

Baynards Primary School

Address: Townsend Road, Tiptree, Colchester, Essex, CO5 0ND

Unique reference number (URN): 114767

Inspection report: 24 February 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Overall, pupils are well prepared for their next stages of education. They secure important knowledge across subjects, which helps them make connections between what they already know and their new learning. Throughout the curriculum, pupils build on their understanding, and this is reflected in the work they produce. For example, pupils develop a secure understanding of number facts, which supports them when solving more complex mathematical problems.

Improvements to the teaching of English and phonics have had a positive impact on pupils' achievement. Although pupils' achievement in the year 1 phonics screening check is not yet in line with national averages, teachers support pupils well to become fluent readers. By the end of key stage 2, pupils typically achieve in line with national averages in national tests. Pupils' writing has improved steadily over time. This is shown in their achievement at the end of Year 6 and in the writing they produce in lessons. While pupils continue to improve their writing, some do not make progress as quickly as leaders would like.

Attendance and behaviour

Expected standard 

Leaders have refined their protocols for monitoring attendance. They have established clear systems to identify when a pupil's attendance falls below leaders' expectations. When this happens, leaders put in place tailored support. They work closely with families to remove barriers pupils face towards attending school. They have much success with this work, and attendance rates are improving.

Leaders have set clearly understood expectations for pupils' behaviour. Staff apply these expectations consistently. This leads to a calm learning environment where classrooms are places of learning. Pupils want to learn. They generally work hard and concentrate well on their work. When pupils need extra help with their behaviour, well-trained staff provide effective support. This helps pupils to achieve well.

Behaviour is equally positive during pupils' social times. Pupils show kindness towards each other and include each other in their games. This creates a harmonious atmosphere that flows through the dining hall and across the playground. The positive relationships pupils share with each other mean bullying or any discriminatory behaviour is incredibly rare. When it does happen, staff deal with it skilfully and quickly so that it does not happen again.

Curriculum and teaching

Expected standard 

The curriculum is well designed. Overall, staff teach the curriculum effectively. They introduce new learning clearly. Staff help pupils to secure their understanding of new vocabulary by clearly explaining what new words mean. While this is typically the case, leaders know there is more to do to ensure that high-quality teaching is embedded, so pupils deepen their understanding of important knowledge and vocabulary across subjects.

Teachers usually match their lessons to pupils' various starting points. This includes pupils with special educational needs and/or disabilities (SEND). Staff adapt their teaching well to help pupils with SEND secure the knowledge they need to progress appropriately through the curriculum. For example, the use of pictures helps some pupils to develop their communication.

The curriculum supports pupils to secure the building blocks of knowledge they need across reading, writing and mathematics. Consistent phonics teaching is having a positive impact. It enables pupils who need extra help to secure their fluency and confidence in reading. Leaders have prioritised improving writing and have had success. However, they know there is more to do to ensure that all pupils are consistently supported to improve their writing.

Early years

Expected standard 

Leaders prioritise the early years as the key to children getting off to the best start at school. They have ensured that the curriculum is well designed to support children to learn across all areas of learning. Staff engage well with children and typically support them to develop their language and vocabulary. This helps children to learn well across the curriculum so they are well prepared for their next steps.

Leaders place a high priority on the teaching of phonics. Children quickly learn to identify the sounds that letters make and blend them together to read new and unfamiliar words. A love of reading runs alongside the phonics programme. Books and stories form a key part of the day. For example, children love planting seeds to grow cress based on a story they have learned in class.

Staff accurately identify children's different starting points. They use this information well to help them adapt the curriculum to meet children's individual needs. Staff work effectively with parents and carers from the moment children join. This helps the school to quickly identify where a child may face barriers to learning that require additional support.

Inclusion

Expected standard 

Leaders provide effective training for staff on how to identify the barriers that disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) may face. Staff do this well. Leaders work alongside staff to identify and implement the strategies and support that these pupils need. For example, staff check in with pupils who find settling into school in the morning difficult. This helps pupils to be calm and focus on their learning.

Leaders keep a close eye on the progress disadvantaged pupils and pupils with SEND make. Structured oversight works alongside informal approaches to keep a check of vulnerable pupils' progress. This enables leaders to evaluate and adapt the strategies they use well.

Leaders are rightly proud of the way they work with parents, carers and other professionals. Close working relationships with external professionals help leaders put in place effective support for vulnerable pupils. Leaders make well-considered decisions about how to use additional funding to target the support they offer. This has a positive impact on how well

pupils achieve. It also broadens disadvantaged pupils' experiences and helps to raise their aspirations.

Leadership and governance

Expected standard 

Leaders have an accurate understanding of what the school does well and where to target future improvement priorities. They have worked to improve the education that pupils receive in a coherent and logical way. For example, leaders' actions to strengthen the quality of teaching have had a positive impact on how well pupils achieve. Governors keep a close eye on the school. They provide appropriate challenge and support to leaders.

Leaders make decisions that are firmly rooted in the best interests of pupils, particularly those who may face barriers to their learning, such as those with special educational needs and/or disabilities. Leaders have ensured that there is a clear vision for supporting pupils who are vulnerable to thrive. They have ensured that staff are knowledgeable about how best to support these pupils.

Leaders work well to engage parents and carers and staff. Staff appreciate the support leaders provide. Well-matched professional development helps staff to develop their own subject knowledge. This helps staff to put in place the right support for pupils to help them to achieve. Leaders' support for staff also helps them to manage their workload and wellbeing. Staff are incredibly proud to work here. Parents and carers value the support that leaders offer their children and family. This leads to a community that is proud to be a part of the Baynards family.

