

Bayton CofE Primary School

Bayton, Near Kidderminster, DY14 9LG

Inspection dates

5–6 December 2012

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

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils achieve exceptionally well. Standards are above average by the time children leave the Reception class, and well above average by Year 6.
- Teaching is of a consistently high quality in English and mathematics, so pupils learn skills securely and systematically as they move through the school.
- Pupils regularly practise and sharpen up their literacy skills in many different subjects. They do not have quite so many chances to use and apply their mathematical skills.
- The pupils' behaviour is typically exemplary and they feel very safe in school. They are confident yet polite, work very hard in lessons and are proud of their school and their achievements.
- Pupils enjoy many interesting and memorable activities in lessons and a wide range of clubs.
- All pupils regularly take part in art and music projects, but their skills in such creative subjects are not built up as well in lessons.
- Excellent facilities are provided for pupils to play outdoors and learn about the natural environment.
- The headteacher provides clear, strong leadership and all the staff work together very well as a team.
- The governors know the school very well, hold it to account for the standards achieved, and strongly support the headteacher in constantly improving the quality of teaching and learning.

Information about this inspection

- The inspector observed eight lessons and saw all six of the teachers teaching. He also observed pupils' behaviour at playtimes and lunchtimes, talked to them about their views and looked at samples of their work.
- Discussions were held with governors, teachers and teaching assistants, and a conversation was held with a representative of the local education authority. In addition to observing the school's work, the inspector looked at information about pupils' attainment and progress and documents relating to their safety and behaviour.
- The inspector took into account the views expressed in the 44 completed online ParentView questionnaires and the written comments that were submitted. He also spoke with some parents before and after school.

Inspection team

Peter Kerr, Lead inspector

Additional Inspector

Full report

Information about this school

- Bayton is a small rural primary school serving the village and surrounding area.
- Nearly all the pupils are from White British backgrounds and speak English as their first language.
- Very few pupils are known to be eligible for the pupil premium. (This provides additional funding for looked-after children, pupils from families known to be eligible for free school meals and those from families with parents in the armed forces serving abroad.)
- The proportion of disabled pupils and those who have special educational needs is broadly average compared to other primary schools, whether supported at school action, school action plus or through a statement of special educational needs.
- An increasing number of pupils join the school from other schools in different year groups.
- The school has a 'forest-school' area to help pupils explore the natural environment.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve and broaden pupils' learning experiences further by:
 - providing more time and support for them to creatively and practically explore mathematical ideas in mathematics lessons and within topic work
 - ensuring that teachers' lesson planning enables all pupils to systematically develop art and music skills.

Inspection judgements

The achievement of pupils

is outstanding

- Children generally start in Reception at the expected level of development for their age group. They make exceptional progress to reach above-average attainment in all areas of learning by the end of the year.
- The children thoroughly enjoy what they do and become highly independent and self-confident. They learn and practise new skills every day, supporting one another as they play. For example, one child confidently helped her friend to work out the concept of one less, explaining that 'you count backwards'. Some parents and carers commented on how their children 'came out of their shells and blossomed' in this class.
- Pupils continue to make rapid progress throughout Years 1 to 6. The proportion of pupils making quicker than average progress from Year 2 to Year 6 is higher than in most primary schools, and nearly all pupils make at least nationally-expected progress each year.
- Disabled pupils and those who have special educational needs generally make better progress than similar pupils nationally. They do so well because the help and guidance they receive are at just the right level.
- The very few pupils known to be eligible for the pupil premium do better than similar pupils nationally. The support they receive is based on accurate assessments of their ongoing attainment, and ensures that they close gaps in their knowledge and keep abreast of new learning. Some of these pupils have made very rapid progress over recent terms.
- Pupils who join from other schools during Years 1 to 6, often with attainment that is lower than expected for their age, make good progress because sensitive support quickly helps them to settle in. Some pupils commented that they liked this school much more than any other school they had attended and were doing much better here.
- Pupils read fluently and widely because they learn key reading skills well and develop a love of books. Younger pupils were delighted to be asked to read to the inspector. They read familiar words confidently and used their knowledge of letter sounds (phonics) exceptionally well to tackle new words. 'We love reading,' they said.
- The writing in pupils' English and topic books and in displays around the school is of a high standard in each age group and pupils' reading and writing skills contribute strongly to their learning in other subjects. The pupils said they particularly enjoy researching and writing about history topics such as the Aztecs and Romans.
- The pupils spoke enthusiastically about the art work they did during topic studies but said they did not often learn and practise drawing skills and art techniques. They also said they liked the music lessons they had, including learning the recorder, and would like to do more art and music.
- The pupils learn well in all areas of mathematics and use their number skills confidently to solve problems. They enjoy mathematical investigations but occasionally move on quickly to another topic without applying what they have discovered practically or creatively. This leads to some of them forgetting what they have learned, and not getting the most out of the topic.

