

Bay Primary School

Inspection report

Unique Reference Number	133480
Local Authority	East Riding of Yorkshire
Inspection number	360520
Inspection dates	16–17 February 2011
Reporting inspector	Lesley Clark

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	304
Appropriate authority	The governing body
Chair	Mrs Eileen Johnston
Headteacher	Mrs Emma Hobbs
Date of previous school inspection	10 January 2008
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Introduction

This inspection was carried out by three additional inspectors. They observed 14 lessons taught by 12 teachers. Meetings were held with parents and carers, three groups of pupils, the Chair of the Governing Body and staff. The inspection team observed the school's work, and looked at a range of documentation including: assessments of pupils' progress; the school improvement plan; attendance data and documentation relating to safeguarding. The team analysed questionnaires returned from staff and pupils, and 86 questionnaires from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The progress of average and more-able pupils at both key stages in English and mathematics.
- Whether teaching is consistently effective and challenging in order to accelerate pupils' progress and to raise attainment.
- Whether pupils with special educational needs and/or disabilities make sufficient progress.
- The impact of leadership and management and the sustainability of its actions.

Information about the school

This school is larger than the average primary school. The majority of pupils are of White British heritage. There is a high proportion of pupils who are vulnerable, including those who are looked after. A very small minority comes from other ethnic heritages, including Gypsy Roma and Traveller backgrounds. An above-average proportion of pupils has special educational needs and/or disabilities although, the proportion holding a statement of special educational needs is below average. The proportion of pupils known to be eligible for free school meals is high. The number of pupils who enter or leave the school at times other than the usual is above average. The school had significant staffing changes between January and July 2010 and a new headteacher started in September 2010. The school roll has increased by 12% in the last six months so additional teaching staff had to be appointed in January. The school has Healthy School status and is an Investor in People. It holds the Sport England Activemark Gold award.

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

This school gives pupils a satisfactory education. It is improving rapidly and securely under the strong leadership and management of the headteacher, senior leadership and middle management teams. Swift and effective action, based on rigorous and accurate self-evaluation, has ensured a decisive upturn in pupils' achievements, following a dip in the early part of 2010. The senior leadership team has focused on improving weaknesses in teaching, filling gaps in pupils' learning and using assessment as an effective tool to raise teachers' expectations. The impact is seen in pupils' improved attainment and rapid progress in writing which has been the key focus for the last six months. Pupils across the school write accurately, legibly and at length. The majority are above average in the current Year 6. Progress is also improving rapidly in reading because of specific interventions, including individual tuition, to raise attainment. As a result, attainment in English is average and pupils make good progress in literacy from their well-below-average starting points. The school has already exceeded its challenging end-of-year targets in English. Senior and middle leaders have begun to tackle attainment and progress in mathematics equally successfully, meeting end-of-year targets mid-way through the year. However, pupils' basic mathematical skills are below average and this slows their capacity to tackle mental and oral mathematics confidently and accurately. The school's systems are securing improvement at a rapid rate. This is sustainable because it is not solely dependent on one or two leaders. Overall, therefore, the school demonstrates satisfactory capacity for sustained improvement.

The quality of teaching is satisfactory, with an increasing proportion that is good. While much of the teaching across the school effectively promotes pupils' learning there are inconsistencies in practice. In the Early Years Foundation Stage children make good progress from levels of development that are often well below those expected for their age when they start school. Pupils throughout the school are well cared for and given good support and guidance. A major strength is the way the school supports vulnerable pupils and their families. The school has good partnerships with parents and carers and with external agencies. Although attendance is improving steadily, and the school has halved the number of persistent absentees within a term, attendance remains below average. Pupils have a good awareness of safety and know why it is important to lead healthy lives. They have a strong sense of local community but their understanding of communities that are different from their own is less well developed. Pupils behave well and they are courteous and thoughtful. They are keen to succeed and proud of the progress they have made.

Up to 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

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What does the school need to do to improve further?

- Raise pupils' attainment in mathematics by:
 - – ensuring pupils know their times tables and key number facts
 - – improving pupils' skills in mental and oral mathematics
 - – ensuring more-able pupils do suitably challenging tasks so they can make faster progress
 - – providing opportunities for pupils to use and apply their mathematical skills in a range of contexts.
- Ensure that the quality of teaching is consistently good across the school by:
 - – giving pupils of different abilities suitably challenging tasks
 - – ensuring teachers' explanations are not too long so that pupils have time to talk, develop their thinking and ask questions
 - – increasing the opportunities for pupils to learn actively and independently and to make choices.
- Give attendance a higher profile within school and work with families to further reduce persistent absenteeism.
- Improve pupils' awareness and understanding of communities that are different from their own.

