

Bailey Green Primary School

Inspection report

Unique Reference Number	108587
Local Authority	North Tyneside
Inspection number	356385
Inspection dates	16–17 November 2010
Reporting inspector	Susan Waugh

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	350
Appropriate authority	The governing body
Chair	Mrs Cath Bailey
Headteacher	Mrs Mary Macdonald
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by three additional inspectors. They visited 20 lessons and saw 15 teachers teach. They held meetings with members of the governing body, staff and groups of pupils and spoke with a representative from the local authority. They observed the school's work and looked at documentation including pupils' books, the school improvement plan and data on pupils' progress. Inspectors analysed 62 questionnaires from parents and carers, together with those from staff and pupils.

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

- How well pupils achieve particularly in mathematics and science.
- How teachers help pupils make progress, in particular how they build on previous learning.
- Whether all leaders and managers are bringing about and sustaining improvements in the school.

Information about the school

The school is larger than average and serves children from a predominantly White British heritage. The proportion of children known to be eligible for free school meals is slightly above the national average. The proportion of pupils with special educational needs and/or disabilities is just below average, as is the proportion with a statement of special educational needs. The acting headteacher has been in post since January 2010. Eight of the teaching staff were new to the school in September 2010. The school holds a number of awards including Eco school silver and Artsmark gold.

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?

3

The school's capacity for sustained improvement

3

Main findings

Bailey Green is a satisfactory and improving school. Since the last inspection, it has experienced a period of considerable staffing turbulence when pupils' attainment fell and rates of progress slowed. However, this trend is now being reversed due to the dynamic and purposeful leadership of the acting headteacher. She has ensured that those with newly defined leadership and management responsibilities are beginning to make a difference to the quality of the school's work. Although their monitoring roles are not yet fully developed they are beginning to hold teachers to account for the progress pupils make. Self-evaluation is accurate. Well-focused action plans are in place, which are firmly focused on raising pupils' attainment further, particularly in science. The school recognises the need for the governing body, and leaders and managers at all levels to implement these plans swiftly and monitor their effectiveness thoroughly. Consequently, leadership and management are satisfactory and the school has satisfactory capacity to improve.

Rigorous systems to measure and track pupils' progress have been implemented and are beginning to have an impact on raising attainment. However, the use of these systems has yet to become fully embedded, especially in using information to plan future learning particularly for more-able pupils. Pupils make satisfactory progress to reach broadly average standards when they reach Year 6. The school's data indicates that declining standards in mathematics and science have been reversed. Although attainment in English overall is improving, pupils are not making enough progress in their writing. Pupils' knowledge of letters and their sounds are not sufficiently developed in the Early Years Foundation Stage or in Years 1 and 2. Achievement is satisfactory because teaching is broadly satisfactory and in some lessons it is good. In the best lessons, pupils are clear about what they are going to learn and teachers make regular checks during the lesson to ensure that pupils fully understand what is expected of them. However, this good practice is inconsistent through the school.

Pupils enjoy school. They make a positive contribution to the school and the community through the various roles and responsibilities they hold and the many fundraising events they take part in. The good care, guidance and support they receive coupled with good behaviour and the respect they show for each other ensures that they feel safe. Pupils understand how to stay healthy and many participate enthusiastically in sporting activities beyond the school day.

What does the school need to do to improve further?

- Improve attainment and achievement in writing by:
 - including more opportunities for developing pupils' writing skills across the curriculum

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- ensuring that children have the opportunity to apply the knowledge of letters and their sounds they are taught, particularly in the Early Years Foundation Stage and in Years 1 and 2
- introducing the systematic teaching and marking of spelling.
- Further improve the quality of teaching and learning by:
 - making it clear to pupils the steps they need to take in lessons to meet the intended learning outcome
 - giving pupils time to respond to teachers' comments in their books so that they can improve their work
 - matching work more accurately for more-able pupils so they make more rapid progress
 - always checking pupils' understanding especially during whole-class teaching sessions.
- Strengthen the effectiveness of leadership and management by:
 - ensuring that all leaders and managers are more involved in evaluating what is happening in lessons, so that they can make a more informed contribution to improving teaching and learning
 - ensuring that members of the governing body regularly evaluate the work of the school and hold it to account more effectively.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

