

Bay Primary School

St Alban Road, Bridlington, YO16 7SZ

Inspection dates 7–8 May 2015

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

Summary of key findings for parents and pupils

This is a good school.

- This is a happy, inclusive and rapidly improving school.
- The dedicated headteacher provides highly effective leadership. As a result, expectations of what pupils can achieve are rising, teaching is improving and pupils' progress is accelerating.
- Staff morale is high because they feel valued and well supported. They have a whole-team approach and share a vision for continuous improvement.
- The curriculum makes a strong contribution to pupils' spiritual, moral, social and cultural development. Pupils have a clear sense of right and wrong and are prepared well for life in modern Britain.
- Pupils' behaviour is good. They are enthusiastic learners and feel safe. They have positive and trusting relationships with staff. Staff boost pupils' self-confidence and self-esteem very well.
- Pupils enjoy coming to school and this has helped attendance to improve.
- Governors are passionate about making the school the best place it can be. They provide rigorous challenge and support.
- From their starting points, all groups of pupils make good progress in reading, writing and mathematics.
- Standards across the school are rising in reading, writing and mathematics. Key Stage 1 standards in 2014 were particularly high.
- Teachers, teaching assistants and the inclusion team provide well-targeted support to ensure disadvantaged pupils, and disabled pupils and those who have special educational needs, achieve well.
- Teaching is continually improving and is now at least good. Teachers use effective marking across different subjects to enhance pupils' learning.
- Provision in the early years is good. Children in the early years make good progress from their different starting points. They are well prepared for Year 1.

It is not yet an outstanding school because

- Pupils are not always moved on to more challenging tasks quickly enough, particularly the most-able pupils.
- Pupils do not have enough opportunities to solve problems and develop their reasoning skills to deepen their mathematical thinking.
- Not all middle leaders play a full part in driving improvements in the quality of teaching and the achievement of pupils in their areas of responsibility.

Information about this inspection

- The inspectors observed teaching and learning in 23 lessons and also visited a celebration assembly. Two lesson observations were carried out jointly with the headteacher and one with the assistant headteacher.
- The inspectors held meetings with governors, a representative of the local authority and school staff, including senior and middle leaders.
- The inspectors observed the school's work and looked at documentation including: teachers' planning; the school's analysis of its strengths and weaknesses; information on pupils' attainment and progress; records of behaviour and safety; the monitoring of teaching and management of teachers' performance; minutes of governing body meetings; safeguarding documents.
- A discussion was held with a group of pupils, as well as informal conversations with pupils during lessons and at break times. The inspectors listened to pupils read and talked to them about the books they enjoy.
- The inspectors took account of 45 responses to the online questionnaire (Parent View) and spoke with parents informally at the start of the school day. The inspection questionnaires completed by 25 members of staff were also considered.

Inspection team

Julie Harrison, Lead inspector	Additional Inspector
Julia Foulger	Additional Inspector
Fiona Dixon	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of disadvantaged pupils supported by the pupil premium (additional government funding the school receives for pupils known to be eligible for free school meals or who are looked after by the local authority) is well above the national average.
- Most pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs is above the national average.
- The early years provision starts in two Reception classes. Children attend full time.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- New Pasture Lane Primary School, Bridlington is the school's strategic school improvement partner brokered by the local authority.
- The school runs its own breakfast club.

What does the school need to do to improve further?

- Improve the quality of teaching to outstanding across the school to raise pupils' achievement in reading, writing and mathematics by:
 - ensuring that teachers check on pupils' learning during lessons so that all pupils move on to the next challenge quickly, especially the most able
 - increasing the opportunities for pupils to solve problems and develop their reasoning skills to deepen their understanding of the concepts that they are learning in mathematics.
- Develop the role of the middle leaders to ensure that they accurately check the effectiveness of their actions to drive improvement in the quality of teaching and achievement of pupils in their areas of responsibility.

