

Quay Primary School

Oxford Street, Bridlington, East Riding of Yorkshire, YO16 4LB

Inspection dates

20–21 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The progress that pupils make over time is uneven. In some classes, pupils make good progress, but in others progress is slow, particularly in writing.
- The quality of teaching varies too much between classes in Key Stage 2.
- Teaching assistants tend to give too much help to pupils, which prevents them from solving problems themselves.
- Opportunities are sometimes missed to develop pupils' writing skills across all subjects.
- Teachers sometimes do not use information they have gathered on pupils' abilities to make sure the work matches their abilities.
- Leadership and management are improving strongly. However, improvements are still too new to ensure the quality of teaching and achievement become consistently good.
- The governing body does not hold school leaders well enough to account on matters relating to pupils' achievement, the pupil premium and the management of teachers' performance.

The school has the following strengths

- The new headteacher has made some impressive improvements in the short time she has been in post.
- Pupils now make good and sometimes outstanding progress in the Reception class and Key Stage 1, as a result of an innovative curriculum and good teaching.
- Teaching in Key Stage 2 is improving rapidly although much still remains to be done to ensure it is consistently good.
- Pupils' behaviour and their safety is good, with pupils being well mannered, polite and courteous to each other and to adults.
- Subject leaders check the quality of teaching rigorously and systematically, holding teachers closely to account for improving pupils' achievement.
- The recently improved tracking systems are beginning to have a good impact on improving pupils' rates of progress in all subjects.
- The school has significant strengths in drama and music, with many pupils being involved in shows and performances throughout the year.

Information about this inspection

- Inspectors observed 17 lessons of which two were joint observations with the headteacher. In addition, the inspection team made a number of short visits to lessons and listened to pupils reading.
- Meetings were held with groups of staff, pupils, members of the governing body and a representative from the local authority.
- Inspectors were unable to take into account responses to the online questionnaire (Parent View) due to an insufficient number of responses. However, results from the school's own questionnaire to parents were analysed by inspectors.
- Inspectors scrutinised a number of documents including school improvement plans, minutes of the governing body meetings and records relating to behaviour, attendance and safeguarding.

Inspection team

Robert Jones, Lead inspector

Additional Inspector

David Tingle

Additional Inspector

Mark Randall

Additional Inspector

Full report

Information about this school

- This is larger than the average sized primary school.
- A larger than average proportion of pupils is eligible for the pupil premium, which provides additional funding for those pupils in local authority care and for pupils known to be eligible for free school meals and children from service families.
- The proportion of pupils with special educational needs and supported through school action is above average.
- The proportion of pupils supported through school action plus and with a statement of special educational needs is above average.
- The majority of pupils are of White British heritage.
- In 2012, the school did not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- A larger than average proportion of pupils enters or leaves the school other than at the normal times.
- An interim headteacher has been in post since September 2012.
- At the time of the inspection, the school was in the advanced stages of conversion to academy status.

What does the school need to do to improve further?

- Improve the quality of teaching and raise achievement in Key Stage 2, particularly in writing, so they become at least good by ensuring that:
 - teaching assistants do not give too much support to pupils so preventing them from becoming confident, independent learners
 - pupils are given more precisely work that matches their different abilities
 - pupils are given feedback on their work that leaves them in no doubt what they must do to improve and that they are given the time to read and respond to teachers' feedback
 - no opportunities are missed to develop pupils' writing skills across all subjects.
- Improve leadership and management so they become at least good by:
 - creating better development plans so that they include clear, measurable milestones for the governing body and local authority to hold school leaders more closely to account
 - improving how the governing body checks the performance of teachers and spending of the pupil premium.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' progress over the time they are in school is uneven because, while they make good progress in the Reception class and in Key Stage 1, it slows down in Key Stage 2.
- In the Early Years Foundation Stage, a good emphasis on developing children's skills in speaking, of how letters relate to sounds, and basic number skills has had a very positive effect.
- In Key Stage 1, pupils are now making good progress as a result of the good and sometimes outstanding teaching in Key Stage 1. Pupils who left the school in 2011 and 2012 did not have the benefit of this good teaching when they were younger, which was a key reason why they made slower progress and the government's floor standards were not reached.
- In addition, in 2012, a significant number of pupils entered the school in Year 6. Inspection evidence indicates that those pupils who had been at the school for a longer period of time made better progress and reached higher standards overall.
- Inspectors found that pupils that are currently in the school are making better progress as a result of the good and sometimes outstanding teaching in Key Stage 1 that is now beginning to pay dividends for older pupils in the school.
- This means that achievement overall is on track to be considerably higher than it has been in previous years with the most significant improvements in reading and mathematics. Pupils' progress in writing continues to lag behind that of reading and mathematics.
- Inspection evidence indicates that although those pupils who are currently in Year 6 are now benefiting from the improved curriculum and teaching that they received when they were younger, their rate of progress is not yet good because of the inconsistencies in the quality of teaching in some Key Stage 2 classes.
- Children develop a good interest in stories and books through the 'five a day' curriculum, whereby they explore five stories across all areas of learning, including the outdoor area.
- Those pupils who enter the school other than at the normal times settle quickly into their new surroundings. However, many have had erratic attendance at their previous schools or their skills lag behind those of their peers, which means that their attainment is often well below average.
- Previously, disabled pupils and those who have special educational needs made slow progress in previous years, partly because their progress was not measured accurately enough. Moreover, the special courses designed to boost their reading, writing and mathematics skills were often not suitable.
- The curriculum for special educational needs pupils has now been overhauled so that courses are now tailored carefully to meet pupils' needs and their progress is measured meticulously. While these initiatives are relatively recent, there are strong signs of success, with pupils making better progress, particularly in reading.
- In the national tests at the end of Year 6 in 2012, the attainment in English and mathematics of pupils known to be eligible for free school meals was quite a bit lower than that of those who are not eligible for extra funding. Those who were known to be eligible for the pupil premium made slower progress because their progress was not tracked well enough. This meant that the work set for them did not help them to make as good progress as some other pupils in the school. Inspection evidence indicates that the improved tracking system has led to these pupils being set work that is helping them to make the same progress as other groups. their