Outcomes for individuals and groups of pupils

3

Pupils are keen to start work on their early morning tasks before lessons begin. They concentrate well in lessons, and strive to do their best because they say 'lessons are fun.' Achievement and enjoyment are satisfactory. Most of all, pupils enjoy the 'Big Write', a weekly time-slot when they write independently. They say, 'The candles and music make it calm and our writing is a lot neater.' Pupils are eager to reach higher levels and carefully check their work against specific criteria to improve it. The combination of active learning and a purposeful learning atmosphere secure their better progress in writing. More-able pupils write with flair and average attainers write accurately, using vivid vocabulary such as 'scorching', 'summoned' and 'plunged.' Pupils' progress is less even in mathematics lessons, especially when more-able pupils work at the same pace and on similar tasks to those set for average-attaining pupils. Pupils make slower progress in mathematics because they do not know their times tables or key number facts well enough and so this slows down both their written and mental calculations. The progress of lower-attaining pupils and those with special educational needs and/or disabilities accelerates under the good support and guidance of teaching assistants but slows when the tasks they are set do not match their needs well enough. Overall they make satisfactory progress.

Pupils have a good awareness of risks, especially those associated with mobile phones, the internet and social networking sites. They are being trained as safety officers and so have a well-tuned perspective on safeguarding. Pupils know how to stay healthy and many take part in sporting activities. They are becoming increasingly involved in contributing to the school community through the school council which now has more responsibility.

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Behaviour is good in lessons and at break and lunchtimes. Pupils are aware of their emotional well-being and know what to do if they are upset or angry.

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	4
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	3
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	4
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?

A consistent focus on teaching and learning as a whole-school priority has ensured that teachers' expectations of what pupils can achieve is increasing and leading to improved rates of progress. In the best lessons, pupils play an active part in their learning through engaging activities such as revising punctuation to lively sounds and actions. Talk and questioning are used effectively to help pupils think for themselves and ask questions in return. In these lessons, there are consistent levels of challenge for as many as five different ability groups because tasks are tailored to pupils' needs. For example, more-able Year 2 pupils chose to access information on the computer to support their research into vehicles. Teaching assistants support the focus of the lesson by prompting and questioning pupils to respond or think about how they could find an answer, thus building the independence of the lowest-ability pupils. Where lessons are less successful in accelerating progress, overly long teacher explanations slow the pace of learning and pupils disengage. Sometimes, work is pitched inappropriately and pupils struggle or finish quickly without challenge. In these lessons, there is a lack of involvement or sufficient time for pupils to work or develop independence. Teachers check pupils' work effectively during lessons and pick up on any misconceptions. Marking is good in literacy where

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teachers highlight successes and add a 'wish' for pupils to improve on. This practice is developing along similar lines in mathematics.

The curriculum is broad and balanced. It is increasingly meeting the needs of specific pupils through constant reinforcement of basic skills. Opportunities for pupils to use and apply their mathematical skills in a range of contexts are more limited than those for writing. Enrichment opportunities are satisfactory with strengths in the provision for music, a wide range of sporting activities and the provision for vulnerable pupils. However, these are not balanced by cultural or artistic opportunities to the same degree.

The school is a well-organised, welcoming community and cares well for all pupils. Staff know pupils well and this enables them to give the right support and guidance at the right time. Pupils who are vulnerable or who have special educational needs and/or disabilities are identified early and given extra assistance to help them make progress. This is particularly the case for pupils who receive additional care and support in the school's 'Endeavour Room' where their needs are exceptionally well met, especially those with speech and language problems or those who need further support with emotional or behavioural issues. This service is also extended to families in crisis. Good arrangements for pupils starting school or going on to secondary school enable pupils to settle well. Arrangements to improve attendance have had a considerable impact on reducing persistent absenteeism and staff provide support in helping pupils to catch up with their work when they have been absent. However, the school recognises there is more work to be done with families to promote good attendance.

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 senior leadership and middle management teams are visibly successful at inspiring the school community with a clear sense of purpose, ambition and drive to accelerate progress and raise attainment as swiftly as possible. They have achieved a great deal in a short time through rigorous and extensive monitoring, working alongside colleagues, and checking that the pertinent points for improvement have been acted upon. This systematic approach of evaluation, direction, action and review runs through all layers of leadership and ensures that it is consistent and gives very clear guidance and expectations. In this way, middle management reflects the aspirations and actions of senior leaders, thus ensuring this current rate of improvement is sustainable. The school's improvement plan gives a clear steer with its sharp focus on main priorities linked to step-by-step actions that are regularly checked, evaluated and adjusted so as to drive the pace of change. The

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result is a rapidly improving school with an enthusiastic staff team. Good partnerships with parents and carers and with other agencies ensure that pupils' learning is well-supported.

