

# Bay Primary School

## Inspection report

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<b>Unique Reference Number</b>	133480
<b>Local Authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	316130
<b>Inspection dates</b>	10–11 January 2008
<b>Reporting inspector</b>	Nigel Cromey-Hawke

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 on roll</b>	
School	291
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Peter Smithson
<b>Headteacher</b>	Mr John Murray
<b>Date of previous school inspection</b>	1 June 2004
<b>School address</b>	St Alban Road Bridlington YO16 7SZ
<b>Telephone number</b>	01262 603312
<b>Fax number</b>	01262 403499

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<b>Age group</b>	4-11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average school serving an area of social deprivation. The proportion of pupils entitled to free school meals is above the national average and the proportion with learning difficulties and/or disabilities is significantly above the national average. There are a few pupils whose first language is not English and there are 10 looked-after children. The movement of pupils in and out of the school is high. The school has a speech and language facility that supports a significant number of pupils with such difficulties, especially in the early years. The headteacher took up post in the autumn of 2007. The school has Investors in People and Sportsmark awards.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Bay Primary is a satisfactory school that is moving forward under the leadership of its newly appointed headteacher. In the last two years, improving behaviour has been a significant focus and parents are highly supportive of the changes that have been made. One observed that, 'There is an air of enthusiasm and calm throughout the school now'. This improvement is allowing teachers to focus more upon raising standards and improving learning. It is also a fair reflection of the school's success in managing the significant number of pupils who join the school with behaviour problems.

The personal development of pupils is satisfactory and pupils say they feel safe at school; they know what it means to lead a healthy lifestyle and enjoy their learning. Pupils' moral, social and cultural development is satisfactory and the headteacher is rapidly developing the spiritual aspects of learning. The school takes good care of the pupils and supports them well, but the academic guidance given does not provide pupils with a clear enough understanding of what they need to do to improve their work.

When children start school in the Foundation Stage, their levels of development are below those typical for their age; many have poor language and communication skills. They make good progress in Reception where their wide-ranging needs are met successfully. Progress in Key Stages 1 and 2 is satisfactory overall, but in Key Stage 2 it accelerates. Standards at the end of Key Stage 2 are average and the pupils' achievement is satisfactory. The school's results in the tests for 11-year-olds improved in 2007, reflecting the success of actions taken by the school to improve standards by establishing a better quality of teaching. At Key Stage 1, the school's results from assessments in reading, writing and mathematics have fallen in the last two years to below average but the effects of actions taken by the school's managers, with advice and assistance from the local authority, are showing an improved pattern of progress. The school is increasing the level of challenge in the targets set for raising standards. Approximately one third of pupils have learning difficulties and/or disabilities and the school rightly prides itself upon its inclusive approach to learning. These pupils make good progress because they are supported well by the large number of teaching assistants and other adult helpers.

The quality of teaching and learning and the curriculum is satisfactory. In the Foundation Stage and Key Stage 2 there are examples of good teaching that promotes pupils' independence as learners and their enjoyment of school. Despite the overall improvement in the quality of teaching, some lessons, especially at Key Stage 1, do not challenge pupils sufficiently and lack interest. Assessment is not used well enough to help pupils understand what they need to do to improve. Music and sport are particularly strengths of the curriculum, but opportunities are sometimes missed to make best use of the school's good facilities for information and communication technology (ICT).