The quality of teaching

requires improvement

- The quality of teaching is improving across the school but remains inconsistent overall. In Key Stage 1, it is good. In Key Stage 2, it is good in Year 5 and Year 6 but weaker in Year 3 and Year 4.
- Where teaching is weaker, teachers do not use the information they have gathered through

assessments well enough to match work to pupils' different abilities. This means that sometimes pupils find the work too difficult or, more often, they find the work too easy, which does not challenge them well enough.

- Teaching assistants often give pupils too much help. This prevents pupils from becoming independent, confident learners.
- The feedback that teachers give pupils on their work varies in quality. Where it is effective, pupils have a good understanding of how to improve their work. Where feedback is less helpful it does not pinpoint with sufficient accuracy what the pupils should do to improve. In addition, sometimes no time is given for pupils to read the teachers' comments and respond to them.
- A key reason why pupils' writing skills continue to lag behind those in reading and mathematics is that in some classes in Key Stage 2, there are missed opportunities for pupils to develop their writing skills across all subjects.
- Inspectors observed some high quality teaching in Key Stage 1 and some that was outstanding. In one such lesson, pupils buzzed with excitement as they used alliteration to construct sentences to make a story they were later to read to pupils in the Reception class. The teacher pushed higher-attaining pupils further to construct sentences with similes.

The behaviour and safety of pupils are good

- Both in lessons and during break times and lunchtimes pupils behave well and show good manners towards each other and to adults.
- In the Reception class, children quickly learn the importance of taking turns and sharing. They willingly take responsibility for tidying up after playing.
- Pupils say that bullying very occasionally goes on, but that it is very quickly dealt with by staff and that they feel safe and secure at all times in the school.
- The school has good systems to help those pupils who present very challenging behaviour. School records of behaviour shows that these pupils respond well to the school's newly introduced system of rewards and encouragement, which have improved their behaviour considerably.
- Pupils show good awareness of the potential dangers of the internet and were keen to tell inspectors what they should do if they feel threatened in any way.
- While attendance is below average it is improving as a result of improved working with parents. The gap between the national average and school attendance has narrowed sharply over the past three years.
- In lessons, pupils behave well, particularly where pupils are well challenged and fully involved in their own learning through group work and problem solving. Only when teaching does not challenge them well enough, in Key Stage 2, do their minds wander and they drift off task.

The leadership and management requires improvement

- The new headteacher has introduced many new systems and has strengthened existing ones to improve the school. Many of these systems are too new to result in good achievement and consistently good teaching, but they are showing early signs of success.
- The systems used to track pupils' progress are rigorous and detailed. The headteacher and her senior colleagues have trained all staff to track the progress of different groups of pupils and there are early signs of pupils making increased rates of progress; particularly those who are known to be eligible for the pupil premium and pupils with special educational needs.
- The headteacher has galvanised the enthusiasm of subject leaders who check on the quality of teaching rigorously. This is resulting in teachers sharing their expertise more widely across the school, although much still needs to be done to improve the overall quality of teaching in Key Stage 2 so it becomes consistently good.
- The curriculum in the Early Years Foundation Stage has recently improved so that children now

make better progress in reading, writing and number skills.

- The arts have a high profile in the school. Several musical productions take place each year. During the inspection, pupils were involved in an impressive production for 'Rock Challenge'. Many pupils are involved in these arts events, which develops their self-confidence and their spiritual, moral, social and cultural awareness.
- School development plans identify the right areas that are needed so that the school continues its trajectory of improvement. However, they do not include clear, measurable milestones for success so that governors and the local authority can hold the school closely to account for improving achievement.
- Safeguarding meets all current government requirements.
- Equality of opportunity is promoted well. The information from the improved tracking systems are enabling teachers to set work that is helping to narrow the gaps in achievement between different groups of pupils. Moreover, any discrimination is tackled decisively whenever and wherever it is detected.
- Funding from the pupil premium is used to fund interventions in reading, smaller teaching groups for some classes, staffing for a 'Breakfast club' and a home/school liaison officer. The impact of these has yet to be fully evaluated.
- Regular 'drop in' sessions for parents are well attended and are helping to involve parents with their children's learning.
- The local authority has acknowledged that the current headteacher has made impressive improvements to the quality of teaching, the curriculum and how data is used to track pupils' progress and hold teachers more closely to account. Accordingly, the local authority is reducing the level of support it has given the school in previous years.
- **The governance of the school:**
 - The governing body has not held the school closely to account on matters relating to the quality of teaching, the effectiveness of funding provided by the pupil premium and how teachers' salaries relate to the quality of their teaching. Governors now receive better information from school leaders on the progress pupils make and this is now enabling some members of the governing body to challenge and support the school more rigorously but this is at an early stage of development.

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	133482
Local authority	East Riding of Yorkshire
Inspection number	406523
Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	378
Appropriate authority	The governing body
Chair	Norman Lawry
Headteacher	Donna Tandy
Date of previous school inspection	24 March 2011
Telephone number	01262 673219
Fax number	01262 673219
Email address	quay.primary@eastriding.gov.uk

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