

Bill Quay Primary School

Inspection report

Unique Reference Number	108357
Local Authority	Gateshead
Inspection number	288075
Inspection dates	5–6 July 2007
Reporting inspector	Denis Goodchild

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 on roll	
School	144
Appropriate authority	The governing body
Chair	Mr Terry Harbron
Headteacher	Mrs Toni Hilton
Date of previous school inspection	1 November 2002
School address	Davidson Road Bill Quay Gateshead Tyne and Wear NE10 0UN
Telephone number	0191 4693013
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is a smaller than average school. It serves an area of some social deprivation and attracts a large proportion of pupils from the adjacent local authority. Pupils are from a White British heritage. The proportion of pupils who have free school meals is below average. The percentage of pupils with learning difficulties and/or disabilities and those with statements of special educational need is below average. Pupils in Years 1 and 2 and Years 5 and 6 are taught in mixed age classes. Children's attainment varies when they start school but it is broadly average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school with outstanding features. The school's motto is, 'Rights, Responsibilities and Respect'. A Year 3 class assembly on the universal rights of children illustrated how well the school promotes these principles. The school provides outstanding care, guidance and support and the overwhelming majority of parents agree that their children are safe and well cared for. As a result, pupils are happy in school and are confident that they will receive the appropriate academic and emotional support. All pupils benefit from well chosen targets that give them clear advice on how to improve their work. The curriculum strongly promotes personal development and pupils have a good understanding of how to adopt a healthy lifestyle. They willingly accept responsibility and make a valuable contribution to the school community through their work as buddies, supporting other pupils, and on the school council. Relationships and pupils' behaviour are very good and pupils demonstrate very positive attitudes to school. Attendance is above average. Pupils enjoy their school work because the curriculum is based on activities as well as learning skills. This very strongly promotes enjoyment of learning. A very good range of visits and visitors extends and enriches the curriculum and pupils' learning. The school ensures that pupils are well prepared for the next stage of their education, not only through their good levels of academic and personal achievement but also through visits to the local secondary school and links with the local colleges.

Pupils achieve well. From a broadly average starting point, standards are above average by the time they leave. Good teaching and learning help pupils make good progress at all stages of their education. In Reception, children make very good progress in communication skills and mathematical development and good progress overall. This leads to most reaching the expected levels when they enter Year 1. Children's good progress is assisted well by the good range of indoor activities. Outdoor provision, however, is not as well developed and has a limited range of activities for the children to explore. This good progress is sustained in Key Stage 1; the school's results of the 2007 assessments are a significant improvement on those in 2006 which were above average overall. Standards are above average in mathematics and writing and well above in reading. This is because school action has been particularly successful in raising the achievement of the more able pupils and increasing the proportion reaching the higher levels. Although the proportion of boys reaching the higher levels in reading and writing is similar to national expectations, it is still lower than that of girls. The school has introduced strategies to deal with this which are already showing improvement in that boys are now making good progress in reading and writing.

Good progress is maintained throughout Key Stage 2 and results over time are consistently above, and at times well above, national averages. The school's results in the national tests in 2007 show an improvement on 2006. This confirms that standards are above average in mathematics and English. School data and inspection evidence indicate that standards in science are also above average. The proportion of pupils reaching the higher levels in writing, reading and mathematics is significantly better than 2006. This is because of effective school action targeted on raising the attainment of more able pupils and boys. The proportion of boys achieving the higher levels in writing is still lower than girls.

Leadership and management are good. The leadership of the headteacher is outstanding and provides a clear sense of direction which is focused on raising standards. She is very well supported by the deputy headteacher and a good management team. The school's performance is very well monitored and this provides accurate information supporting school improvement.

Subsequent school action has improved provision and raised standards in mathematics, writing and reading. A very supportive learning ethos has been created in which pupils feel secure and safe. In this, the management has the full support and confidence of the parents. Good governance checks on the school's work and acts as a critical friend. The school has made good improvement since the last inspection and this, combined with effective self evaluation, indicates that the school has a good capacity to improve and represents good value for money.

