

# Bailey's Court Primary School

Inspection report - amended

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<b>Unique Reference Number</b>	131225
<b>Local Authority</b>	South Gloucestershire
<b>Inspection number</b>	315758
<b>Inspection dates</b>	7–8 November 2007
<b>Reporting inspector</b>	Anna Sketchley

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	372
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Vacant Position
<b>Headteacher</b>	Wendy Preedy
<b>Date of previous school inspection</b>	15 October 2003
<b>School address</b>	Breaches Gate Bradley Stoke Bristol BS32 8AZ
<b>Telephone number</b>	01454 866666
<b>Fax number</b>	01454 866665

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<b>Age group</b>	4-11
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## **Amended Report Addendum**

Report amended due to factual inaccuracy

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Bailey's Court is a popular school situated on the outskirts of Bristol. The number of pupils entitled to free school meals and of those from ethnic minority groups is low. The overall number of pupils with learning difficulties and/or disabilities is below average but the proportion with statements is above average. Pupils join the school with skills expected for their age, although this does fluctuate and is occasionally above average. Some pupils are taught in mixed-age classes.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Bailey's Court is a good and effective school with some outstanding features. Achievement is consistently good and standards are significantly above average by the end of Year 6. Pupils get off to a flying start in Reception and make good progress. This is maintained throughout the infant years. By the time they leave the school, pupils are reaching above-average standards in English and well above average in mathematics and science. Although some pupils, especially boys, do not do as well as they could in writing, the school has recognised this and has recently reviewed the curriculum to address the issue. All pupils are benefiting from the school's more rigorous approach to the teaching of phonics and successful links are being made across subjects to include more opportunities to write for a purpose.

All staff provide an exemplary role model for pupils and relationships are excellent. Pupils really enjoy coming to school and as a result their attendance is above average. The outstanding care, guidance and support pupils receive ensure that their personal development and well-being are also outstanding. Both of these elements are major contributory factors to the good progress they make. This is recognised by parents, who make many positive comments such as, 'We are very pleased with the all-round education that has been provided to our children. They have both been very well supported emotionally and educationally.' All pupils demonstrate a positive attitude to school life and their behaviour is very good. Everyone is included in all that the school offers. Gifted and talented pupils are very well provided for, as well as those with learning difficulties and/or disabilities.

Teaching is consistently good and in some cases outstanding. Learning is carefully planned but just occasionally, following a really good initial teaching session, tasks do not meet the needs of all pupils. The school's partnerships with other organisations are outstanding and make a significant contribution to the enrichment of the good curriculum as well as contributing to the development of pupils' life skills.

All of this has been achieved through good leadership and management, not least by the committed and caring headteacher and dedicated staff, who strive together for improvement. A shared system of leadership has recently been successfully introduced, giving all staff the important opportunity to contribute more fully towards raising standards still further.

## Effectiveness of the Foundation Stage

### Grade: 2

Provision in Foundation Stage is good with outstanding features and is a strength of the school. There is a warm, calm but stimulating approach to teaching and pupils settle quickly into school life. Important daily links with home are successfully established through a 'Communication Book'. Many parents remarked upon the good start their children had made. They made comments such as, 'Our child has only just started at Bailey's Court. She is happy, confident and enthusiastic to learn.' This is as a direct result of consistently good and sometimes outstanding teaching and a well-planned, stimulating curriculum with very good links to all areas of learning. Lessons are very well structured, purposeful and lots of fun. Reception pupils were captivated by a 'music bag' when learning to count through singing rhymes. Carefully collected assessments and a personal profile for each child make a significant contribution to the good standards pupils are reaching in all areas of learning. All pupils are achieving well and most pupils will meet or exceed the standards expected by the end of their time in Reception.

The safe outside area provides well for pupils' physical development but opportunities for creative development and knowledge and understanding of the world are somewhat limited.

### **What the school should do to improve further**

- Improve standards in writing for all pupils but especially for boys at Key Stage 1 and at the higher-level at Key Stage 2.

