

Bailey Green Primary School

West Bailey, Killingworth, Newcastle-upon-Tyne, NE12 6QL

Inspection dates 9–10 October 2012

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| Overall effectiveness | Previous inspection: | Satisfactory | 3 |
| | 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

- Achievement in all subjects is outstanding because excellent teaching sets very high expectations for what all pupils can achieve.
- Rapid and sustained progress, maintained throughout all year groups, means that by the end of Year 6, pupils' achievement is well above age-related expectations.
- Outstanding teaching ensures all pupils are constantly challenged, enabling pupils of all abilities, including those known to be eligible for the pupil premium, to excel in their learning.
- Pupils have exceedingly positive attitudes to learning and always strive to do their best. They take a great pride in their work and school. This is evident in their high levels of engagement.
- Some teachers have significantly enhanced and developed their teaching skills through the sharing of good practice, resulting in improved achievement for pupils.
- Pupils' behaviour is exemplary. They are kind, courteous and well mannered at all times around school.
- The curriculum is both varied and highly stimulating. Exceptionally imaginative opportunities for learning are provided. These opportunities are further successfully enhanced through many visits, visitors and an exceedingly broad range of extra-curricular activities.
- The headteacher provides inspirational leadership. All school leaders and governors have a relentless commitment to sustaining high standards. They meticulously monitor pupils' progress and provide further challenge and support when necessary. This has contributed exceedingly effectively to bringing about many improvements since the last inspection.
- Pupils feel entirely safe at all times. They are exceptionally well aware of how to keep themselves safe and they take care of each other very well.

Information about this inspection

- Inspectors observed 21 lessons taught by 16 teachers, together with sessions taught by teaching assistants working with small groups of pupils.
- Discussions were held with pupils, teaching staff, school leaders, and members of the governing body and a representative of the local authority.
- Inspectors took account of 26 responses to the on-line questionnaire (Parent View), three letters from parents submitted to the inspection team and the 25 questionnaires completed by staff.
- The inspectors observed the school's work and examined a range of documentation, including the school self-evaluation, development plan, the school's records of pupils' current progress, monitoring and evaluation documentation and records relating to behaviour, attendance and safeguarding.

Inspection team

Alan Sergison, Lead inspector

Additional Inspector

Graeme Clarke

Additional Inspector

Anne Firth

Additional Inspector

Full report

Information about this school

- The school is a larger than average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is in line with the average.
- The proportion of pupils supported through school action is broadly average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is broadly average.
- The school extends its services by providing breakfast and after-school clubs each day.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school has attained a number of external accreditations including Healthy School status and the Eco School silver award.

What does the school need to do to improve further?

- Consolidate pupils' outstanding progress by developing existing high quality teaching through ensuring constant sharing of the very best practice between all staff.

Inspection judgements

The achievement of pupils

is outstanding

- All groups of pupils, including those supported by the pupil premium, make excellent progress. When pupils leave school at the end of Year 6, standards achieved are well above national age-related expectations.
- Children enter the school with knowledge and skills which are very low compared to those expected for their age particularly in communication and language and personal and social development. Children settle quickly and make good progress across all the areas of learning. They enter the Reception class with skills just below expectations. The curriculum has recently been enhanced and assessment procedures have recently been reviewed leading to accelerated progress in developing basic writing and mathematical skills while children are in the Early Years Foundation Stage.
- Rates of progress made by pupils continue to accelerate across Key Stage 1 so that by the time they enter Key Stage 2, standards achieved are above national averages.
- During Key Stage 2, pupils' progress continues to accelerate, especially in Years 5 and 6. Pupils' work and the recent, un-validated test results illustrate that the concerted action to improve reading and writing throughout the school is highly effective.
- Teachers use daily planning and assessment journals which are highly effective in ensuring progress of all pupils is closely monitored enabling teachers to swiftly adapt teaching so tasks are closely matched to pupils' needs.
- Pupils' basic skills are developed systematically and very successfully. For example, every day, the short Everyone Reading in Class sessions (ERIC) and the weekly 'Big Write' sessions support the development of pupils' writing skills. They have a dramatically positive impact on pupils' progress. High quality homework activities further enhance and extend pupils' learning.
- Disabled pupils and those who have special educational needs, together with those who attract the pupil premium achieve as well as their peers throughout school. They all participate very well in daily lessons and benefit from good quality additional support within the classroom or in small withdrawal groups.
- Pupils are encouraged to think exceedingly deeply about their learning and they respond very well.

