

# Quay Primary School

## Inspection report

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<b>Unique Reference Number</b>	133482
<b>Local Authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	360521
<b>Inspection dates</b>	24–25 March 2011
<b>Reporting inspector</b>	Andrew Swallow

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 of pupils on the school roll</b>	378
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Norman Lawry
<b>Headteacher</b>	Mrs Lyndsay Baldock
<b>Date of previous school inspection</b>	10 January 2008
<b>School address</b>	Oxford Street Bridlington YO16 4LB
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 19 lessons and observed 14 teachers. Inspectors held meetings with members of the governing body, staff and pupils. They observed the school's work and looked at the school's improvement plans, self-evaluation, policies, assessment and tracking systems, safeguarding procedures and pupils' work. Inspectors examined questionnaires from 113 parents and carers, as well as those from pupils and staff.

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

- The extent to which the Early Years Foundation Stage and Key Stage 1 provide a secure enough start to children's learning, given children's low starting points in communication and social skills.
- Whether achievement and standards across the school, particularly in writing, and for girls, low attaining boys and pupils with complex needs are improving.
- Whether the school is doing enough to promote regular attendance, given the significant numbers of children joining and leaving the school during the year.
- The extent to which teaching is consistent in accelerating pupils' learning and progress, particularly in English.
- The impact of leaders and managers, including members of the governing body, in embedding initiatives and in securing consistent improvements in achievement and standards.

## Information about the school

This is a larger than average-sized primary school. The large majority of pupils are White British with a well above average proportion who are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is higher than is seen nationally, including those with a statement of special educational needs. A rising number of pupils join and leave the school during term time.

Since the last inspection, senior leaders' roles have been re-configured. Among the school's awards are that of Healthy School status and the Active Mark.

**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

Quay Primary is a satisfactory and securely improving school. It is a happy and inclusive school where pupils behave well and develop strong relationships, due to the good care and guidance shown by all adults. All staff know individual children and their families very well and, as a consequence, pupils say that it is a safe environment in which to learn. The good curriculum provides wide-ranging activities that the vast majority of pupils take full advantage of. They particularly benefit from the many sporting opportunities which make a positive contribution to their good understanding of the importance of living healthily. Parents and carers are highly supportive and confirm how much they feel welcomed in school.

Children enter the Early Years Foundation Stage with skills that are very low, especially in writing and mathematics. They get off to a good start, gaining significantly in their personal, social and emotional development, with an increasing number reaching the overall goals expected for their age. Nonetheless, despite this good progress, many still have low levels in reading and writing by the time they enter Year 1. Across Key Stages 1 and 2, pupils make good progress in mathematics and satisfactory and improving rates of progress in English, although many pupils' writing skills are not yet sufficiently well developed. As a result overall progress is satisfactory and overall attainment remains low at the end of Year 6. Although attendance is broadly average, the school knows that a significant minority of pupils regularly take days off during term time.

Teaching and learning are satisfactory, with an increasing proportion of good lessons. This improving profile is making headway in addressing the historical gaps in many pupils' skills and understanding. However, some inconsistencies in teaching limit the overall impact on pupils' learning. For example, some teachers do not take advantage of the positive attitudes that pupils show in lessons, tending to talk for too long and limiting the time for pupils to get on with their tasks and work with each other. The curriculum is well matched to learners' needs. Provision for pupils' social and emotional development is a strength, together with a very large range of extra-curricular and enrichment activities. These ensure increasingly stimulating experiences through which to enhance pupils' speaking, listening and writing skills.

The headteacher ensures appropriate procedures are in place to evaluate the school's performance. Self-evaluation is accurate. Recently refined systems to check the rates of progress made by all pupils are particularly effective and contribute to the improvements to seen. Governors are highly visible in the school community and understand the general strengths and areas for future development. Nevertheless, as many are new to post, not all are equally confident in challenging the school to improve its outcomes. The school is aware of the need for further training. It remains ambitious for all pupils and has put in

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place clear plans and challenging targets to raise attainment further. All these characteristics highlight the school's satisfactory capacity for sustained improvement.

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.

## What does the school need to do to improve further?

- Raise attainment and accelerate rates of progress, especially in writing, throughout the school by:
  - ensuring all teachers are consistent in their use of relevant and meaningful experiences to stimulate all pupils to write
  - encouraging more extended writing opportunities, across all subjects, while paying close attention to sentence construction and use of interesting words.
- Reduce the number of pupils who are regularly absent by:
  - celebrating and rewarding good attendance more visibly throughout the school
  - checking specific pupils' daily and weekly rates of attendance and setting relevant and rigorous short- term attendance targets.
- Ensure all teaching results in good learning by:
  - involving pupils sooner in working with each other to deepen understanding
  - confirming that planned activities sufficiently challenge all pupils
  - constantly assessing progress during lessons through observing, listening to and talking with pupils.
- Provide training for new governors to ensure that all are equally confident in challenging the school to improve its outcomes.