Inspection judgements

The leadership and management are good

- The headteacher has created a climate where the school is making rapid improvements in pupils' behaviour, the quality of teaching and the achievement of pupils since the last inspection. All staff and governors share her passion and commitment to provide the very best education possible for all pupils in the school. Robust monitoring and evaluation systems ensure that the school's view of its own performance is accurate. The school's development plan provides an effective tool for further school improvement.
- The morale of staff is high because they feel valued and supported. Staff work well in teams and their needs are clearly identified in an effective programme of professional development. They now work closely with staff from another local school to support improvement in teaching and learning. Teachers welcome and act upon any advice given which will help improve their practice. Targets for improvement are followed through and link to progression along the pay scales. Where additional support is required, teachers are provided with a coaching support plan with guidance from a member of the senior leadership team.
- Middle leaders have developed their roles since the last inspection, even with the recent changes in middle leadership. They check teaching and learning through lesson observations, scrutiny of pupils' work and by looking at pupils' progress. However, they are not fully effective in checking the impact of their work on improving the quality of teaching and the achievement of pupils in their areas of responsibility.
- The inclusion team, led by the effective special educational needs leader, has clear responsibilities and everybody knows what is expected of them. Parents' and pupils' views are included in the processes and there is a high level of satisfaction from both groups. The effective use of the 'Endeavour' nurture room and the early intervention for speech and language support by trained staff have a positive impact on pupils' progress.
- The promotion of equal opportunities is good. The school offers all pupils good quality support and equal access to an exciting and stimulating curriculum. All staff ensure that there is no discrimination. Strong spiritual, moral, social and cultural education promotes good relationships very well. Differences in culture and traditions are celebrated and appreciated. Staff promote British values through the curriculum and assemblies and this prepares pupils well for life in modern Britain. During the celebration assembly, pupils discussed Victory in Europe (VE) Day and the general election. The school's core values, which state that 'Everyone has the right to be safe, everyone has the right to learn and everyone has the right to be respected', reflect the school's ethos of tolerance and respect.
- Senior and middle leaders meet regularly with teachers to make sure that pupils are making the progress that they should. Pupils in danger of falling behind or those with particular needs are identified and given effective support.
- Leaders ensure that the additional funding for disadvantaged pupils is used effectively through well targeted and skilled support. This results in current disadvantaged pupils progressing as well as, and sometimes better than, others in the school. The most-able pupils do not always make the best possible progress because they are not always moved on to the next challenge quickly enough.
- The early years provision is good. Children work and play happily together. They make good progress from their different starting points.
- School leaders have effectively implemented the new primary curriculum across the school for all subjects. However, leaders have not ensured that pupils have enough opportunities to develop their reasoning and problem solving skills to deepen further their understanding of mathematical concepts.
- Leaders use the primary physical education and sport premium effectively to engage pupils in new sporting activities to promote their well-being. The School Sports Partnership coordinates competitive activities and the specialist physical education teacher enhances both pupils' learning and teachers' skills. Learning about healthy lifestyles is extended into other curriculum areas. For example, pupils used their literacy skills well to write about food groups and a balanced diet during a science lesson.
- The local authority knows the school well and is brokering the support for the school's strategic school improvement partner.
- The school's arrangements for safeguarding are effective. Day-to-day procedures are well managed and meet the statutory requirements.
- **The governance of the school:**
 - Governance is effective. Governors have a range of skills and expertise and they take full advantage of training opportunities. They are passionate about improving the school. They know how well pupils are