The vast majority of pupils respond well to the teaching they receive because relationships with staff are good. In lessons, they listen carefully, work hard and make satisfactory and sometimes good progress. Occasionally, a lack of clarity about the outcome of the lesson slows progress because pupils become confused about what is expected of them. More-able pupils are not always given work that provides them with sufficient challenge to ensure that they make enough progress.

Pupils enter school with skills which are broadly typical for their age. Attainment at the end of Year 6 is broadly average in all subjects. Work seen in lessons, in pupils' books and the school's tracking data, indicates an improvement in attainment in mathematics and science and shows that progress is satisfactory. Although attainment is broadly average at the end of Year 6 in English, progress is variable. While the majority of pupils make good progress in reading, it is satisfactory in writing and at the end of Year 2, many are not at the expected level because they are unable to apply their knowledge of letters and their sounds to their writing. Pupils with special educational needs and/or disabilities benefit from the constructive support they are given by teaching assistants and make the same satisfactory progress as their peers.

Pupils are polite and considerate and this contributes towards their good behaviour. They have good opportunities to take responsibilities in school. For example, the school council helped to write an anti-bullying leaflet for pupils. Pupils make a good contribution to the

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wider community, for example, singing carols at the local supermarket and collecting for many charitable organisations. They are well informed about how to stay safe and demonstrate a desire to be involved in health promotion activities, such as the healthy tuck shop and the wide range of after-school sports. Moral and social development is stronger than the pupils' cultural and spiritual development. Pupils' satisfactory basic skills and regular attendance leads to sound preparation for their future lives.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

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

How effective is the provision?

In the lessons where teachers have high expectations of their pupils, they move learning along briskly and pupils are encouraged to be active and practise skills on their own. Pupils are given clear guidance on the steps needed to achieve a lesson objective and frequent checks are made to ensure they understand what they are learning. In less successful lessons, pupils are not clear about what they are learning and work is not always well-matched to needs, especially for higher-ability pupils. Occasionally, pupils spend too long listening passively to the teacher, who does not check pupils' understanding often enough. Consequently, the lesson moves at a slow pace. Teachers mark pupils' work regularly and guide them about the improvements they could make. However, pupils are not given enough time to act on these suggestions.

The curriculum has recently been revised to ensure continuity and a clear progression of skills. Assessment information is now being used more effectively to meet the needs of

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most pupils. Opportunities for pupils to practise writing skills in a range of subjects are rare and the organisation of the teaching of letters and their sounds and spelling is not consistent. As a result, progress in writing is not as good as in other subjects. The school offers a wide range of clubs to promote pupils' sporting and artistic skills and the use of visitors has had a positive impact on aspects of the curriculum which promote safety and healthy living.

This is a caring school and this supports pupils' learning well. Pupils whose circumstances make them more vulnerable are particularly well supported by the school and the range of specialist agencies with which the school works in partnership. Transition into the next phase of education is organised well, with pupils attending a number of events both social and academic. The move from class to class within school is also managed well. Recently introduced procedures to check on attendance and punctuality have been successful in reducing absence and improving timekeeping.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The acting headteacher moved swiftly to bring about a renewed purpose to the school so that there is a vision and way forward amongst all staff. Everyone is clear about the school's priorities. Other leaders and managers are now playing their part in bringing about improvements by implementing the rigorous monitoring and evaluation systems and in adapting the curriculum so that it more closely linked to the needs of pupils. This has ensured that standards in mathematics and science have risen and plans are in place to improve achievement in writing. The monitoring of teaching is not yet as well embedded so the impact is less apparent.

