

Baydon St Nicholas C of E Primary School

Ermin Street, Baydon, Marlborough, SN8 2JJ

Inspection dates 6–7 November 2012

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|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | This inspection: | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Behaviour and safety of pupils | | Outstanding | 1 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- From their starting points, most pupils make good progress and achieve well throughout the school.
- Consistently good, and occasionally outstanding, teaching ensures pupils' attainment in reading, writing and mathematics is above average in Year 6.
- Pupils' love of learning, good attendance and their exemplary behaviour make a strong contribution to their progress. Pupils say they feel very safe in school and parents confirm this view.
- Pupils are well cared for and they are very respectful and courteous, both to staff and their classmates.
- Without exception, all staff support the headteacher's drive to improve pupils' literacy and numeracy skills and to make learning enjoyable. The leadership has focused effectively on improving pupils' achievement and teaching.
- The governing body has provided invaluable support and guidance to the school during the unavoidable absence of the headteacher.

It is not yet an outstanding school because

- There is not enough teaching that is outstanding. This is because, in a few lessons, pupils are not clear about what they are to learn and teachers do not move more-able pupils on to more demanding work soon enough.
- Teachers do not always encourage pupils to find things out for themselves.

Information about this inspection

- The inspector visited nine lessons. Four of these were joint observations with either the headteacher or acting headteacher. The inspector listened to a number of pupils read.
- Meetings were held with the headteacher and acting headteacher, the Chair and vice chair of the Governing Body, members of staff and a group of pupils. A representative of the local authority spoke to the lead inspector by phone.
- The inspector took account of the 23 responses to the online survey (Parent View) together with the replies to a parent survey undertaken by the school and a letter received from a parent.
- A range of documents were considered, including those relating to the work of the governing body, pupils' progress, teachers' planning, safeguarding and attendance.

Inspection team

Paul Edwards, Lead inspector

Additional Inspector

Full report

Information about this school

- Baydon St Nicholas is a smaller-than-average primary school.
- Almost all pupils are of White British heritage and none speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported through school action, is well below that seen nationally, as is the proportion supported at school action plus or with a statement of special educational needs.
- The proportion of pupils known to be eligible for the pupil premium (additional funding provided by the government for looked-after children and those known to be eligible for free school meals) is well below the national average.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- Following a lengthy period of illness, the headteacher has commenced a phased return to work. Governors appointed an acting headteacher who is continuing to provide support for the school this term.
- The school runs a daily breakfast club and an after-school club.
- No pupils are taught at alternative provision.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - making sure lesson planning is clear about what pupils are expected to learn and do by the end of each lesson
 - ensuring work is consistently challenging for the more-able pupils and that it fully stretches them
 - allowing more-able pupils to move on to more challenging activities sooner in lessons.
- Improve pupils' independence in learning by encouraging them more often to find things out for themselves and by allowing them to determine how they will solve problems.

Inspection judgements

The achievement of pupils

is good

- Over the past three years there has been improvement in pupils' achievement. Pupils' attainment at the end of Year 6 has frequently been well above that seen nationally. The 2012 Year 6 cohort was extremely small, and while the attainment of these pupils was a little below that seen nationally, most made the progress expected of them. Analysis of school information and of pupils' work in the current Year 5 and 6 class show they are well on track to attain the above average standards seen in previous years.
- Children's knowledge, understanding and skills on entry to Reception are similar to those expected for their age. The weaker areas are in communication and writing. Good progress is made in all areas so that on entry to Year 1, children are well prepared for the next stage of education. Children's social skills develop particularly well, enabling them to move into their new class as confident individuals.
- Pupils continue to make good progress through Key Stage 1 and Key Stage 2. There is a strong emphasis on developing their speaking skills so they respond clearly and confidently to teachers' questioning.
- Pupils' reading skills improve rapidly as they move through the school, the result of well-structured sessions for the teaching of letters and the sounds they make (phonics) and encouragement to read widely and often. Pupils' enthusiasm for reading is evident. The summer holiday project of 'Extreme Reading' was highly successful; pupils brought back numerous pictures of reading in unusual places and situations including, among many, in an aeroplane cockpit, on a surfboard, on a tractor, while suspended upside down and in a swimming pool – all done safely!
- Writing skills improve well because teachers provide pupils with good opportunities to write at length in subjects other than literacy and for them to write for different purposes, for example, reports, diaries and letters.
- Mental arithmetic skills are developed well from the Reception class onwards and help the pupils to become very competent mathematicians by the end of Year 6. From the outset, pupils are encouraged to use the correct mathematical vocabulary and they are required to explain their working out so that teachers can identify and rectify any misunderstandings.
- Disabled pupils and those who have special educational needs are supported very effectively either through one-to-one sessions or through additional in-class support so that they achieve as well as their classmates.
- Pupils supported through the pupil premium make the same progress as their classmates because they are provided with good support.
- While more-able pupils make good progress overall, there are occasions when they do not achieve as well as they should. Sometimes they are not given work that stretches them sufficiently while on other occasions they have to complete activities that are too easy before moving on to more demanding work. Teachers sometimes give these pupils too much information rather than allowing them to find things out for themselves.

The quality of teaching

is good

- As a result of effective monitoring, the quality of teaching is mostly good with some outstanding practice evident. Teaching is lively, encourages pupils to take an active part in lessons and to focus on their work.
- Pupils comment on how teachers make learning interesting and fun. This has been a key feature in establishing an atmosphere where pupils are confident to say when they are unsure and where they will question sensibly the views of others. For example, pupils were enthused by the opportunity to challenge the views of others when debating the pros and cons of school uniform.