doing and how good teaching is. Governors offer support to the school, yet ask searching questions. They visit the school regularly and receive good quality information about its performance from the headteacher. The governors make sure additional funds, such as the pupil premium and the primary school sport funding, are spent effectively to promote pupils' progress. Governors ensure that each teacher's performance is related to pay awards and that underperformance is tackled effectively. Additionally, they set targets for the headteacher which are closely linked to the school's priorities for improvement. The governors see that all legal requirements are met, especially those relating to safeguarding.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Throughout this friendly, welcoming school pupils show an eagerness to learn. They are well motivated, work hard, persist with tasks in lessons and produce work to a good standard. Pupils have positive, trusting and respectful relationships with staff and each other. It is only when activities are not moving on quickly enough that a few pupils sometimes drift off task, hindering their progress.
- Pupils enjoy playtime and the playground is well supervised. The fenced-off areas for ball games allow pupils on the playground to play safely.
- The school's records show that, while occasionally individual pupils demonstrate challenging behaviour, serious behaviour incidents are rare. Exclusions have declined and are now below national averages. Pupils' behaviour is managed well.
- Pupils are polite and well-mannered around the school. They are very aware of the rules and say that rewards and sanctions are fair and consistently applied. Pupils are proud of their school and help to keep it tidy.
- Pupils' enjoyment in learning is reflected in their attendance, which is broadly average and improving. Punctuality is very good. The parent support officers work with parents to improve their children's attendance if it is required. Persistent absence is now below the national figure.
- The free breakfast club is popular and provides a safe and caring environment. This gives pupils a good start to their school day.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say that the school is a very safe place to be. They learn how to keep themselves safe in various situations, including on the internet. One of the school's core values is that everybody has the right to be safe.
- Pupils understand that bullying can take different forms but say that there is no bullying in their school. They know the difference between bullying and falling out. Records show that there are few serious incidents, including bullying, in any form.
- There are structured and supportive systems to prevent incidents from escalating. The school uses the mentors in the 'Endeavour' nurture room to watch, analyse, intervene and support pupils with social, emotional and behavioural needs. They develop pupils' resilience and coping strategies to help them manage their behaviour, so that disruption to their learning is rare.
- Most parents are confident that their children feel safe and are kept safe in school. This is reflected in their response to the online Parent View survey and their comments to inspectors. It is also shown by their response to the school's own recent survey. The few complaints by parents are dealt with effectively and the local authority's protocols are followed closely.
- Safeguarding arrangements are implemented effectively. Staff are caring and vigilant. All relevant records, including the safeguarding policy and risk assessments, are kept up to date and are regularly reviewed. Appropriate checks are carried out on all adults who come into school.

The quality of teaching is good

- The quality of teaching has improved since the last inspection. Work in pupils' books, as well as checks completed by the school's leaders and evidence gathered throughout the inspection, show that the quality

of teaching is improving and is now good. Current pupils are making good or better progress in reading, writing and mathematics.

- As a result of the strong working relationships between pupils and adults, there is a very positive climate for learning. Teachers convey high expectations of work and behaviour which pupils do their very best to meet.
- Pupils' learning is planned well; it takes account of their different abilities and provides suitable challenges. However, occasionally, teachers do not check on pupils' learning to make sure that they move them on quickly enough, especially the most-able pupils. This slows down the progress of these pupils.
- Teachers have good subject knowledge and give clear explanations. The questioning techniques teachers use make pupils think hard, spark enthusiastic discussion and extend pupils' learning.
- Pupils receive clear and helpful advice through teachers' marking and feedback on how to improve their work. Pupils are given time to respond to teachers' comments so that they can learn from their mistakes. Marking is as thorough in topic and science books as it is in English and mathematics books. This ensures that pupils make the best possible progress in all subjects.
- The teaching of phonics (letters and the sounds they represent) is effective. Additional, targeted support is quickly put in place for any pupils who require it. Reading skills are taught systematically to support pupils' enjoyment of reading. Year 2 pupils confidently read a text about night workers and answered questions in complete sentences to show their understanding of the text. Year 6 pupils used high quality inference techniques enthusiastically to answer probing questions on a piece of text from the Shakespeare play, 'Macbeth'.
- Teachers provide exciting opportunities for pupils to write in different subjects. Evidence of this is seen in high quality displays, in pupils' books and during lessons. A display showed good quality recounts after pupils had watched the recent 'Tour de Yorkshire' cycle race. Year 6 pupils used prepositions and interjections to describe photographs of the Second World War on VE Day during the inspection. Pupils have lots of opportunities to talk about their writing, share their ideas and identify improvements. These activities are supporting pupils' progress and driving improvements in standards.
- Teachers are ensuring that formal written methods are developing pupils' calculation skills. They also encourage them to use the inverse to check calculations. Pupils' numeracy books show that they have made good progress across a variety of learning objectives appropriate to the new curriculum. However, pupils have few opportunities to solve problems related to real life or to develop their reasoning skills to deepen their mastery of mathematical concepts.
- Disadvantaged pupils, disabled pupils and those who have special educational needs, are taught well. They receive appropriate help and guidance from staff within the classroom and in small groups outside it.
- Good teaching across different subjects means that pupils learn well. Inspectors saw strong teaching and learning in physical education, science and topic lessons. Early years pupils showed determination in learning to skip. Year 3 pupils discussed enthusiastically the lengths of the bones in their body. Year 5 pupils maturely reflected on what it would be like to be an astronaut living away from home for long periods of time.

