

Bailey's Court Primary School

Breaches Gate, Bristol, BS32 8AZ

Inspection dates 5–6 March 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- The new headteacher has energised the school and introduced many improvements, particularly in teaching and the Early Years Foundation Stage. These are starting to raise achievement.
- Children join Reception with the expected skills for their age; they leave Year 6 with above average attainment. Pupils achieve well. Good teaching means that there are no significant variations in progress between different groups of pupils.
- There is a strong focus on learning. Pupils find lessons worthwhile and fun and take part enthusiastically.
- This is a happy school where pupils enjoy learning and playing. Behaviour is outstanding. Warm relationships between pupils and with staff contribute to a calm, safe atmosphere. Disruption to learning is very unusual and bullying almost unknown.
- Careful checks by leaders and managers provide them with a clear picture of the school. Areas of concern are rigorously followed up, promoting rapid improvements.
- The governing body gives effective support and guidance. Staff work well as a close team and are committed to moving the school forwards.

It is not yet an outstanding school because

- Introductions to lessons do not always fully make use of the skills of teaching assistants, so missing opportunities to make the most of learning.
- Not enough pupils have clear targets to help them raise their mathematics skills.

Information about this inspection

- The inspectors observed lessons in all classes. They visited 20 lessons taught by 17 teachers.
- Inspectors held discussions with pupils, parents, teachers, the headteacher, representatives of the governing body and a local authority officer.
- Inspectors examined numerous school documents including policies, assessment information, planning documents and records of all kinds.
- The views of 68 parents were analysed through the Parent View website. A school survey of parents' opinions was also analysed.

Inspection team

John Carnaghan, Lead inspector	Additional Inspector
Jan Edwards	Additional Inspector
Philip Scull	Additional Inspector

Full report

Information about this school

- Bailey's Court is a larger-than-average-sized primary school.
- Most pupils are from White British backgrounds.
- The proportion of pupils known to be eligible for the pupil premium (additional funding for looked after children, pupils known to be eligible for free school meals and those from service families) is below average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is also below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher took up his post in September 2012.

What does the school need to do to improve further?

- Raise achievement through making more teaching outstanding, by:
 - planning the way teaching assistants work so they promote learning as effectively during the introduction to lessons as they do during pupils' individual work
 - developing the setting of targets in mathematics so as to give good advice to pupils about how to improve their skills.

Inspection judgements

The achievement of pupils is good

- Children make a good start in the Early Years Foundation Stage. Thorough planning and high quality teaching bring about good learning. Children quickly develop skills in the main areas of learning and important personal attributes such as working together or independently when required. They make good progress and join Year 1 with a love of learning and well equipped to start the National Curriculum.
- Attainment at the end of both Key Stages 1 and 2 is above average. Levels in both English and mathematics are better than expected for their age.
- Pupils' progress is consistent because teaching is well planned to offer the right degree of support and challenge to all. The careful checks made on learning, and the increasingly effective extra support offered to individuals, have closed previous gaps in progress. For example, well planned changes to teaching content and styles have made learning more attractive to boys and their achievement in relation to that of girls is similar to all pupils nationally.
- Progress for all groups has sped up this year in response to sharper, more consistent teaching and the availability of stronger additional support. Pupils, including the most able, achieve well in all areas, including English and mathematics.
- Teachers know pupils well and use information about their progress perceptively to tailor teaching to individual needs. This strong support means that disabled pupils and those who have special educational needs make similar progress to their peers.
- Pupils known to be eligible for the pupil premium benefit from the high quality extra help they receive. Their attainment in English and mathematics, shown by their average point scores, is similar to all other pupils in the school. The average point scores for pupils known to be eligible for free school meals, those who are looked after and from service families indicate that their progress in both English and mathematics is improving quickly and any gap to other pupils has closed rapidly.
- Reading is very well promoted from an early age and pupils read widely, both at home and at school. Reading is valued by pupils. Many say they have favourite writers and stories. Pupils are confident readers and talk enthusiastically about it. Regular class story time for all ages promotes a love of literature and teachers' enthusiasm for reading of all kinds is infectious. The teaching of the sounds that letters make (phonics) is effective and pupils quickly learn the required skills.

The quality of teaching is good

- The school has used effective strategies to raise the quality of teaching, for example bringing in a template for lesson planning to ensure thorough preparation. As a result, teaching is improving well and lessons share similar strengths. These reforms are relatively recent so their impact on pupils' progress over time is not yet fully evident.
- Teachers have good subject knowledge and excellent pupil management skills, fostering excellent relationships. Lessons take place in a calm, purposeful atmosphere where adults and pupils work in close harmony to promote learning.
- Teachers have high expectations and plan activities very well to keep pupils working at full stretch. Pupils relish the challenges they are given and say they find lessons highly enjoyable. They listen carefully to their teachers and one another and are always keen to learn.
- From an early age, pupils have excellent opportunities to work independently. For example, Reception children were expected to start their laptop computers, log on, go onto the internet and find the required site on ordering numbers after brief instructions from the teacher. This was very challenging, but pupils tackled it with gusto, developing computer and mathematics skills.
- Teachers question pupils skilfully, checking how well they are learning. They adjust lesson plans

to changing circumstances, for example when pupils have grasped something more quickly than expected or when they are struggling to understand.