The quality of teaching is outstanding

- Consistently good or outstanding teaching in English and mathematics is the main factor contributing to high standards by the end of Year 6.
- Teaching in the Early Years Foundation Stage is outstanding. The classroom is extremely well organised so that children learn continuously and enjoyably through a mixture of taught lessons and play activities. The teaching staff take every opportunity to teach and reinforce key skills.
- Teachers and teaching assistants teach letter sounds expertly to groups of pupils on a daily basis throughout the school, and this helps them to read confidently and spell correctly.
- Teachers in every class insist on good behaviour, effort and the highest possible standards. A wide range of books is made available to pupils to encourage them to read widely, and teachers strongly promote the writing of prose and poetry.
- Marking has improved significantly since the last inspection. Teachers provide regular pointers for improvement when marking pupils' work, and make sure that pupils respond. This has been a key factor in raising attainment in English and mathematics.
- In English, marking motivates pupils to be imaginative as well as improving the technical aspects of their writing. Occasionally, teachers miss opportunities to encourage pupils to explore mathematical ideas in a similarly creative way.
- Teachers and teaching assistants work together very effectively in each classroom so that pupils at all ability levels have maximum adult support and encouragement.
- Teaching for disabled pupils and those who have special educational needs is very effective. Their needs are quickly and accurately identified, and help and guidance are provided so they can participate fully in all activities and make as much progress as possible. The support is modified in the light of regular, accurate checking of their progress, to make sure it is always having the desired impact. Similarly, high-quality individual support helps those eligible for the pupil premium to join in all activities and make rapid progress.
- All pupils learn to play the recorder to a basic level, and specialist instrumental teaching greatly enhances the progress of the pupils who receive it. Topic studies include a range of art work and pupils who attend the art club develop good skills in some areas, for example clay modelling. Lessons are not so well planned in terms of systematically developing wider creative skills such as composing and performing music at an age-appropriate level, or basic drawing and painting.

The behaviour and safety of pupils are outstanding

- Parents and carers say they are very confident that their children are safe, and that behaviour is good. These views were confirmed by school records, the exemplary behaviour seen during the inspection, and pupils' detailed knowledge of how to stay safe.
- Pupils have an excellent understanding of all types of bullying, including risks from cyber-bullying when using the internet and social media. They have a very mature insight into the difference between intimidating behaviour and children falling out. They say that bullying is extremely rare in the school and that the headteacher swiftly sorts out any incidents that occur.

- Behaviour is outstanding in the Early Years Foundation Stage. Children in the Reception class are particularly independent, confident and sociable. They make very rapid progress in their personal, social and emotional development.
- The pupils have a strong sense of right and wrong, and of the equal worth of each individual. They know how well they are doing in school and what they need to do to improve in English and mathematics.
- The link with a school in Birmingham helps pupils to build friendships with children from different ethnic and religious backgrounds, and prepares them well for life in a culturally diverse society.
- The forest-school area is used very well to encourage children to collaborate with each other in practical tasks and develop independence by learning how to assess and manage risks when taking part in outdoor activities. It also extends their experience and knowledge of the natural world.
- Excellent outdoor facilities ensure a busy but calm atmosphere at playtime because pupils are able to participate in a wide range of physical activities even in bad weather. Lunchtimes are calm and sociable.
- Attendance is consistently above average.

The leadership and management are outstanding

- The governors, headteacher and staff work together very effectively to inspire ambition throughout the school. There is no complacency. Everyone is expected to do their best and contribute to maintaining high standards and improving the quality of provision.
- The headteacher and other senior staff regularly check on the quality of teaching in all classes, reporting back to teachers in detail what they do well and what they need to do to improve their work. The observations make a strong contribution to maintaining high standards by focusing on how well pupils learn, and not just the quality of teaching.
- The school provides a wide range of learning opportunities. Much of the pupils' work is based on topics that interest and motivate them, particularly in history. Instrumental tuition and the art club provide good opportunities for pupils to develop their creative side. The school recognises that more could be done to systematically develop art and music skills within regular lessons.
- The way subjects and activities are planned and taught develops pupils' communication and literacy skills particularly well, as can be seen in their contributions to the school website. The pupils' mathematical skills are not so strongly promoted beyond mathematics lessons.
- The school strongly promotes pupils' spiritual, moral, social and cultural development. The pupils are encouraged to reflect on core values, be aware of each other's needs, and learn about the different cultures that make up the wider society.
- The new Reception classroom has greatly-improved facilities for children in the Early Years Foundation Stage. Transition from this stage into the National Curriculum is very smooth and effective. Younger children continue learning through play into Year 1 until they have reached all

the early learning goals. Children developing more quickly in Reception join Year 1 pupils for some of their time, so that they too are suitably challenged.

- Newly and recently qualified teachers are supported very effectively to join the experienced team and rapidly develop their teaching skills. Some are already making an outstanding contribution to pupils' progress.
- The local authority has supported the school in thoroughly analysing data relating to pupils' progress and attainment, having previously contributed to improving the way the school checks and improves teaching. The results of this analysis indicate outstanding performance compared to all schools nationally and to schools in similar circumstances. As a result it now provides only 'light touch' support.
- **The governance of the school:**
 - The governing body is highly effective in holding the school to account and helping it to improve. Governors regularly update their skills through training and ensure continuing high expectations by measuring the school's performance against that of similar schools nationally. They make sure that salary increases are linked to pupils' achievements and challenge the headteacher to justify all expenditure in terms of its impact on outcomes for pupils. Pupil premium money is spent on the pupils for whom it is intended and governors track pupils' progress closely to ensure that this spending is effective in raising their achievement. This reflects the school's firm commitment to equality of opportunity. The governors make sure that the national requirements for safeguarding pupils are fully met, including those relating to the safe recruitment of staff.

What inspection judgements mean

School		
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

Unique reference number	116781
Local authority	Worcestershire
Inspection number	403298

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	103
Appropriate authority	The governing body
Chair	Rebecca Godwin
Headteacher	Avis Pounder
Date of previous school inspection	5 December 2007
Telephone number	01299 832393
Fax number	01299 832705
Email address	office@baytonpri.worcs.sch.uk

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