

Inspection of Baynards Primary School

Townsend Road, Tiptree, Colchester, Essex CO5 0ND

Inspection dates: 20 and 21 October 2021

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?

Baynards is a happy, productive place to learn. Pupils told inspectors that learning is enjoyable and suitably challenging. They say that their classmates support them in their learning.

Pupils behave well. They show the same enthusiasm in their learning that they do in their play. Pupils of all ages get along well. They say that there is very little bullying. If it did happen, pupils are confident that adults will sort it out. Pupils know what makes for healthy friendships. They said that there can be ups and downs in friendships, but pupils fix these problems and happiness is restored. Pupils feel safe and are safe.

Pupils were keen to tell inspectors how much they enjoy reading. Adults encourage them to read often. Pupils showed inspectors the wide range of books that are available for them to read and the welcoming places, such the library, in which they can read them.

Pupils understand that learning can sometimes get tricky. They said that teachers help them to develop the resilience to stick at the tougher problems. Pupils are excited that activities such as the singing club are running again. Pupils take their leadership responsibilities seriously in the learning council and reading programme.

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

Leaders have put together a well-designed curriculum from Reception through to Year 6. In most subjects, they have made clear the knowledge and vocabulary that pupils will learn. Leaders have precisely set out the order in which content will be taught in most subjects. They have also made sure that pupils have access to high-quality books and resources.

Teachers have strong subject knowledge. They teach the curriculum well in many subjects. They know what pupils have learned in previous years. In subjects such as mathematics and reading, teachers make sure that pupils revisit previous learning. Pupils are well placed to take on new information.

Curriculum plans in a small number of subjects are not as precise. Where this is the case, teachers are not choosing content to enable pupils to build up their knowledge and understanding over time. For example, in science, pupils have a less secure recall of key information. This slows learning.

Leaders have made clear the importance of reading. Children learn to read from the start of their education. Staff have a secure knowledge of how to teach early reading. Phonics is taught effectively. Pupils quickly pick up important knowledge and strategies to become fluent, accurate readers. Pupils love talking about the stories, poems and factual books that they read. Similarly, older pupils are taught

reading well. Teachers follow the school's well-thought-out approach so that pupils read widely.

Teachers have high expectations for pupils with special educational needs and/or disabilities (SEND), academically and socially. Teachers adapt the curriculum so that pupils can achieve well and get the right support. For example, pupils with SEND are supported to read the whole-class texts and to know mathematical facts before they move on to harder mathematical problems.

The early years curriculum prepares children well for later learning. Leaders have plotted a clear path of learning from early years through to Year 1 in many subjects. For example, children in Reception learn important words related to history and geography. Adults teach children to develop positive attitudes towards each other and to their learning. Adults keep parents and carers well informed of children's progress. There are effective systems, so parents can share children's experiences and successes at home.

Adults provide well for pupils' personal development. Leaders have put in place appropriate strategies, so that pupils develop confidence in their learning. Pupils know that it takes hard work to be successful. In line with the school's values, pupils make sensible behaviour choices and are kind to each other.

Leaders, including governors, place great emphasis on working with pupils' families. Parents said how reassuring this was when pupils needed to learn from home. All the parents who responded to the Ofsted Parent View survey would recommend the school to other parents. Pupils and staff share this very high opinion of the school and its leaders.

The local governing body carries out its role dutifully. Governors offer appropriate scrutiny of leaders' work. Governors took extra steps to check on the quality of education and care that the school offered in periods of lockdown. Other leaders share governors' determination to improve the school further. Leaders use expert research and their own experience to make the right improvements. They check that these changes are working and having a positive impact.

Safeguarding

The arrangements for safeguarding are effective.

Staff are trained in, and attentive to, their safeguarding responsibilities. Parents consider their children to be safe. Pupils have an age-appropriate knowledge of risks to their safety, including those that are online. They told inspectors that if they had any anxieties, they would talk to an adult in school as they trusted that they would put things right. Importantly, pupils look out for each other's safety and well-being. Governors check thoroughly that the school is fulfilling its safeguarding responsibilities.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have a clear overview of the broad curriculum aims in all subjects. In a very small number of subjects, leaders have not made clear what key content should be taught and when. This means that the curriculum is not taught with the same coherence across the year groups in these subjects as it is elsewhere in the school's curriculum. In these subjects, leaders should take steps to ensure that teachers are provided with guidance about the key content and resources that are needed to teach the subject well, so that pupils build on what they learn year on year.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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	114767
Local authority	Essex
Inspection number	10199625
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	100
Appropriate authority	The governing body
Chair of governing body	Peter Burt
Headteacher	Nerys Maidment
Website	www.baynards.essex.sch.uk
Date of previous inspection	11 February 2016, under section 8 of the Education Act 2005

Information about this school

- The school is smaller than the average-sized primary school.
- The school runs a breakfast and after-school club.

Information about this inspection

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

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders, and have taken that into account in their evaluation.

- Inspectors spoke with the headteacher, other leaders, teachers, teaching assistants, support staff, four members of the local governing body and a representative from the local authority.
- Inspectors did deep dives into history, reading, mathematics and science. As part of these, they spoke with leaders, looked at curriculum documentation, visited

lessons, spoke with pupils and spoke with teachers. They also looked at pupils' work and listened to pupils read.

- Inspectors also considered information held in a range of documentation provided by leaders and that which is on the school's website.
- inspectors spoke with and observed pupils at break- and lunchtimes and spoke with parents at the start of the school day. They also visited the breakfast club.
- Inspectors considered the 40 responses to the parent survey, the two responses to the pupil survey and the 11 responses to the staff survey. They took into account the information in one letter and an email from a parent.

Inspection team

John Lucas, lead inspector

Her Majesty's Inspector

Daniel Short

Her Majesty's Inspector

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