- Pupils agree their work is thoroughly marked. Teachers' comments are encouraging and provide helpful advice. Targets in English give valuable pointers so that pupils know what to do next. However, this effective practice does not extend to all year groups mathematics.
- Teaching assistants are well trained and contribute strongly to tackling potential under achievement. Test information and staff's in-depth understanding of each pupil enable those who are finding difficulty learning to be quickly identified. Well-chosen additional support is then provided, usually in individual or small-group sessions that are led by teaching assistants. These are most effective and mean that all groups make good progress.
- Teachers do not always plan well enough to use the skills of teaching assistants in the introductions to lessons. As a result, they tend to sit passively before swinging into action later in the lesson when pupils tackle tasks.

The behaviour and safety of pupils are outstanding

- Excellent behaviour in lessons underpins pupils' good and improving learning. Parents, staff and pupils confirm excellent behaviour is the norm. School records indicate that behaviour over time is of a very high standard.
- Concentration in lessons can be remarkable and pupils often work in near silence as they strive to meet their learning goals. Pupils are always ready to learn and are immediately obedient to instructions. They quickly fall silent when requested and work very well in pairs and teams.
- Pupils appreciate the excellent behaviour in school. They move around sensibly and playtimes are harmonious, with older pupils keeping an eye on the safety of their younger peers. Pupils report that bullying in all its forms is very rare and express full confidence in adults' ability to sort out any concerns.
- Pupils are cheerful and courteous taking their cues from staff, who provide good role models. They understand the school behaviour policy and see it as fairly applied and a benefit to school life.
- Lessons provide many opportunities for pupils to understand how to stay safe in their daily lives, from avoiding risks around the home to being safe on the busy local roads.

The leadership and management are good

- On his appointment, the headteacher quickly gained an accurate picture of the school's strengths and weaknesses. Checks made on attainment, progress and teaching indicated where action was required and changes were quickly introduced. For example, the accommodation and resources in the Early Years Foundation Stage were rapidly improved to give more opportunities for children to learn by themselves.
- The school now uses information about pupils' standards and progress with greater rigour. Teachers can quickly and accurately identify where pupils may be slipping behind and move to provide the right additional support. Regular booster sessions, led by well-trained teaching assistants, are successfully closing gaps in progress, giving equal opportunities to all and making sure that there is no discrimination.
- Assessment information guides the way leaders and managers develop teaching. Staff are held to account for the progress of children in their class. Regular checks made by senior leaders on lessons, teachers' plans and pupils' books have meant that much teaching is now good or better. However, there are few planned opportunities for staff to share good teaching practices with one another.
- Staff have reacted positively to the reforms introduced since the headteacher was appointed. They feel fully included in the leadership and management process and are keen to play their

part in improving the school. Well-judged development plans point the way to the future and enhance the school's capacity to continue to improve.

- The local authority has offered strong support. Officers were particularly helpful in assisting the new headteacher in his initial assessment of the school and to help him quickly bring about improvements.
- Each term a whole-school topic supports pupils' learning. Good planning by year team staff gives a varied range of activities and opportunities that build on earlier learning. Subjects are often linked together to develop pupils' skills. Each class is named after a country to develop pupils' knowledge of the wider world.
- Regular enrichment afternoons tackle important and interesting topics such as healthy living, first aid, philosophy and keeping safe. The work pupils do in Year 6 is well supported by the local secondary school, which provides expert teaching of music, drama and French. Pupils have numerous opportunities to reflect on the lives of others, but the school has few links with schools in contrasting areas, either at home or abroad.
- There are numerous opportunities for pupils to develop social and moral understanding. For example, Years 5 and 6 pupils run a Fairtrade café and send the money raised to charity. The impact of this strong moral and social development is clearly evident in pupils' excellent behaviour and relationships.

■ **The governance of the school:**

- The governing body is in regular contact with the school and receives frequent, comprehensive reports from its leaders. This provides members with a good knowledge of the quality of teaching and pupils' achievement. They show an increasing grasp of information on pupils' progress and know where pupils' achievement stands compared with national averages. Members of the governing body are well informed about individual teachers' performance and the direct links this has to pay progression. They are rigorous in making sure that before teachers move to higher pay scales this is justified by improved performance. They know what the school is doing to reward good teaching and tackle any underperformance. The governing body keeps a close eye on school finances. Governors contribute to discussions about where additional funds, such as the pupil premium, should be spent. They then run careful checks to be sure this extra expenditure has a positive impact on pupils' progress. Members of the governing body bring a variety of skills to their role and undertake regular training to keep them abreast of the latest educational developments, for example in keeping pupils safe. Governors' regular checks on staff and pupils' safety contribute to the school meeting all safeguarding requirements.

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	131225
Local authority	South Gloucestershire
Inspection number	403626

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	440
Appropriate authority	The governing body
Chair	Nicki Mead
Headteacher	Andrew Lynham
Date of previous school inspection	7–8 November 2007
Telephone number	01454 866666
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