- Teachers have high expectations of behaviour and learning and pupils respond well. They try really hard to improve their work and do well.
- In most lessons teachers explain clearly what pupils are expected to be able to do by the end of the lesson. However, occasionally this is not spelled out clearly enough for all groups of pupils. Consequently, they can be uncertain about what they are expected to learn.
- In the most effective lessons, work is planned that matches pupils' skills and understanding and provides the right amount of challenge to ensure that all groups make the progress of which they are capable. Well-targeted support for disabled pupils and those with special educational needs enables them to make good progress. Occasionally, more-able pupils spend too long listening to the teacher or doing work they already know rather than being stretched to take on new challenges.
- Teachers plan carefully to ensure disabled pupils and those who have special educational needs and the very small number who are known to be eligible for the pupil premium are well supported so that they progress in line with their peers and take a full part in all aspects of the curriculum and activities that take place out of school.
- The teaching of phonics is good. Teachers and teaching assistants provide pupils with a good range of interesting activities that ensure they develop a secure foundation on which to build their reading skills. In writing, pupils benefit from the teachers' good emphasis on making interesting sentences with 'wow' words. There are good opportunities to write for different purposes, for example reporting on the work of the artist L.S. Lowry and writing about their 'Extreme Reading' experiences.
- The quality of marking has improved since the previous inspection. Pupils are given good guidance on how to improve their work and pupils say they find this helpful. Occasionally, however, teachers do not follow up on this marking to ensure pupils take note of their comments.

The behaviour and safety of pupils are outstanding

- Pupils have extremely positive views of school and talk animatedly about the many exciting clubs, visits, musical opportunities and interesting topics they study, such as the 'bloodthirsty' Tudors and the Second World War. Their enthusiasm for school contributes significantly to the progress they make in lessons.
- In lessons observed, pupils were extremely keen to get on with their work and really tried hard; there was no fuss and discussions with them showed that this is normal. They are fully aware of different forms of bullying, including cyber bullying and that involving mobile phones and texting, but say incidents are very rare and believe that they would be dealt with very quickly and effectively. Responses to Parent View and the school's own survey indicate that most parents feel that their children are well looked after, kept safe and behave very well.
- Safeguarding has a high priority. All staff, governors and volunteers are subject to vetting procedures. The site is secure and pupils understand how to keep safe. For example, they talk of the importance of the filter on the school's internet and what to do should inappropriate sites be accidentally accessed. Cycling proficiency programmes raise pupils' understanding of road safety.
- Pupils are very well looked after. The breakfast club provides pupils with excellent opportunities to socialise, play games and have a healthy snack before the start of school and further care is provided after school.
- Strong links exist between parents, carers and school. This helps staff to identify early any areas of concern and put in place appropriate support. The school's support for those pupils whose circumstances might make them potentially vulnerable is very effective.
- Pupils' great enjoyment of school is reflected in their above average attendance.

The leadership and management are good

- The headteacher's strong leadership has provided the school with the impetus to raise standards and improve provision over a sustained period. It is testament to the teamwork he has built up that, during his absence, the enthusiasm of staff did not diminish. Effective guidance from the acting headteacher and challenge and support from the governing body have enabled improvements to be maintained and developed.
- Senior leaders and the governing body have an accurate picture of the school's strengths and what needs to be improved. Regular monitoring and good performance management have helped to raise the quality of teaching. Teachers comment favourably on the training opportunities that have helped to improve the quality of their teaching. Senior leaders have accurately identified the need to improve the progress of the more-able pupils and to enable pupils to become more independent in their learning.
- Leaders have developed the way subjects are taught to make learning more interesting and fun for the pupils. This has helped to raise attainment and accelerate pupils' progress, particularly in the key areas of English and mathematics.
- The wide range of enrichment activities, such as pupils' participation in art festivals, the opportunity to learn a musical instrument and 'Zumba' dancing, enhance their learning. Links with the church and other schools both locally and abroad, strengthen pupils' spiritual, moral, social and cultural development.
- The pupil premium funding is used effectively by senior leaders to provide support for pupils who are in danger of slipping behind and, as a result, gaps between these and other pupils have closed considerably. Support is also provided to improve the behavioural and social skills of the very small number of pupils who find it difficult to conform to the school's rules. Leaders are effective in ensuring all groups of pupils have equal opportunities to take part in all aspects of school life and that there is no discrimination.
- The local authority receives regular reports from the school improvement partner and provides only light touch but effective support.
- **The governance of the school:**
 - The governing body has provided considerable support during the headteacher's absence. This support has come with continued challenge and has ensured that progress has been maintained. The governing body knows very well how the school is performing, including the quality of teaching, and uses this knowledge to set targets for improvement and monitor the performance of the headteacher, staff and pupils. It is very aware of performance management and uses the process very effectively to determine movement along the salary scale and when considering internal appointments. It knows how pupil premium funds are spent and looks carefully at the impact it has on pupils' achievement. The governors undertake their statutory duties seriously. Safeguarding procedures and policies are fully in place.

What inspection judgements mean

| School | | |
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| Grade | Judgement | Description |
| Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

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| Unique reference number | 126394 |
| Local authority | Wiltshire |
| Inspection number | 403603 |

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

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| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 122 |
| Appropriate authority | The Governing Body |
| Chair | Denise Mathewson |
| Headteacher | Peter Chambers |
| Date of previous school inspection | 20 May 2008 |
| Telephone number | 01672 540554 |
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