The achievement of pupils is good

- From their various starting points, pupils achieve well in reading, writing and mathematics by the end of Year 6.
- Children get off to a good start in the early years, even though the vast majority have knowledge and skills below those typical for their age when they join the Reception classes. They make good progress due to good teaching and well-planned activities. The proportion of children who achieve a good level of development, which is the expected standard at the end of the Reception Year, is improving over time.
- An above-average proportion of pupils attain the expected standard in the Year 1 phonics screening check. This reflects the school's good teaching of phonics in the early years and Key Stage 1.
- Standards in reading and writing have risen continuously in Key Stage 1 and Key Stage 2 over time. Key Stage 1 standards in both subjects in 2014 were significantly above national average standards, while Key Stage 2 standards were broadly in line. Younger pupils use their phonics skills to support their reading and spelling. Year 6 readers read confidently and use punctuation to aid fluency and understanding. The opportunities for pupils to talk about their ideas is improving the quality of pupils' writing across a range of subjects.
- Standards in mathematics vary in Key Stage 1 and Key Stage 2 over time. In both key stages, standards dipped in 2013 but improved in 2014. Key Stage 1 results are now significantly above national average standards and Key Stage 2 standards are broadly in line. The focus of the newly appointed mathematics

leader is to maintain and improve these standards.

- All current groups of pupils are making at least good progress from their starting points. In 2014, the proportion of pupils who made the progress expected of them from Key Stage 1 to Key Stage 2 and the proportion who made more than expected progress was above the national proportion for reading, writing and mathematics.
- Disabled pupils and those who have special educational needs do well because their needs are identified early and they are given the right care and support. These pupils make good progress from their various starting points.
- The most-able pupils usually achieve well but, occasionally, they are not moved on quickly enough during lessons to ensure that they make the best possible progress.
- Current disadvantaged pupils are making similar or better good progress than other pupils in the school. In 2014, the attainment of disadvantaged pupils in Year 6 was one term below other pupils nationally in reading, writing and mathematics. Compared to other pupils in the school, the gap in attainment was one term below in mathematics and two terms below in reading and writing.

The early years provision

is good

- The recently appointed assistant headteacher, together with the early years staff, is ensuring that the leadership and management of the early years is good. Staff are focused on helping the children to make good progress in their learning and development, as well as promoting their safety and welfare effectively. Consequently, children behave well and are kept safe.
- Staff have created a well-resourced environment which has a positive impact on children's learning. Children play safely in the secure area outside their classrooms on the scooters and bikes, using a one-way system. Other children play cooperatively in the water tray and on the play tower.
- Teaching is good overall. All adults, including teaching assistants, encourage children to share their ideas to develop their speaking skills, as communication and language skills are weak for some children. Other children, however, talked confidently about the life cycle of the classroom tadpoles and showed the inspector how to use a magnifying glass 'to see them better'.
- Staff plan activities that cover all the areas of learning. Children concentrate well during activities led by adults as well as when engaged in activities they have chosen for themselves. Children learn to share and follow routines quickly. This helps them to make good progress from their individual starting points. This prepares the children well for Year 1.
- The children thoroughly enjoy all the activities related to their pirate theme. Some children dressed up as pirates in the role play area, others made pirate ships or old treasure maps from tea-stained paper, while others used their individually made telescopes to look for treasure. Children using printing techniques to decorate their bandanas, discussed wearing them on their trip around the harbour in the pirate ship later in the term.
- Disabled children and those who have special educational needs and disadvantaged children are included fully. They are well supported and make the same good rate of progress as their peers.
- The children's development is monitored and recorded by staff in booklets known as learning journals. Scrutiny of these shows good progression through the various areas of learning. The children's writing books show good progress from mark making, forming individual letters, writing simple words to writing in complete sentences. Parents are informed about the progress their child is making through informal exchanges, regular meetings and shared records.

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	133480
Local authority	East Riding of Yorkshire
Inspection number	462274

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	391
Appropriate authority	The governing body
Chair	Eileen Johnston
Headteacher	Emma Hobbs
Date of previous school inspection	14 May 2013
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