## **Achievement and standards**

### **Grade: 2**

Achievement is good and standards are significantly above average overall. Pupils make good progress throughout Reception and the infant years. Although there was a considerable dip in standards in Year 2 in 2006, standards recovered in 2007 and in the current Year 2, standards in mathematics and reading are above average. Girls reach above-average standards in writing but boys do not do as well. Good progress in English and mathematics is maintained throughout the junior years so that by the time pupils reach Year 6, standards are significantly above average in mathematics and science, and above average in English. Pupils achieve very high results in reading but too few, especially boys, reach the higher levels in writing. The school has recognised this and has introduced a more rigorous approach to the teaching of phonics and has reviewed the writing process throughout the school. This is beginning to raise standards.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development and well-being are outstanding. The school is successful in creating a happy and harmonious environment in which all pupils thoroughly enjoy coming to school. One pupil said, 'I enjoy learning at Bailey's Court because every lesson I do is fun and enjoyable. Also the playtimes are good and sensible.' Staff set very high expectations, with the result that pupils behave extremely well. Pupils feel safe at school because they know there is always someone to turn to if they need help and they say that bullying is virtually non-existent. They understand the benefits of a healthy lifestyle and enjoy the attractive lunches and daily fruit. They participate well in physical and other extra activities provided. Pupils' social, moral, spiritual and social development is good. There are good opportunities to learn about other cultures through Spanish lessons and festivals such as Divali. The school has plans to further develop the curriculum so that it reflects even better the diversity of cultures found in modern Britain. Pupils know their voice is respected and listened to through the school council and have been successful in raising money for a range of charities. They benefit considerably from links with industry and as a result are confident and articulate individuals who can solve problems in an imaginative way. They are well prepared for further study and for the world of work.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is consistently good and occasionally outstanding. Lessons are fun and all adults manage pupils in a warm, friendly way that creates a very good climate for learning. As a result, pupils are keen to learn, respond eagerly and make good progress. Teachers have good subject knowledge, set clear learning intentions and ask challenging questions. As a result, pupils know what they are expected to learn and make good progress. Interactive whiteboards are an integral

part of all lessons and are used really well to ensure pupils are engaged in learning right from the start. Thorough planning usually matches the needs of pupils well and includes opportunities to assess how well they are achieving. Occasionally, group tasks are either too hard or too easy for a few pupils. This slows the pace of learning. Pupils with learning difficulties and/or disabilities are very well supported by highly trained teaching assistants. Marking supports pupils in the improvement of their work.

## **Curriculum and other activities**

### **Grade: 2**

The quality of the curriculum is good. It has recently been thoroughly reviewed and carefully planned to ensure that good links are being made across subjects. This is beginning to have a successful impact upon the quality of writing. Writing for a purpose is making the writing process more appealing to boys; for example, older pupils used their note-taking skills well when researching climate and location in a geography lesson. An emphasis on the teaching of phonics is also helping to improve literacy standards. Visits and visitors reinforce specific topics or aspects of pupils' learning and enrich the curriculum by providing a range of stimulating experiences. Excellent personal, social and health education is having a very positive effect upon pupils' understanding of a healthy lifestyle and how to keep safe.

## **Care, guidance and support**

### **Grade: 1**

The care, guidance and support offered to pupils are outstanding. The school is totally committed to providing a safe, happy, friendly place in which to learn. Both parents and pupils really appreciate this caring attitude and parents know that their children are valued and listened to. When asked if there was someone to go to if they were in trouble, a pupil said, 'Any one of the teachers and helpers would help me'. Provision for pupils with learning difficulties and/or disabilities is good.

There is a very high quality of academic guidance. All children from Year 2 upwards have ownership of and personal responsibility for their own learning through regular weekly discussions with adults about their learning. Pupils know their individual targets well and through their monthly 'Progress Books' are very aware of how well they are doing and what they need to do next to improve further.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good and are the key reasons for the school's success. The headteacher is highly respected by parents, pupils, staff and governors. Owing to her strong leadership everyone is fully committed to the joint responsibility for the continuing improvement of the school. The headteacher is very well supported by other senior leaders and excellent teamwork is evident through the new 'shared leadership' system that is beginning to help in continuing to raise standards. The school's accurate self-evaluation and good monitoring procedures are ensuring that the correct priorities are being addressed. They have been successful in using challenging targets to bring about improvement but are fully aware of the need to tackle the writing standards of boys and to develop a deeper awareness of different cultures. Steps have been taken to address these issues but it is still too early to see the results

of these actions. The development of excellent links with other schools and organisations has done much to enhance the curriculum and pupils' personal development. In particular, the school's links with a local building company have involved pupils in work-related projects and team-building activities. The governing body provides good support and guidance.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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**Annex B****Text from letter to pupils explaining the findings of the inspection**

Thank you very much indeed for such a friendly welcome when we visited your school. We really enjoyed spending time with you and talking to you. You and your parents told us what a good school they think Bailey's Court is and how well you are taught and cared for, and we agree with them. These are some of the things we found:

- You learn well, reach high standards and make good progress.
- You really enjoy coming to school, are confident and have a zest for life because you know how to keep healthy and safe.
- You are taught well, enjoy learning and find your lessons and extra activities fun.
- Your behaviour is extremely good and you work hard in lessons.
- You are especially well cared for and make excellent relationships with those around you. You are very good at taking responsibility for your own improvement.
- Your headteacher and all other teachers and adults lead your school very well.

Your school is good at deciding what it needs to do better and we agree that the school should:

- Improve writing skills – especially for the boys!