

Baildon CofE Primary School

Inspection report

Unique Reference Number	107337
Local Authority	Bradford
Inspection number	336873
Inspection dates	26–27 May 2010
Reporting inspector	Terry McDermott

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	395
Appropriate authority	The governing body
Chair	Mr Derek Connolly
Headteacher	Mr Michael Curtin
Date of previous school inspection	15 March 2007
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Introduction

This inspection was carried out by three additional inspectors. They observed 22 lessons and saw all teachers teaching, many of them twice. Meetings were held with pupils, staff and governors. Inspectors observed the school's work, and looked at the books of pupils from several different year groups, minutes and records of the governing body, reports from the School Improvement Partner, the school's monitoring records, and the school improvement plan. Responses from 116 parents and carers to the Ofsted questionnaire were analysed and considered, along with questionnaires completed by staff and a sample of pupils in Key Stage 2.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the quality of learning experiences and outcomes for pupils with special educational needs and/or disabilities
- the effectiveness of the school's actions in improving the attainment and achievement of small groups of pupils who, according to data, appeared not to be making the same progress as the majority of pupils in the school
- whether there was clearer evidence than that provided in the school's self-evaluation, which might provide an accurate picture of the school capacity to secure further improvements.

Information about the school

This is a much larger than average school. The proportion of pupils known to be eligible for free school meals is well below the national average. The proportion of pupils from minority ethnic heritages is broadly average, and the proportion of pupils who do not speak English as their first language is also broadly average. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is well below average.

There have been several staff changes in the last two terms. The school holds several awards including Investors in Pupils and has Healthy School status.

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?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school which has made rapid progress in all aspects of its work since the last inspection. Pupils join the school in the nursery with skills that are broadly in line with what is nationally expected. They make outstanding progress through the school, and their attainment when they leave at the end of Year 6 is high. This has been the case for some years. Amongst the many strengths which underpin pupils' outstanding achievement are: the excellent leadership of the school at all levels, which encourages adults to be innovative and creative in presenting learning experiences to pupils; the outstanding Early Years Foundation Stage which inculcates and sustains a sense of curiosity into the very youngest children; a magnificent curriculum which provides a stream of memorable experiences to widen pupils' horizons and inspire ambition and aspiration; and the excellent care guidance and support the school provides to help all pupils overcome their uncertainties and difficulties.

The school provides a welcoming, harmonious and very exciting environment for learning. Pupils really enjoy coming to school because, as they say, 'there is something new to do every day'. This is reflected in their good attendance. They are quite clear that bullying does not exist, 'because we are all fair to each other'; and they insist that they are completely safe. Pupils' moral, social and cultural development is outstanding and their spiritual development is good. The school packs so much into every day that there sometimes remains insufficient time for pupils to reflect on what they have learned.

The quality of teaching and learning over time is outstanding. This is clearly demonstrated in pupils' books, in the school's accurate and reliable tracking system, and in pupils' high standards at the end of Year 6. Some teachers new to the school have yet to adjust fully to the high pace and rigorous challenge demanded by the school in lessons. They do not use assessment information or give pupils feedback on their work as effectively as they could. The curriculum is outstanding. It takes every possible advantage of the large school site to give pupils actual hands-on experiences which bring learning to life. Pupils say that this is what makes learning so much fun. The quality of care guidance and support for all pupils is key to their outstanding progress. Adults in the school know pupils and their families well. Staff very quickly pick up when pupils may be having difficulties, and have a wide range of support available to provide immediate, effective, and sympathetic assistance.

There is a strong team spirit and sense of pride in what has been achieved to date, but there is no complacency. Self-evaluation is accurate, if a little modest because the school knows it can always improve. Nonetheless, the school knows exactly what to do sustain its journey to excellence. When coupled with the very successful actions leaders

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have taken to ensure improvement since the last inspection, this means that the school's capacity to improve further is outstanding.

What does the school need to do to improve further?

