

Baildon CofE Primary School

Coverdale Way, Baildon, Shipley, West Yorkshire, BD17 6TE

Inspection dates 22–23 May 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	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.

- Since the time of the last inspection the school has continued to go from strength to strength. Parents support the pupils' views that 'every year our school just gets better and better'.
- Achievement is outstanding and all pupils, regardless of background, age or ability, thrive in this exceptionally caring school.
- From starting points, which for many are below those typically expected, pupils leave Year 6 having attained above the national average in reading and writing; attainment in mathematics is exceptionally high. This represents outstanding progress.
- Teaching is typically outstanding and never less than good. The overwhelming majority of lessons are characterised by excellent relationships, carefully designed activities to meet the needs and interests of all pupils, and very well-deployed support staff.
- Teachers' subject knowledge is impressive and their assessment of pupils' individual needs is first class. This enables lessons to move along at a fast pace. Teachers are skilled at knowing how to make learning fun, relevant and exciting. This helps to ignite pupils' imagination and fosters a great love of learning.
- Pupils behave exceptionally well and their positive attitudes to learning are a significant factor in the outstanding progress they make in their lessons.
- Pupils are proud of their school and enjoy an exceptionally rich curriculum. This explains why their attendance is not only high but improving every year.
- The headteacher and senior leaders have a very clear vision of excellence and understand what an outstanding school looks like. They share a relentless commitment to continue improving the quality of teaching and pupils' achievement.
- A wide range of activities keep leaders very well informed about what is working well and what could be still further improved. As a result, self-evaluation is robust and accurate.
- The effectiveness of the governing body has also significantly improved. Governors are well trained and use the wealth of their experience to challenge where necessary and provide praise when due.
- Governors have also evaluated their own effectiveness and identified the next step for their own improvement. This is to further develop their system for checking how well the pupil premium funding helps to improve pupils' achievement.

Information about this inspection

- Inspectors observed 25 lessons or small-group activities, of which four were joint observations with members of the school's senior leadership team.
- Meetings were held with members of the governing body, senior leaders, school staff and a representative from the local authority.
- Inspectors talked to pupils in lessons about their work, looked at books, listened to pupils read and talked to groups of pupils from Key Stage 2.
- Inspectors took account of 116 responses to Parent View and a recent survey of parents' views undertaken by the school. Inspectors also spoke with parents at the start of the day and received a number of letters and emails to consider.
- Inspectors took account of 27 questionnaires returned by members of staff and also a very recent survey of staff views undertaken by senior leaders.
- Inspectors observed the school's work, looked at progress data, performance management information, records relating to behaviour and attendance, as well as documents relating to safeguarding.

Inspection team

Jim Alexander, Lead inspector	Additional Inspector
Stefan Lord	Additional Inspector
Baljinder Khela	Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- The proportion of pupils supported by school action is below average.
- The proportion of pupils supported by school action plus or who have a statement of special educational needs is above average.
- The proportion of pupils who are known to be eligible for the pupil premium is below average. (The pupil premium is additional funding provided for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after.)
- The proportion of pupils from minority ethnic groups is below average.
- The school runs a well-attended breakfast club.
- The school meets the government's current floor standards, which set a minimum expectation for pupils' attainment and progress.
- The school is a member of a partnership of local schools, which provides guidance and training. The local authority frequently uses the Baildon CofE Primary as a model of best practice to support other schools within the authority.

What does the school need to do to improve further?

- Further develop the systems for governors to monitor how well the pupil premium funding is helping to improve pupils' achievement.

Inspection judgements

The achievement of pupils is outstanding

- A large proportion of children start the Early Years Foundation Stage with skills that are generally below those typically expected, particularly in reading, writing and number. They are helped to settle exceptionally well, develop excellent attitudes to school and soon make outstanding progress. As a result, children are very well prepared when they start Year 1.
- Pupils in Key Stage 1 make outstanding progress. As a result, attainment by the end of Year 2 has improved every year since the last inspection, and, in 2012 was in line with the national average in reading and mathematics and above average in writing.
- This outstanding progress continues across Key Stage 2, so that attainment by the end of Year 6 is above average in English and exceptionally high in mathematics.
- Across the school, pupils read regularly and there is a high level of challenge. As a result, many pupils in Year 1 are now reading at a level above the national average. Pupils in Key Stage 2 also love reading and one Year 6 pupil said, 'My love of reading was fostered when I was in Reception'. Other pupils readily agreed and explained how they too enjoy a range of texts.
- The reputation of this successful school means that an increasing number of pupils join the school during Key Stage 1 and 2. For example, a large proportion of Year 6 pupils last year were relatively new to the school and a number arrived with low levels of attainment. The excellent support for these pupils ensured they settled quickly and soon made the same outstanding progress as others.
- There are no underachieving groups, as all make much faster progress than normally expected. Teachers plan carefully to cater for the wide range of pupils' needs in their class. As a result, disabled pupils and those with special educational needs achieve well and make excellent progress.
- This excellent progress is matched by the small proportion of pupils who are from minority ethnic backgrounds.
- Pupil premium funding is used effectively. For example, extra staffing so that pupils can be taught in small groups or given individual tuition. Consequently, much faster progress is made than normally expected and these pupils' attainment is similar to their classmates.
- The school's commitment to provide equality of opportunity and tackle discrimination is clearly evident in all pupils' exceptional achievement.

