not always used to maximum advantage to plan a wide range of exciting activities for children. Some of the opportunities to develop imaginative play, especially in the outdoor learning area, do not provide enough stimulation. Learning activities led by teachers are satisfactory and develop children's skills progressively. However, opportunities are missed to extend children's skills outside the classroom when they are engaged in their own games.

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Children mix well and learn to share. They follow routines well and learn to tidy things away sensibly. Children play well together, but are also happy to work on little projects for themselves. One girl was very engrossed in creating a lovely picture of a lady. Pleased with her work she said, 'I am drawing a pretty picture of my mummy. She's pretty and I want to give it to her on Sunday'. Leadership and management are satisfactory. The two class teachers who share responsibility for the Reception Year plan jointly and have effective arrangements to share information each week. Monitoring of children's development has improved as part of the whole school assessment programme and ensures continuity of learning, development and care for children. Good links are forged with parents and carers, who are kept closely informed about the progress their children are making. Staff are available to meet with parents and carers daily and there is a written annual report for parents and carers.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

A larger-than-average proportion of parents and carers replied to the questionnaire and a very large majority were pleased with the school. They value many aspects of the school including the good teaching their children receive, the progress that their children make and how well they are kept informed of this. Parents and carers regard the school as being well led and managed and are happy with their child's experience of school. One parent wrote 'The school is well run from top to bottom. All things are enjoyed by my children and their future is in safe hands.' A few parents and carers were concerned that unacceptable behaviour was not dealt with well, but the inspection found no evidence to support this. Some parents and carers commented positively on the recent changes in the school brought about by the new headteacher and this view was confirmed by the inspection team. One said simply, 'We are delighted with the changes. Our child's happiness tells us as parents it is a happy place to be and a good place to learn.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Baynards Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 53 completed questionnaires by the end of the on-site inspection. In total, there are 80 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	74	13	25	1	2	0	0
The school keeps my child safe	41	77	11	21	1	2	0	0
My school informs me about my child's progress	30	57	23	43	0	0	0	0
My child is making enough progress at this school	38	72	15	28	0	0	0	0
The teaching is good at this school	42	79	11	21	0	0	0	0
The school helps me to support my child's learning	36	68	16	30	1	2	0	0
The school helps my child to have a healthy lifestyle	31	58	22	42	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	28	53	21	40	0	0	0	0
The school meets my child's particular needs	37	70	16	30	0	0	0	0
The school deals effectively with unacceptable behaviour	26	49	18	34	5	9	2	4
The school takes account of my suggestions and concerns	28	53	20	38	3	6	0	0
The school is led and managed effectively	37	70	14	26	0	0	0	0
Overall, I am happy with my child's experience at this school	35	66	18	34	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



1 April 2011

Dear Pupils

Inspection of Baynards Primary School, Colchester, CO5 0ND

Thank you for welcoming us to your school and being so helpful and polite to us. We enjoyed talking to you and looking at the exciting work you do. You are very proud of your school and told us a lot about how you helped to decide on your eight core values and your school motto, 'Be the best you can.'

We were impressed to see how much you enjoy your lessons and you told us you find learning fun because teachers make your lessons interesting. You get on together and behave well. You know a lot about being safe and healthy. We think that you make good progress in your time at Baynards and you are well cared for. You make a good contribution to your community and are learning a lot about the world in which you live. Your headteacher, other staff and the governing body work well together to make your school a happy place in which to learn.

You told us yours was a good school and we agree with you. We have suggested two things which we think would help to make your school even better.

We have asked your teachers to make sure they use what they know about how well you are learning in English and mathematics, to plan lessons that always give you work that is a good match your ability.

We have suggested that more exciting activities should be planned for them in their outdoor learning area, to help improve the development of children in the Reception Year.

We have asked the governing body to make sure that they know as much as possible about your school. By keeping a close check on all the new things that are happening they will make sure that you continue to make better and better progress.

You can help by continuing to work hard and doing your best at school. It was a great pleasure to visit Baynards and we wish you every success for the future.

Yours sincerely

Norma Ball

Lead inspector (on behalf of the inspection team)

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