## Outcomes for individuals and groups of pupils

<b>3</b>
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Pupils achieve satisfactorily and enjoy their learning. When provided with the opportunities, they collaborate effectively to pool ideas and develop each other's thinking. For example, Year 6 pupils worked well together to turn a well-known nursery rhyme into a play script, inserting speech, stage directions and asides. Year 1 pupils collaborated enthusiastically to make waterproof hats for Noah and his friends, as part of their biblical research into the story of the great flood. Pupils of all abilities engage equally well in such tasks. Their positive responses help to narrow the attainment gap between different groups, particularly for those with specific learning needs.

By the time they leave Year 6, pupils' attainment in mathematics is below average, and attainment in English, particularly in writing, is low. This represents overall satisfactory achievement, given their low starting points. Attainment in mathematics has particularly improved since the last inspection, largely due to frequent opportunities for pupils to apply mathematical skills to real-life problems and an emphasis on oral calculation skills. While overall attainment in English is improving, the quality of writing by the time pupils reach Year 6 is still not high enough. Strategies to enhance pupils' use of language and sentence construction, for example through drama, music and dance, are helping to close the gap but have not yet had sufficient impact to compensate for earlier underachievement. This is

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because not all teachers are consistent in using relevant experiences across all subjects to stimulate all pupils to write, and some do not pay close enough attention to sentence construction and the use of interesting words. However, teaching is improving and specific groups of pupils who have underachieved in the past, notably low attaining boys and girls, now make satisfactory and improving rates of progress. Pupils who have special educational needs and/or disabilities also make satisfactory progress. This is because they benefit from successful support from other adults and one-to-one mentoring arrangements.

Pupils develop satisfactory individual skills and qualities. Most pupils show a good understanding of how to eat healthily and stay fit. They behave well and say they feel safe in school, knowing who to turn to with problems. Through their work on the school council and general responsibilities around school, pupils' moral and social qualities develop well. However, their cultural development is less strong largely because too little work has been undertaken to enhance further their appreciation of the different lifestyles of people from diverse countries and religious backgrounds. Attendance is broadly average. However, the school recognises that there is further scope to celebrate and reward individual pupils' and groups' attendance, to check more rigorously daily and weekly attendance rates as well as setting relevant and rigorous short-term attendance targets.

*These are the grades for pupils' outcomes*

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

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

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## How effective is the provision?

The overall quality of teaching is satisfactory and improving. There is more good practice than at the time of the last inspection. Teachers create a supportive environment that ensures all pupils feel involved and cared for. Where learning is at its most effective, stimulating opportunities for pupils to talk and work together develop good understanding. Teachers assess frequently the developing levels of understanding and knowledge, using a range of questioning techniques so that pupils are encouraged to think for themselves. However, in some lessons teachers talk for too long, provide too much information and do not challenge pupils soon enough to work things out for themselves. Consequently, pupils' attention wanders and the pace of learning slows. The school has improved the quality of marking and assessment since the last inspection. The information gathered about individual pupils is used well by some, but not all, teachers to match activities more closely to the wide range of pupils' needs, and share what they need to do next in their learning. Not all teachers assess, with sufficient rigour, the progress made by all pupils in lessons. Adults, other than teachers, make generally effective contributions to supporting pupils' learning.

The curriculum is good. A wide range of visits and visitors into school extend what is on offer. For example, all pupils benefit from music tuition and extra-curricular activities that include cheerleading, gardening, cooking and sport. The curriculum to promote pupils' social and emotional development is particularly strong. Clear links across all topics for pupils to practise their literacy, mathematical and information and communication technology skills are increasingly embedded, and making a difference.

Pupils receive good pastoral care and support. Staff ensure high levels of welfare, especially for the most vulnerable. Good partnerships between the school and different specialist agencies have a positive impact on all pupils, especially those with special educational needs and/or disabilities. Effective links with families and secondary schools mean that induction and transition processes result in pupils moving smoothly through the different phases of their education. Adults have high expectations of pupils, resulting in good behaviour and harmonious relationships.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher promotes high aspirations for all learners and ensures efficient day-to-day management of the school. Staff work effectively as a team and morale is good. Self-evaluation is accurate and there are appropriate procedures in place to keep the school's

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work in check. These include recently refined and more rigorous arrangements to check the progress of all pupils, both during and across years. Nonetheless, arrangements to assess the quality of teaching do not take into consideration sufficiently the impact on pupils' learning. Adults promote equality of opportunity and tackle discrimination satisfactorily.

Procedures to safeguard pupils are satisfactory. They include appropriate arrangements for recruiting staff, and for assessing and eliminating risks. The school works well with many key agencies involved in the care and welfare of pupils. Governors and staff receive regular training on child protection issues. The school integrates issues about safety into the curriculum well, so that pupils develop a good understanding of how to keep themselves safe. Nonetheless, senior leaders recognise that formal evaluation of the impact of these arrangements is not as systematic as it might be. Good links with local schools and outside agencies enhance the quality of learning experiences for all pupils. Links with parents and carers are also good. They are kept well informed about their children's progress and well-being through regular meetings, questionnaires and newsletters.