What the school should do to improve further

- Ensure that all pupils, particularly boys, take a full part in the question and answer sessions in lessons in order to raise standards in boys' writing.
- Extend and develop outdoor provision in the Foundation Stage to fully support all areas of children's learning, particularly in their knowledge and understanding of the world around them.

Achievement and standards

Grade: 2

Pupils' achievement is good and pupils of all abilities make good progress. By the time pupils leave school, standards are above average. From broadly average starting points, good provision in the Foundation Stage helps children make good progress. From a below average starting point in communication, language and literacy and mathematical development they make very good progress to reach the expected levels by the end of Reception.

At the end of Key Stage 1, standards are above average in mathematics and writing and well above in reading. The school's results in Key Stage 1 for 2006 were above average in reading and slightly above in writing and mathematics, but there has been a significant improvement with the 2007 results. School action has been particularly successful in increasing the proportion of pupils achieving the higher levels. The proportion of boys reaching the higher levels in reading and writing is lower than girls but they make equally good progress.

Good progress is maintained throughout Key Stage 2. Results have consistently been above, and at times well above, national averages. Results in 2006 dipped below those of 2005 and were slightly above average in mathematics and science and average in English. Not enough boys, who formed the majority of this group of pupils, achieved the higher levels in reading and writing. The school's strategies to improve boys' performance are already having a positive effect on standards. The results in 2007 show an improvement on 2006. There is a significant improvement in the proportion of pupils achieving the higher levels in writing and reading and mathematics. This is because of effective strategies and school action to raise the attainment of more able pupils and boys. The proportion of boys achieving the higher levels in writing is still lower than that of girls. Pupils with learning difficulties and/or disabilities make good progress because of good support from knowledgeable and well briefed teaching assistants.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development are outstanding. In the Reception class, children are readily motivated and excited by interesting tasks. This continues throughout the school and pupils say they like coming to school and enjoy their lessons and the wide range of activities. Attendance is above average. Behaviour is very good and relationships between pupils and adults are excellent. This contributes

to a well-ordered and supportive learning environment. Pupils want to please and are keen to respond in class. Lessons are therefore productive and progress is good. The pupils work very well together in lessons and show respect and concern for others through the 'buddy' system. Pupils are confident they have somebody to go to if they have any concerns. They have a very good understanding of how to adopt a healthy lifestyle and through the school council were proactive in introducing changes to the school menu. The school council is taking increasingly greater responsibility for its own management, producing agendas, minutes and reports for the governing body. They make a valuable contribution to the school community raising funds for charities and playground equipment. Their willingness to accept responsibility along with the very good links with the local college and the good standards achieved means that pupils are very well prepared for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good with outstanding elements. Teachers have a very good understanding of the needs of the pupils and ensure that activities and work are appropriate. This supports pupils' learning and ensures that all pupils, particularly those in mixed-age classes, are challenged and therefore make good progress. Teachers' planning has clear learning outcomes and success criteria are precise and focused. Pupils are encouraged to check their own progress and know when they have succeeded. This and good marking, which gives pupils' advice on how to improve, contribute to the pupils' good achievement. Pupils with learning difficulties and/or disabilities achieve well and make good progress because of good support from well briefed and skilled teaching assistants. Lessons are interesting and promote enjoyment of learning. Teaching at its best consistently checks pupils' understanding and challenges pupils to explain and clarify responses, further developing pupils' learning. Occasionally there is inconsistency in the checking of pupils' understanding. When this happens some pupils, particularly boys, do not join in the question and answer sessions wholeheartedly and do not gain the full benefit from the teaching. Teachers have very good relationships with pupils and have high expectations of behaviour. Most pupils are therefore very responsive, work hard in lessons and make good progress.