- Improve the consistency of learning in lessons by ensuring that all teachers make the most effective use of assessment information to:
 - provide appropriately challenging tasks for all pupils
 - give consistent, clear and specific guidance when marking on what pupils need to do to improve the quality of their work.

■

Outcomes for individuals and groups of pupils**1**

Pupils really enjoy their learning. They are enthusiastic, motivated and very active in lessons. The high-quality written work on display in classrooms and around the school is testimony to this. High participation in instrumental and vocal music, competitive sport, art, and dramatic role play, underline pupils' appreciation of and thirst for everything the school has to offer. They become well-rounded individuals, interested in many things. Pupils willingly and commonly share explanations of their opinions and ideas with the whole class, and this strengthens the learning of all. They use sophisticated vocabulary when speaking and in their written work. Occasionally, the behaviour of some pupils in lessons can show a lack of consideration for others, talking over explanations or shouting out answers. Pupils express complete confidence in the school's ability to sort out, quickly and fairly, any issues which may arise. They understand the effects of exercise and healthy eating on their bodies and are not afraid to point out the disadvantages of some foods. They say they are proud of their role in helping the school to gain its Healthy School status. They readily take on the many responsibilities the school offers them, and carry them out conscientiously. They are heavily involved in school, local and international community activities, participating in the active school council, organising events, putting on concerts, and raising funds for the Zephaniah Trust.

Pupils with special educational needs and/or disabilities achieve very well because of the skilful and well-planned support they receive from teaching assistants. Boys and girls perform equally well. There is no underachievement. The confidence and assurance they gain from working together on both practical and intellectual tasks, means that they are exceptionally well prepared for the next stage of their lives.

These are the grades for pupils' outcomes

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

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

How effective is the provision?

Teachers provide interesting and exciting lessons for pupils that take full advantage of the school's extensive accommodation and attractive environment. Classes are well managed and relationships are excellent. The very best lessons move forward at great pace, with all pupils being challenged to think how to solve knotty problems. Skilful teaching assistants are very well deployed to promote learning, and quietly and successfully support pupils with special educational needs and/or disabilities to make the same progress as their friends. Teachers' ongoing assessment of pupils' work is regular, reliable and accurate, but some teachers new to the school do not always make the best use of this information to set work which really challenges pupils, or to let them know precisely what they need to do next to improve their work.

The curriculum is rich, exciting and wide-ranging. It links subjects together to greatly enhance learning and understanding for all age groups. For example, a recent whole-school theme on 'Italy' had Early Years Foundation Stage children undertaking a role play day trip to that country encompassing the journey to the airport, the flight, a visit to Pompeii, the eruption of Vesuvius, the return trip, and then writing about the experiences. Many opportunities are routinely provided for pupils to develop their independent learning skills. Pupils speak enthusiastically about their classroom experiences, as well the excellent range of outings, visitors and after-school clubs.

The exceptional care, guidance and support provided for pupils solidly underpin their enjoyment of school, their learning, and their sense of security. There are outstanding arrangements for the transitions pupils make within the school and when they move on to the next stage of their education. The school promptly recruits assistance from

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outside professional and other agencies when the need arises.

These are the grades for the quality of provision

The quality of teaching	1
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	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Strong and clear-sighted leadership are at the heart of the school's success. The headteacher strives relentlessly to improve pupils' learning opportunities. His enthusiasm is infectious and ensures that all staff have a shared sense of direction, and feel part of a successful team. Leaders check the school's performance rigorously, offer constructive advice and use their highly effective teachers well to share and extend good practice. Because of this, the quality of teaching is constantly improving, and learning over time is exceptional. Everyone is open-minded and trying hard to make the school even better. Members of the senior leadership team and subject leaders fulfil their responsibilities very well. There is no hint of anyone 'resting on their laurels'. The school promotes complete equality for all pupils through its detailed monitoring and tracking, and its exemplary support. There is no evidence of any sort of discrimination. Safeguarding procedures are given the highest priority. They are regularly updated and rigorously applied, and in consequence, safety and safeguarding pervade all aspects of the school's life. Governance is good. Members of the governing body support the school well and give good attention to the welfare of pupils and staff. Its systems for holding the school to account for its work, and evaluating the effectiveness of initiatives are increasingly robust. Community cohesion is promoted very well within and outside the school. There are very good partnerships with local schools and community groups, and these links are extended very well to into the United States, France and Kenya. The school gives outstanding value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1