The quality of teaching

is outstanding

- Teaching enables pupils to learn exceptionally well in all subjects. All staff expect high standards for all aspects of pupils' development. This results in high levels of engagement. Pupils take a great pride in their work and school.
- Teachers take full account of pupils' individual starting points and their enthusiasm for learning. They promote pupils' skills in literacy and numeracy highly effectively. Teachers and support staff are highly skilled in ensuring all pupils are exceptionally well challenged, including those who may have fallen behind slightly in developing these basic skills. For example, last year, all those whose basic skills were below average at the start of Year 4 reached well above the expected levels by the end of Year 6.
- Teachers use assessment information very effectively to negotiate ambitious targets with pupils and frequently engage them in reviewing their own work as well as encouraging them to share their learning with their classmates. They provide excellent very tightly focused feedback through the accurate marking of pupils' work, identifying strengths and suggesting improvements.
- Exciting and stimulating learning activities ensure all pupils can make outstanding progress. For example, a teacher of the youngest children pretended to be 'Mrs Fish', and, by blowing bubbles in the air, helped children enjoy making good progress in learning the letter sounds and name 'b'. Similarly, in a very successful mathematics lesson older pupils investigated the

properties of three dimensional shapes. They worked very enthusiastically with a partner to describe their shapes while partners recorded this on a small whiteboard. They made very good use of appropriate mathematical language in this stimulating, creative activity.

- Particularly successful lessons are characterised by the high expectations of the teacher, good pace to the learning, and use of sharp questioning to extend learning and support teacher assessment plus encouragement to develop as independent learners.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour in and around the school is exemplary at all times as the result of high expectations of all staff.
- Pupils have exceptionally positive attitudes to learning contributing significantly to excellent progress in lessons. A calm purposeful atmosphere pervades the school. All adults and pupils get along with one another extremely well in a very harmonious school community. The mutual respect between adults and pupils is apparent in their happy, friendly relationships throughout the day.
- Pupils are very attentive in lessons and increasingly acquire skills that enable them to work independently. They share resources well and willingly engage in whole-class and group discussions sensibly resulting in an extremely positive impact on learning and progress. Following educational visits, the school often receives letters paying tribute to pupils' excellent behaviour.
- Behaviour at all times of the school day is excellent. At break and lunchtime, school buddies relish the extra responsibility they have to support pupils who may need particular attention and all pupils are sensitive to the needs of their classmates, including those who, because of disabilities or particular need, require specific support. The revised and well-structured behaviour policy makes a significant contribution to this and is appreciated by the pupils. As one pupil remarked, 'School is like a big family'.
- Pupils agree they feel safe in school and well looked after; their parents and carers agree. A small percentage of parents expressed some minor concerns about bullying. Inspection evidence shows that pupils are confident any such issues are rare and are well dealt with by adults.
- Pupils are aware of how to keep themselves safe including from cyber risks. They feel that adults support them well should they require specific help and that their concerns would be addressed.
- The school has successfully improved levels of attendance. Parents express the view that children are now happy at school. One parent stated, 'I feel that the school has become a real community again and my children have a fabulous environment in which to enjoy learning.'

The leadership and management are outstanding

- The headteacher provides inspirational leadership with a clear passion, determination, drive and energy to lead the school forward. Strong leadership has resulted in exceedingly significant improvement. In a highly successful cooperative team approach, senior leaders constantly build on the school's many strengths. The support received from staff is wholehearted. All staff unanimously express pride in being part of the school team. Reflective and self-critical monitoring ensures any variations in the quality of learning are accurately identified and quickly responded to. This very securely underpins pupils' excellent achievement.
- Pupils' progress is rigorously and systematically checked. As a result, school self-evaluation is accurate. Systems for performance management are effective and sharply focused. Professional development contributes effectively to the development of staff skills in order to secure continuous improvement.

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- Some staff speak highly of a number of occasions when extra training has improved their effectiveness well. This includes the support provided for newly qualified teachers. Currently, the very best practice seen across the school is not consistently shared with all staff, enabling them all to teach to an exceptionally high standard.
 - The highly successful curriculum is focused on fully developing pupils' basic skills resulting in them being provided with a very wide range of opportunities to develop skills across all subjects. Visits to The Hancock Museum, Whitehouse Farm and Bamburgh Castle all serve to further stimulate and enrich learning. In addition, older pupils have a number of opportunities to participate in residential visits to places such as High Borran and France.
 - There is an extensive range of enrichment activities including visits, visitors, school clubs and the breakfast and after-school clubs which all contribute to the pupils' very evident enjoyment of learning. These all have a very positive impact on pupils' learning and contribute exceptionally well to their excellent spiritual, moral, social and cultural development.
 - The school has developed strong partnerships with parents and is held in high esteem. The high quality Bailey Green Gazette, the school website and regular newsletters all ensure these partnerships are maintained well throughout the year. Open evenings provide an excellent conduit for sharing information about aspects of pupils' learning, personal development and welfare.
 - Safeguarding meets statutory requirements with much effective practice strengthening the high quality of care and support for pupils.
 - **The governance of the school:**
 - The governing body demonstrates clear ambition and an accurate and well-informed view of the school's strengths and areas for development.
 - The governors hold the school to account very effectively using a range of well-developed strategies.
 - The governing body is committed to including all pupils equally and eliminating discrimination resulting in the pupil premium being used exceptionally effectively.
 - Governors work highly successfully with the local authority providing light touch support for this outstanding school.
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What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 108587 |
| Local authority | North Tyneside |
| Inspection number | 405178 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 419 |
| Appropriate authority | The governing body |
| Chair | Cath Bailey |
| Headteacher | Lisa Taylor |
| Date of previous school inspection | 16 November 2010 |
| Telephone number | 0191 200 8356 |
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