The governing body makes sure that pupils and staff are safe. All safeguarding regulations and duties are met and the school gives priority to safeguarding those pupils who are most at risk, including those who are persistently absent. Staff have been suitably vetted and trained in child protection. All policies are in place and some are in the process of being updated. The governing body fully understands the challenges the school faces and provides satisfactory support. Increasingly, members are now starting to challenge appropriately because of the extensive information they receive.

The leadership team has taken concerted and effective action to promote equal opportunities and tackle discrimination. There is marked improvement where the school has targeted its actions based on detailed analysis at regular intervals of pupils' performance. As a result, gaps between learners are closing rapidly. The school promotes community cohesion successfully locally but has yet to extend this to a range of different communities.

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	2
The effectiveness of partnerships in promoting learning and well-being	2
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 make good progress in the Reception classes from their well-below expected starting points. A substantial proportion of children have speech, language and communication difficulties on entry. By the end of the Reception Year, about half are working within the levels expected of their age. Progress has accelerated this year in developing early reading and writing skills because adults have raised their expectations of what children can achieve. As a result, a small proportion of children are already beginning to write simple words accurately and to sound out words. Children are lively, purposeful learners because the activities both indoors and outdoors stimulate them to learn through

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discovery. For example indoors, children experimented with writing in foam, enjoying the tactile experience, while outside a group built a large steam engine with a tall funnel and pretended they were workmen mending it. Adults are skilled at following children's lead yet at the same time promoting learning through asking questions or joining in with their play. As a result, children learn well and become increasingly confident and independent. They make choices and decisions and develop into sociable young people who enjoy each other's company. Staff keep a close check on children's learning, recording their progress and development in detailed 'learning journals' which are shared with parents and carers at regular intervals. The provision is well-led and managed and staff use their evaluations of the quality of provision to make further ongoing improvements, for example, in relation to linking planning to assessment.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The very large majority of parents and carers who responded to the questionnaire expressed positive views about the school. They appreciate the transition process when their children start school and move into a different class, and say their children are happy and make good friends. They also appreciate the individual tuition to accelerate their children's progress. A very small minority of parents and carers commented that more-able children needed more challenges and they would like more information about their children's progress generally. The inspection team found that parents' and carers' comments reflected its own findings generally, and that the school is improving the way it reports children's progress to parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bay 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 86 completed questionnaires by the end of the on-site inspection. In total, there are 291 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	53	36	42	3	3	0	0
The school keeps my child safe	50	58	31	36	3	3	0	0
My school informs me about my child's progress	43	50	34	40	6	7	1	1
My child is making enough progress at this school	39	45	36	42	5	6	0	0
The teaching is good at this school	38	44	42	49	0	0	0	0
The school helps me to support my child's learning	39	45	34	40	8	9	1	1
The school helps my child to have a healthy lifestyle	26	30	56	65	1	1	0	0
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)	32	37	38	44	3	3	0	0
The school meets my child's particular needs	34	40	45	52	4	5	0	0
The school deals effectively with unacceptable behaviour	29	34	51	59	4	5	0	0
The school takes account of my suggestions and concerns	27	31	42	49	6	7	0	0
The school is led and managed effectively	37	43	38	44	1	1	0	0
Overall, I am happy with my child's experience at this school	45	52	32	37	2	2	1	1

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 February 2010

Dear Pupils

Inspection of Bay Primary School, Bridlington, YO16 7SZ

Thank you for your warm, friendly and polite welcome. Your school gives you a satisfactory education. This means it does some things well and it has some areas to improve on. Your headteacher and other leaders and managers are well aware of this and know exactly what to do to make your school better. You behave well and you know how to keep safe and healthy. You are making good progress in writing and we agree with you that the 'Big Write' lessons are really good. Your school has good links with your parents and carers and the staff take good care of you. Children in the Reception classes make good progress. In order to help your school to be good or better this is what we have asked it to do next.

- Help you to learn your times tables and number facts so well that you can calculate quickly without having to count on your fingers. We have asked your teachers to give more challenges to those of you who find mathematics easy and to give all of you more practice in using mathematical skills in different lessons.
- We have asked teachers to make sure that more of you have lots of times in lessons to talk, ask questions, make decisions and do work that is just right for you, so it is not too easy and not too hard.
- We have asked your school to make sure that everyone comes to school regularly. You can help by making sure that you come every day that you possibly can.
- Lastly, we have asked that you are given opportunities to meet with and find out about people from different communities from the one you live in.

We hope you really enjoy all these new challenges and that you find it exciting to learn about other communities.

Yours sincerely

Lesley Clark

Lead inspector

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