Personal development and wellbeing

Expected standard 

The personal, social, health and economic (PSHE) education curriculum is clearly designed and structured to help pupils understand important knowledge they need for later life. Pupils secure an appropriate understanding of the topics they learn during PSHE lessons. For example, pupils know what constitutes a healthy relationship. They also understand how to keep themselves safe, including when online.

High-quality pastoral support is a notable feature of the personal development offer. Leaders identify pupils who may need additional pastoral support with care. Well-considered strategies are put in place to help these pupils to develop their confidence and resilience.

The personal development offer provides pupils with a range of ways to develop existing talents and learn new ones. The offer matches pupils' needs and aspirations well. This includes for disadvantaged pupils, who benefit fully from the offer. Pupils enjoy taking part in a wide range of sporting events and clubs, including gardening, roller-skating and board games. They also enjoy opportunities to sing in the school choir or act in school performances. These experiences give pupils many happy and lasting memories of their time at Baynards.

The school instils in pupils the important values they need to show. Leaders foster a sense of responsibility and kindness through the personal development programme. Pupils value taking ownership of fundraising activities for their classes. They appreciate the school listening to their views when deciding how to spend the money they have raised. Kindness

is evident in all aspects of school life. Pupils show this in the way they are respectful of each other's differences. They value listening to those from different backgrounds when they share their beliefs and views during assemblies. Pupils are being appropriately prepared for life in modern Britain.

What it's like to be a pupil at this school

Baynards Primary School is a small school with a big heart. Pupils arrive in the morning with smiles on their faces, eager to start their day. Caring and attentive staff greet pupils at the door to help them settle quickly. Pupils enjoy their learning. For example, they enjoy learning about different historical periods or developing new sporting skills during physical education lessons.

The school promptly identifies any barriers to learning that some pupils face. Appropriate support is then put in place quickly to remove these barriers. This includes extra help for those pupils who struggle to attend school every day. Leaders provide the right support to families, which helps pupils to improve their attendance when needed.

Pupils are incredibly proud to represent their school. They wear their badges with pride as members of sporting teams, such as the squash or cross-country teams. Pupils learn responsibility through leadership positions they take on. Mental health ambassadors are trained to support other pupils. Sports captains and head boy and head girl roles are positions to aspire to. This work develops pupils' self-esteem and confidence when leading assemblies.

Pupils live the values leaders want them to show every day. Kindness is a key value. Pupils enjoy seeing who has won the 'kindness cup' each week. They celebrate each other's successes. This helps to build the positive relationships that exist throughout school. Pupils enjoy being together in the dining hall and on the school playground. They play well together when skipping or completing activity trails. Pupils behave equally well in lessons. They work hard and concentrate so they can achieve well. This prepares them well for their next stages of education.

Next steps

- Leaders should ensure that teaching consistently supports pupils to improve their writing in English and other subjects.
 - Leaders should ensure that high-quality teaching is embedded in all subjects so that pupils deepen their understanding of important knowledge and vocabulary as they move through the school.
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About this inspection

The chair of the board of governors is Mr Peter Burt.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, special educational needs coordinator (SENCo), staff, governors and a representative of the local authority during the inspection.

The inspectors confirmed the following information about the school:

The headteacher and SENCo have both taken up post since the previous inspection. The headteacher joined the school in October 2022. The SENCo took up post in September 2022.

The school does not currently use any alternative provision.

Headteacher: Judith Dale

Lead inspector:

Michael Williams, His Majesty's Inspector

Team inspector:

Stuart Pope, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 24 February 2026

School and pupil context

Total pupils

98

Well below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

105

Well below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

44.90%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.04%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

32.65%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	59%	61%	Close to average
2024/25 (revised)	67%	62%	Close to average
2023/24 (final)	73%	61%	Above
2022/23 (final)	27%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	74%	Close to average
2024/25 (revised)	80%	75%	Close to average
2023/24 (final)	80%	74%	Close to average
2022/23 (final)	55%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	66%	72%	Below
2024/25 (revised)	87%	72%	Above
2023/24 (final)	73%	72%	Close to average
2022/23 (final)	27%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	73%	Close to average
2024/25 (revised)	80%	74%	Close to average
2023/24 (final)	87%	73%	Above
2022/23 (final)	36%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	33%	46%	Below
2024/25 (revised)	S	47%	S
2023/24 (final)	43%	46%	Close to average
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	60%	62%	Close to average
2024/25 (revised)	S	63%	S
2023/24 (final)	57%	62%	Close to average
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	40%	59%	Below
2024/25 (revised)	S	59%	S
2023/24 (final)	43%	58%	Below
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	53%	60%	Close to average
2024/25 (revised)	S	61%	S
2023/24 (final)	71%	59%	Above
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	33%	68%	-34 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	43%	67%	-25 pp
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	60%	80%	-20 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	57%	80%	-23 pp
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	40%	78%	-38 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	43%	78%	-35 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	53%	80%	-26 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	71%	79%	-8 pp
2022/23 (final)	S	79%	S

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Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	5.3%	5.2%	Close to average
2023/24 (3 term)	6.7%	5.5%	Above
2022/23 (3 term)	6.7%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	13.2%	13.3%	Close to average
2023/24 (3 term)	20.7%	14.6%	Above
2022/23 (3 term)	17.0%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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