

# Inspection of Bayards Hill School

Waynfilete Road, Headington, Oxford, Oxfordshire OX3 9NU

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Inspection dates: 20 and 21 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Leaders' successful work to embed high standards of behaviour across the school mean pupils feel safe and enjoy being in the calm environment around school. Pupils know the high expectations of leaders which are strongly based on their values of 'Respect, Responsibility and Resilience'. These have been carefully established, and pupils understand how to achieve them. Consequently, pupils are courteous and kind towards each other.

Teachers make sure they know pupils well and develop positive relationships. One pupil said: 'It's like a big family, where everyone helps.' Pupils value the effective support they receive from staff when they have a worry or experience friendship issues. Staff take prompt actions to intervene and resolve these which means that bullying is quickly addressed, and incidents are rare.

Pupils are motivated by a culture of high aspiration. They purposefully seek to achieve the accolade of an award in the bi-weekly celebration assemblies. Parents and carers appreciate being invited to attend these and watch the recognition of their child's success. Pupils feel valued and are motivated to willingly make positive contributions to the school community. They appreciate opportunities to pursue their interests through the broad range of clubs.

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

Leaders have designed an ambitious curriculum which carefully considers the needs of pupils. They make astute decisions around curriculum development so that it meets the needs of all pupils, including those with special educational needs and/or disabilities (SEND). In response to historically low outcomes, leaders have decisively improved the provision and stabilised staffing. Current pupils are making good progress through the planned curriculum overall.

Leaders have focused on developing teachers' subject knowledge. Teachers present new knowledge confidently and choose appropriate activities to support pupils' learning. For example, in early years, children grow seeds before replanting cuttings to learn about growth. Teachers commonly explain and model new knowledge, which pupils then apply to a specific activity. Teachers make effective adaptations which mean pupils with SEND learn well. Teaching assistants provide bespoke support which enables pupils with more complex needs to develop independence.

Although teachers generally use assessment well to measure pupils' progress, they do not routinely identify the specific gaps in pupils' knowledge. This means that subsequent teaching and revisiting of topics is not always informed by an understanding of what pupils know and what they need to learn next.

Leaders promote reading across the school effectively. Increasing numbers of pupils choose to borrow a library book and read for pleasure. All pupils benefit from the revised, broad range of texts included in the reading curriculum. The phonics

curriculum is well embedded, so the youngest children quickly develop confidence. Teachers act quickly if pupils struggle with their reading and make sure they catch up quickly to become fluent readers.

Pupils' behaviour is consistently good across the school. In early years, children play happily and learn essential behaviour skills such as how to work together. In lessons, teachers clearly link their expectations to the school's values, which they model through their conduct. These are supported by clear and embedded routines. When behaviour does not meet teachers' expectations, they quickly refocus pupils so they return to learning. Consequently, behaviour is calm and orderly with pupils focused on learning. At playtime and lunchtime, behaviour is orderly, and pupils are considerate towards each other.

Absence is currently too high, and this is a barrier to some pupils' learning. Leaders know this and have made considerable efforts to try and address it. However, these have not been successful enough, and too many pupils are persistently absent.

Leaders' carefully considered approach to developing pupils' character underpins the strong school community. In early years, children develop social skills and work successfully with other children. Pupils have high regard for each other because they choose to demonstrate the school's values. They have tolerant attitudes and welcome newcomers, regardless of their background. Thoughtful enrichment opportunities such as the 'Passport Challenges' engage pupils in the school community and challenge them to try new experiences. This includes undertaking leadership roles such as librarian and school council representative. These help pupils learn about resilience and responsibility.

Leaders are dedicated to achieving the strongest outcomes for all pupils. They are developing effective middle leaders whose work ensures that improvement plans are rapidly implemented across the school. They have galvanised staff, uniting them to secure improvements. They prioritise staff well-being and consider workload carefully. Governors and trustees provide effective challenge and support for leaders. They diligently meet their statutory duties.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders prioritise regular safeguarding training for staff which ensures that all know the signs of potential safeguarding concerns. Weekly updates ensure staff remain alert for specific concerns. Staff know how to report concerns and do so diligently.

Leaders swiftly report safeguarding concerns to external agencies and follow up appropriately. They provide strong support for families, ensuring they receive help when it is needed.

Safer recruitment processes are diligently followed. Governors and trustees monitor leaders' safeguarding work closely.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- Teachers do not consistently use assessment to identify gaps in pupils' learning. As a result, when topics are revisited, teaching does not always match what pupils know and can remember. Leaders should ensure that teachers know how to use assessment effectively to inform their teaching.
- Too many pupils are absent from school too frequently. This means they miss important learning and develop gaps in their knowledge. Leaders need to redouble their efforts to ensure they focus resources on the most effective approaches to improving attendance.

## 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](#)' 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

<b>Unique reference number</b>	141231
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10268388
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	291
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Kirsten Robinson
<b>Headteacher</b>	Charley Eaglestone
<b>Website</b>	<a href="http://www.bayardshillprimary.org">www.bayardshillprimary.org</a>
<b>Date of previous inspection</b>	23 June 2021, under section 8 of the Education Act 2005

## Information about this school

- The school is part of the River Learning Trust multi-academy trust.
- The headteacher has been in role since December 2021.
- The school uses one unregistered alternative provision.

## Information about this inspection

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

- This was the third routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The lead inspector met with the headteacher, the assistant headteachers, representatives of the local governing body, the chair of trustees and the director of primary education.
- The inspection team carried out deep dives into these subjects: early reading, mathematics, history, geography and design technology. For each deep dive,

inspectors discussed the curriculum with subject leaders, looked at curriculum plans, spoke to teachers, visited a sample of lessons, spoke to some pupils about their work and looked at samples of pupils' work. The lead inspector also listened to some pupils read to a familiar adult.

- Inspectors also spoke to pupils formally and informally around the school and at playtime.
- The views of staff and parents were gathered through discussions and Ofsted's online surveys. One of the inspection team also spoke to parents at the start of the second day of the inspection.
- To inspect safeguarding, inspectors checked the single central record of recruitment checks, talked to leaders responsible for safeguarding and looked at the school's safeguarding records and documents. Inspectors also talked to a range of staff and pupils about safeguarding.

### **Inspection team**

Phillip Blagg, lead inspector	His Majesty's Inspector
Matthew Rixson	Ofsted Inspector
Julie Hiddleston	Ofsted Inspector

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