The governing body carries out its statutory duties satisfactorily and meets the school's needs. Governors are supportive of the headteacher and staff. Nevertheless,

because many are new to post, their role in challenging the school to ensure that all pupils make the expected rates of progress, is less well developed. The strong sense of unity within the school is extended by charity fund-raising and concerts for local community residents. However, at present, there are limited opportunities to draw on the rich and divergent backgrounds of people in different parts of the country and across the world, but the school has firm plans to address this. As a result the school promotes only satisfactorily an understanding of the importance of community cohesion.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>



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## Early Years Foundation Stage

Children make good progress in the Early Years Foundation Stage. The vast majority enter school with skills much lower than those expected for their age, particularly in their communication and calculation skills. Many have underdeveloped social and emotional qualities. From the outset, teachers provide strong support for children's welfare, learning and development. As a result children settle quickly and begin to relate well to one another. Staff place a strong emphasis on children cooperating, taking turns and sharing. Well-established routines underpin these positive relationships and help to establish close links with parents and carers. Children are well behaved and respond positively to clear expectations and appropriate levels of praise and encouragement. Consequently, the vast majority gain significant social and emotional confidence, with a large number reaching the overall goals expected for their age. This is primarily due to good observations and detailed planning by teachers that meet children's needs increasingly well. Planning generally incorporates regular opportunities for children to investigate, explore and interpret for themselves. Nonetheless, despite this good progress, many still have a low level of skill in reading and writing by the time they enter Year 1. Good leadership of the Early Years Foundation Stage ensures that teachers work well as a team, with a common sense of purpose, to ensure that all groups of children have the opportunity to achieve as well as they can.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Around one third of parents and carers responded to the inspection questionnaire. An overwhelming majority were highly supportive of the school. They typically commented that, 'The one thing that keeps my family living in this area is what goes on within the school.' This comment reflects the good feedback from the school's own surveys. Inspectors share the many positive views expressed by parents and carers, but judge the quality of teaching to be satisfactory, rather than good, largely because some pupils are not making enough progress, particularly in writing.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Quay 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 113 completed questionnaires by the end of the on-site inspection. In total, there are 378 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	65	58	45	40	2	2	0	0
The school keeps my child safe	73	65	40	35	0	0	0	0
My school informs me about my child's progress	63	56	47	42	3	3	0	0
My child is making enough progress at this school	59	52	49	43	4	4	0	0
The teaching is good at this school	72	64	39	35	1	1	1	1
The school helps me to support my child's learning	65	58	45	40	3	3	0	0
The school helps my child to have a healthy lifestyle	55	49	55	49	3	3	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)	55	49	50	44	3	3	0	0
The school meets my child's particular needs	55	49	54	48	3	3	0	0
The school deals effectively with unacceptable behaviour	50	44	46	41	12	11	3	3
The school takes account of my suggestions and concerns	42	37	62	55	3	3	2	2
The school is led and managed effectively	52	46	58	51	2	2	1	1
Overall, I am happy with my child's experience at this school	69	61	43	38	0	0	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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](http://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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



28 March 2011

Dear Pupils

**Inspection of Quay Primary School, Bridlington, YO16 4LB**

Thank you for your very warm welcome when inspectors visited your school. We really appreciated your help and enjoyed chatting with you and listening to your views. This letter is to let you know what we found out.

Quay Primary is a satisfactory and improving school. You get off to a good start in the Early Years Foundation Stage where you learn well. Although you make appropriate progress across Years 1 to 6, the standards that many of you reach by the time you leave school are still too low and could be higher. However, we agree with many of you and your parents and carers who told us how kind the adults are and how much you enjoy school. You behave well and get on really well together. Many of you set a good example by keeping active and looking after each other at break and lunchtimes. We were really impressed by the daily 'come alive!' sessions, and by your success in 'Rock Challenge'. The work of the school council is effective and you clearly enjoy the many opportunities to make music and play sport. All the adults take good care of you. These things happen because your headteacher and governors work hard to improve what is happening in school. One reason for our visit was to see what your school could do better. We have asked your headteacher, governors and teachers to work on some things. We would like them to:

- ensure that all of you reach even higher standards, especially in writing
- improve the attendance of a significant minority of pupils who take too many days off during term time
- make sure that all teaching is good by providing challenging activities and regular opportunities for you all to work together and to think for yourselves
- ensure that governors have the confidence to check exactly how well you are all doing in response to the teaching you receive.

You can all help by attending regularly, working hard to reach your targets and continuing to support each other.

Yours sincerely

Andrew Swallow

Lead inspector

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