

Inspection of Quay Academy

Oxford Street, Bridlington YO16 4LB

Inspection dates: 8–9 January 2020

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils talk very positively about the school. They make comments such as, 'Every day is exciting.' In particular, they love music. One pupil said, 'The music we do is my favourite. Singing just makes us feel so happy.' Parents and carers say that staff are helpful. They say that any worries they have are quickly dealt with.

Pupils say they feel safe in school and that there is very little bullying. They say that the best things in school are the choir, music and sports activities. Pupils who go to breakfast club say it gets them off to a good start in the morning, and ready to learn. In class, expectations are high, and pupils are eager to do their best. Pupils are proud to take up positions of responsibility. For example, some become members of the 'mini police' or join the junior leadership team.

Pupils are polite to each other. They behave very well in lessons and concentrate hard. When outside, their play can become a little rough when they do not have things to do.

What does the school do well and what does it need to do better?

The principal and her senior team know the school well. Teachers are dedicated and very happy working in the school. One teacher said, 'Senior staff really care about our health and well-being.' Leaders have built strong relationships with parents. Almost all parents would recommend the school to others.

The principal has put reading as her top priority. Phonics teaching starts in the very first week pupils arrive in the Reception classes. Careful records are kept, which ensures that any pupils who start to struggle are helped to catch up. Children enjoy reading. Staff read stories to pupils, which helps them to improve their vocabulary and inspires them to read their own books. The books that young children read match the sounds that they are learning in phonics. This means that they have plenty of practice, both at school and at home, to learn how sounds match letters. Staff have had first-class training, so that there are many reading experts in school. Teachers often watch each other teaching phonics so that they can pick up tips to improve their own teaching.

The curriculum is interesting, varied and a lot of fun. Pupils told us that, 'Every day is different.' Physical education (PE) is taught by specialist teachers and builds up pupils' fitness well, for example by doing circuit training. Visits bring learning alive for pupils. For example, pupils go to the local beach in Bridlington to study the design of beach huts so that they can design their own. Works by local artist David Hockney are studied, so pupils understand how the colour wheel works in art. Roquefort cheese, made in Bridlington's twin town of Millau, is sampled by pupils to help them understand cultures other than their own. The shining light in the curriculum is music. Pupils broke into song to an inspector when describing their work in music. 'Music is absolutely amazing, especially the choir,' one pupil said. The

curriculum is well organised and helps pupils to build up knowledge well. Some subjects are still developing, such as geography. In these subjects, lessons do not develop pupils' knowledge as well, so pupils are less confident to talk about what they know and remember.

Pupils with special educational needs and/or disabilities (SEND) achieve well. Good support is put in place to help pupils keep up.

In the Reception classes, good routines are in place indoors and outdoors. Children soon become confident in recognising numbers and shapes and making simple mathematical calculations, including those with SEND. They become curious about books and practise the phonics they have learned. They learn to make friends, be polite and cooperate with each other. Children in Reception achieve well and are ready for the demands of Year 1.

Pupils' behaviour and attitudes are good overall. In school, where there is structure and pupils are crystal clear about expectations, behaviour is impeccable. However, at lunchtimes and breaktimes outside, less structure and activities mean pupils occasionally resort to being boisterous.

Pupils' personal development is strong. Many pupils take on responsibilities, such as being school councillors. They learn about different religions. Many take part in music and sports activities after school.

Governance is effective. However, when checked the school's website did not have objectives to show how the school promotes equalities.

Safeguarding

The arrangements for safeguarding are effective.

There is a good culture of safeguarding in the school. All staff, including lunchtime supervisors, are well aware of what they must do if they have any concerns about pupils. Their training is thorough and regular. Staff have good relationships with parents. This means parents feel comfortable talking to staff about any worries they may have. School leaders communicate well with outside agencies when necessary.

Pupils have a good understanding of how to stay safe when using the internet. All pupils say that there is always an adult to turn to if they have any concerns or feel upset.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Younger pupils occasionally resort to boisterous behaviour in the playground at playtime and lunchtime. This is because there is little to do and some lack the skills to organise team games and play cooperatively. Leaders need to ensure that

pupils are supported in organising constructive things to do which involve them being physically active and avoiding rough play.

- Some areas of the curriculum, such as geography, are still being developed. Leaders need to ensure that plans sequence knowledge logically so that pupils build on what they already know.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	140551
Local authority	East Riding of Yorkshire
Inspection number	10121720
Type of school	Primary
School category	Academy special sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	374
Appropriate authority	The governing body
Chair of governing body	Kate Ranner
Principal	Kimberley Lawton
Website	www.quayacademy.co.uk
Date of previous inspection	26–27 September 2017, under section 5 of the Education Act 2005

Information about this school

- At the time of the inspection, the vice-principal had become the acting principal. This is because the principal was working temporarily in another trust school.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We held meetings with the acting principal and the assistant principal. We met with four members of the governing body, the regional director for the David Ross Academies Trust and several groups of pupils. We met with leaders responsible for safeguarding and the special educational needs coordinator.
- We held discussions with lunchtime supervisors, office staff, teachers and teaching assistants about the actions that they take to keep pupils safe.
- We looked at a range of documentation, including safeguarding documents, the school's self-evaluation, development plans and information on the school's website.
- We agreed with the acting principal to look in detail at mathematics, reading, music and geography. We talked to leaders about their curriculum plans. We

visited lessons, looked at pupils' work and discussed this with them. We also talked to pupils about what they knew and remembered in these subjects. We listened to pupils read.

Inspection team

Robert Jones, lead inspector	Ofsted Inspector
Angela Harper	Ofsted Inspector
Melissa Milner	Ofsted Inspector

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