The quality of teaching is outstanding

- The impact of high quality teaching over time is that pupils' achievement is outstanding.
- A notable strength within the Early Years Foundation Stage is how well teachers enable children to use what they know of sounds and letters to read tricky words.
- Teachers' subject knowledge is impressive and they use what they know of pupils' attainment to provide exciting work at just the right level. The quality of guidance during lessons is focused and individually tailored for each pupil. This means pupils receive the challenge and encouragement that are required to help them make the best possible use of time.
- The quality of marking is excellent. Equally impressive is how quickly pupils respond to the teachers' guidance to help improve the quality of their work. Pupils are taught to take pride in their work and consequently the presentation of their work is exceptionally high.
- Teachers use different forms of information and communication technology confidently and provide a rich and vibrant curriculum. Excellent use is made of the school's extensive grounds to make learning as practical and fun as possible.
- The school benefits from well-trained and highly experienced teaching assistants. Support staff are fully aware of what pupils are expected to learn in a given time and are skilled at modifying tasks to maximise the progress pupils make.

- The impact teaching has on pupils' spiritual, moral, social and cultural development is excellent. Relationships are very positive and there is a sense that 'learning is exciting' which permeates through the school.

The behaviour and safety of pupils are outstanding

- Pupils use their outstanding attitudes to learning to good effect and spur each other on in lessons to achieve well. They are frequently given problems to solve and relish the opportunity to challenge themselves to do their best.
- Pupils are extremely polite and courteous and older pupils are excellent role models for younger children in school. Pupils appreciate all the school is doing to make learning fun and exciting. They benefit from a very wide range of extra-curricular clubs. Their musical achievement is particularly impressive, matched only by their sporting success.
- Pupils' obvious enjoyment of school life explains why attendance is improving year on year and is significantly above average.
- Pupils get on very well together and feel very safe in this caring school. They are well informed about all types of bullying and know, for example, how to safely use the internet. School records show that incidents of bullying are exceptionally rare and always managed very well.
- Parents are unreservedly positive about how well the school supports and encourages their children.

The leadership and management are outstanding

- Leaders and managers at all levels work exceptionally well as a team in the continuous drive to ensure pupils' achievement is outstanding.
- A testament to the effectiveness of the leadership team is that momentum in school improvement has not faltered in the unavoidable recent short-term absence of the headteacher. During this time, the deputy headteacher has taken on the role of acting headteacher and the school has continued to go from strength to strength.
- The school's self-evaluation process is sharp, focused and accurate. This leads to the setting of appropriate priorities in the school improvement plans.
- All leaders regularly check the robustness of the quality of teaching. Senior leaders train and support school staff to become outstanding practitioners and arrangements to support colleagues new to the profession are exemplary.
- A comprehensive performance management process is firmly established; regular meetings to check on pupils' progress enable leaders to hold teachers to account.
- Leaders ensure that pupils have an exceptionally wide range of activities to enjoy; visitors to school and residential trips are a regular feature. There are many example of this, one being the recent Refugee Awareness Workshop pupils attended. These opportunities ensure pupils enjoy a well-rounded education and leave Year 6 exceptionally well prepared for high school.
- The school is highly successful at promoting equality of opportunity for all pupils and ensure they achieve outstandingly well. Parents appreciate the inclusive work of staff and many explain that teachers go 'above and beyond our expectations' especially when supporting disabled pupils or those with special educational needs.
- The local authority provides only light-touch support for this highly effective school. Indeed, the school is so successful that it regularly supports improvement in other schools within the local authority.
- **The governance of the school:**
 - The governing body is highly effective and passionate about ensuring pupils get a well-rounded education and achieve well. Governors are highly trained and bring a wealth of experience to their work. They have a very good understanding of the quality of teaching and

manage staff performance well. They also use data to effectively monitor the school's overall performance as well as pupils' progress. They have been fully involved in the decisions about how pupil premium funds are used and recognise that they now need to further develop their procedures for checking on how well it is helping to improve pupils' achievement. Governors ensure that safeguarding requirements are met and pupils are kept safe and happy in school.

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	107337
Local authority	Bradford
Inspection number	413251

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	451
Appropriate authority	The governing body
Chair	Derek Connelly MBE
Headteacher	Katie Savage
Date of previous school inspection	26 May 2010
Telephone number	01274 598540
Fax number	01274 530018
Email address	office@baildonce.co.uk

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