The governing body provides satisfactory management and fulfils its statutory duties. However, governors do not always hold the school to account in a systematic way to ensure that any shortcomings can be addressed promptly. Partnership with parents and carers is generally positive and initiatives have been put in place to re-engage them more fully with the school. The school is cohesive and welcoming, with good links in the local community. It has yet to extend fully its links to promote community cohesion further afield or to evaluate the impact of this work. Safeguarding procedures are satisfactory and meet current requirements. While all pupils are included in the life of the school and discrimination is not tolerated some pupils, especially the more able, have yet to achieve their full potential.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children settle quickly and happily into the Early Years Foundation Stage because staff ensure that there is a safe, calm and caring atmosphere. The good role models that staff provide, mean that children behave well and show concern and cooperation for each other. They confidently access the activities they can choose for themselves, both indoors and outdoors. Overall, progress is satisfactory and is good in the children's personal, social and emotional development.

Overall teaching is satisfactory and staff generally use the information from observations to provide activities which support individual interests and sustains children's enthusiasm. Although adults provide good support to extend children's language skills, they miss opportunities to help to develop their independence and to provide them with challenge. Children's progress in writing slows because there are insufficient opportunities for them to practise their skills. The approach to teaching letters and sounds is not well enough targeted to meet the needs of all children.

Sound leadership has ensured there is a clear understanding of strengths and weaknesses but the actions taken to address them are not sharply focused. Relationships with parents, carers and a range of external agencies are positive and this contributes towards children feeling safe and enjoying learning.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

A small minority of parents and carers responded to the questionnaire. Of those who did so, a large majority were extremely positive about all aspects of the school. In particular, they were pleased that their child enjoys school and that they are safe whilst they are in school. A small minority of parents and carers expressed concerns about all aspects of the school. They were disappointed about the cancellation of a school visit. They also expressed concerns about the lack of homework in a specific year group. Inspectors found that homework overall is satisfactory and the school is reviewing where this needs further attention.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bailey Green 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 62 completed questionnaires by the end of the on-site inspection. In total, there are 350 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	55	26	42	2	3	0	0
The school keeps my child safe	26	42	34	55	2	3	0	0
My school informs me about my child's progress	21	34	28	45	9	15	1	2
My child is making enough progress at this school	24	39	28	45	8	13	2	3
The teaching is good at this school	19	31	32	52	6	10	0	0
The school helps me to support my child's learning	16	26	32	52	12	19	1	2
The school helps my child to have a healthy lifestyle	20	32	32	52	6	10	1	2
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)	19	31	33	53	5	8	0	0
The school meets my child's particular needs	18	29	31	50	9	15	1	2
The school deals effectively with unacceptable behaviour	15	24	35	56	6	10	3	5
The school takes account of my suggestions and concerns	15	24	26	42	9	15	1	2
The school is led and managed effectively	17	27	27	44	10	16	4	6
Overall, I am happy with my child's experience at this school	20	32	31	50	7	11	1	2

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 all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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 pupils' 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.



18 November 2010

Dear Pupils

Inspection of Bailey Green Primary School, Killingworth NE12 6QL

Thank you for being so friendly and helpful when the inspectors visited your school. We really enjoyed our time being able to talk with so many of you. We were pleased to hear that you feel safe and enjoy school. These are some of the things I have said about your school in our report.

- Yours is a satisfactory school where you make satisfactory progress.
- The care, guidance and support the school gives you are good.
- The school helps you to have a good understanding of how to be healthy.
- Your behaviour is good.
- You make a good contribution to the school by taking responsibility and you help others by collecting for charities.

I have identified three improvements to make your school even better. I would like your headteacher and the governing body to:

- improve the way that you learn how to write
- improve the teaching you receive so that you can make better progress
- ensure that the governing body improves the way it checks on how well the school is doing and that leaders and managers suggest ways to make teaching even better.

You can help your school improve even further by attending school regularly and working with your teachers to achieve the very best you can.

Yours sincerely

Sue Waugh

Lead inspector

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