Curriculum and other activities

Grade: 2

Curriculum provision is good with outstanding features and meets all statutory requirements. Children get off to a good start in Reception. A good range and balance of adult and child initiated activities, very well linked to a central theme, strongly promote communication, language and literacy skills and mathematical development. Outdoor provision in Reception is not as well developed and has a limited range of activities. This restricts children's learning opportunities. The curriculum throughout the school strongly promotes enjoyment of learning because it is activity and skills based. For example, there is a good emphasis on experimentation and problem solving in both mathematics and science. Very good links across the curriculum provide opportunities for pupils to practise their basic skills of reading, writing and mathematics within a relevant context. For instance, Year 5 pupils used their information and communication technology (ICT) skills and knowledge of persuasive writing to produce a power point presentation relating to the proposed development of the school grounds. The schools' work in reviewing and modifying the mathematics, reading and writing curriculum has helped to

improve provision and contributes effectively to the standards pupils achieve and the progress they make. The curriculum is enriched by a very good range of visits and visitors which also adds enjoyment to learning. Out of school activities help to improve pupils' sporting, creative and musical skills. The school very effectively promotes pupils' personal development and emotional well-being. Good links with a local college and a residential visit extend the range of physical activities and develop pupils' self-confidence. The school has achieved a number of curricular awards including Healthy Schools, Activemark, Artsmark and Basic Skills.

Care, guidance and support

Grade: 1

The care, guidance and support for pupils are outstanding and contribute to pupils' achievement and progress. Pupils value the clear guidance they get from success criteria, individual targets and teachers' marking that tells them how to improve. They are also encouraged to set their own personal targets which contribute to good progress. The school has very effective systems for tracking pupils' progress which ensures early identification of those pupils who need additional support. Teaching assistants are well deployed to support pupils' learning needs. Very good relationships with adults mean pupils feel confident they have somebody to go to should they feel troubled. Pupils therefore feel happy and safe in school and the overwhelming majority of parents agree.

Child protection procedures are in place and the procedures for ensuring pupils' health, safety and well-being are excellent. Very effective links with parents and external agencies ensure that the needs of the most vulnerable pupils are met. All staff consistently praise pupils' achievements and the pupils take great pride in sitting at the 'Golden Table' at Friday lunchtime which celebrates pupils' successes.

Leadership and management

Grade: 2

Leadership and management are good. The outstanding leadership of the headteacher provides clear direction and a firm sense of purpose to raise standards. In this she is very well supported by the deputy headteacher. They have been successful in creating a very supportive learning ethos, underpinned by very good relationships in which pupils feel secure and safe. In this they have the overwhelming support of the parents. An effective management team regularly monitors and evaluates the school's performance. Use of evidence trails accurately identify areas for development and help to focus the management's efforts on improving standards. Subsequent school action has improved provision in mathematics, writing and reading and raised standards. The school's improvement planning is appropriately informed by the schools' accurate self-evaluation. It is focused on standards and provides a useful working tool for checking progress. The headteacher has the full support of the governors. They monitor the schools' work through planned visits and lesson observations. This means they have a good understanding of the schools' strengths and weaknesses and are well placed to contribute to the school's development. Their governance is good and their role as a critical friend is well developed. They are quick to see the value of new initiatives; for example, they were instrumental in extending the use of interactive whiteboards throughout the school.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

9 July 2007

Dear Pupils

Inspection of Bill Quay Primary School, Gateshead, NE10 0UN

Thank you for making me so welcome and helping me during my visit to your school. It was a pleasure to see how much you enjoyed your lessons and how hard you worked. You say you like coming to school and I agree with you that this is because teachers work hard to produce interesting lessons and the school provides lots of exciting and enjoyable activities. Your behaviour is very good and you get on so well with one another in work and play. This makes your school a happy place to be and is why your attendance is good.

I enjoyed your class assembly on children's rights and talking to the school council. This showed me that you care about what happens in the world and in your school. Your school buddies also do a good job in making your school a caring school. You say that the adults take good care of you. I agree with you and so do your parents. Your teachers give you good advice on how to improve and you make good use of the success criteria to check how well you have done in your lessons. Keep this up! You succeed well in your writing and mathematics and very well in your reading. I have asked your teachers to help the boys to get even better at their writing. The children in Reception have lots of interesting activities in their classroom but I have asked your headteacher to make the outdoor activities much better.

Once again thank you for making my visit so enjoyable and I wish you all good luck for the future.

Yours sincerely

Denis Goodchild

Lead Inspector