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The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children join the Early Years Foundation Stage with skills that are close to those expected for their age. Excellent teaching, with a strong emphasis on developing personal and social skills, ensures that children make extremely good progress in all areas of learning by the end of the Reception Year. There are an exceptional range of opportunities for children to choose their activities and develop the skills for independent learning, both inside and outdoors. This builds a sense of curiosity and enjoyment in learning which stays with children as they move up through the school. They sustain concentration very well, and work and play in complete harmony.

Leadership and management are outstanding. The different skills of adults are deployed meticulously well to give the best possible outcomes for pupils. Very good quality assessment is underpinned by exceptional planning of learning opportunities. All adults use this information extremely well to support children who require additional help. Resources are excellent and particularly well used in very imaginative role play. Staff take exceptional care of children to ensure their health and welfare. There are very close links with parents and carers, and these help children to settle into the nursery very quickly. Parents are often in school to support and encourage their children. They value what the school offers and recognise the outstanding progress the school helps their children to make. In its self-evaluation, the school asserts that the Early Years Foundation Stage 'is an exciting place to be'. It is.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

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Parents and carers have overwhelmingly positive views about the school. They were unanimous that their children enjoy school. A very small minority of parents and carers expressed concerns about how well their children are prepared for the future, behaviour, the consideration of parents' and carers' views, the progress their children make, how well the school meets their children's needs and about keeping their children safe. Inspectors looked in detail at these, especially the last one, speaking with many pupils at different times. They could find no evidence to substantiate these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Baildon CofE 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 116 completed questionnaires by the end of the on-site inspection. In total, there are 395 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	77	66	39	34	0	0	0	0
The school keeps my child safe	78	67	36	31	1	1	0	0
The school informs me about my child's progress	52	45	61	53	3	3	0	0
My child is making enough progress at this school	56	48	52	45	5	4	1	1
The teaching is good at this school	66	57	43	37	3	3	0	0
The school helps me to support my child's learning	59	51	51	44	4	3	0	0
The school helps my child to have a healthy lifestyle	67	58	45	39	3	3	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)	56	48	51	44	1	1	1	1
The school meets my child's particular needs	66	57	43	37	5	4	1	1
The school deals effectively with unacceptable behaviour	55	47	52	45	3	3	1	1
The school takes account of my suggestions and concerns	54	47	54	47	6	5	0	0
The school is led and managed effectively	68	59	43	37	3	3	0	0
Overall, I am happy with my child's experience at this school	73	63	40	34	1	1	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 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	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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 pupil's 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.



28 May 2010

Dear Pupils

Inspection of Baildon CofE Primary School, Shipley, BD17 6TE

Thank you for making us so welcome when we inspected your school recently. We were really impressed with the way you get on so well together, and your keenness and enthusiasm to learn new things. Our particular thanks also to those who gave up time to talk with us.

The 'Church School' is an outstanding school. It helps you to make really good progress and reach high standards. Amongst many things which help this happen, some stand out, and these are: the excellent care, guidance and support you receive from all adults in the school; the very wide range of different learning experiences you have; the excellent Early Years Foundation Stage (that's Nursery and Reception classes) that gets you off to such a good start in school; and the leadership of the headteacher and other managers, who make sure that school is a memorable and enjoyable experience for you. However, there are some things which could be done even better, which would help you to reach even higher standards than you do now. So I have asked the school to make sure that all teachers:

- set work in lessons which makes all of you think really hard to get to the answers
- tell you clearly when they mark your work what you have to do to improve it.

You can help by continuing to be the curious, hard-working, happy young people you already are. Good luck to you all for the future.

Yours sincerely

Terry McDermott

Lead inspector

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