Leadership and management of the school are satisfactory. The headteacher has been particularly successful in building relations with parents, working with external partners to improve the quality of education, and promoting the school in a positive light within the community. These successes along with rising standards at the end of Key Stage 2, better attendance figures and improved behaviour mean that the school has a satisfactory capacity for making further improvements. Although the school has a clear picture of its strengths and weaknesses, links

between formal self-evaluation and development planning are not yet sufficiently clear. The governors have a satisfactory understanding of the issues facing the school.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children make good progress in the Foundation Stage. This is because the coordinator leads and manages the provision well and ensures that teaching and learning are good and that the lively curriculum matches each child's needs well. The teaching team works closely together. This results in adults interacting frequently with children and promoting their personal development, which is particularly good. Staff use the available space efficiently. For example, they support children from both classes in the outdoor learning area. There is a good balance between independent tasks and teacher-led activities and between indoor and outdoor learning. Children choose work confidently and thoroughly enjoy tasks, such as hanging out the washing or searching for treasure in the sand tray. Some whole-class sessions are too long and this reduces concentration levels. Staff use assessment well to make sure learning activities challenge the children. Care, guidance and support are good with very effective links with parents and the nearby nurseries.

### **What the school should do to improve further**

- Improve the quality of teaching and learning, especially at Key Stage 1 and across the school in the use of ICT.
- Strengthen the links between self-evaluation procedures and development planning.
- Give pupils clearer academic guidance through assessment and a better understanding of what to do to improve their work.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Achievement is satisfactory and standards are average. When pupils start Year 1, many, but not all, have reached the standards expected at the end of the Foundation Stage. Their overall progress in Key Stages 1 and 2 is satisfactory, but the rate of progress is better at Key Stage 2, where pupils benefit from increased expectations in their learning. The standards at the end of Key Stage 2 in 2007 were average and showed an improvement over previous years, especially in English. This improvement continued a trend begun the previous year. Key Stage 1, the 2007 results of assessments were below average in reading, writing and mathematics. Pupils with learning difficulties and/or disabilities make good progress towards the targets set for their learning. Following actions taken by the school, the rate of pupils' progress is increasing, especially at Key Stage 2.

## **Personal development and well-being**

### **Grade: 3**

Personal development and well-being are satisfactory. Pupils have a good understanding of healthy eating but do not always put this into practice. They understand the importance of exercising to keep fit and appreciate both their indoor and outdoor physical education lessons.

They have a satisfactory knowledge of staying safe, with the older pupils having a good understanding of road safety. Attendance rates have been steadily rising and are near to average. This is because the school monitors absences carefully and provides sensitive support to families where attendance is an issue. Behaviour is satisfactory overall, although the picture is mixed. There is a small minority of pupils who have difficulty in controlling their behaviour. The school has been working very hard to improve the behaviour of all pupils, with several new initiatives being introduced this year. These have had a very positive impact both in lessons and around the school. Pupils' enjoyment of school is satisfactory as is their preparation for their lives as future adults. They make good contributions to the community and the school council works well. Spiritual, moral, social and cultural development is satisfactory.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory. Pupils with learning difficulties and/or disabilities, who make up approximately one third of the school, make good progress due to well targeted teaching. There are good relations between pupils and the adults. Typically, the interactive whiteboards are used to good effect by teachers to introduce resources and stimulate interest, and by pupils to demonstrate their understanding. Pupils work well both independently and with their partners; their enjoyment is obvious. A minority of lessons, particularly in Key Stage 1, lack interest; activities are limited and not enough is expected of the pupils. Because the use of information from assessment varies in its effectiveness, pupils are not always sure what they need to do to improve. Teaching assistants and other classroom helpers are used well to support learning.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory and meets all statutory requirements. It is broad and balanced and reflects the school's inclusive approach to learning. The curriculum in the speech and language unit is a particular strength, helping to raise standards and boost pupils' confidence across the school. Sport and especially music are other areas where the school uses its resources well to extend and bring enjoyment to pupils' learning, to develop their self-esteem and contribute to the community. Opportunities to develop literacy and numeracy skills in other subjects using the good ICT facilities are sometimes missed. There is a good range of extra-curricular activities which are well attended and an after-school club that parents find particularly helpful. Pupils have the opportunity to study French, Spanish or German. Satisfactory use is made of visits and visitors to enrich pupils' understanding of the world.

### **Care, guidance and support**

#### **Grade: 3**

Care, support and guidance are satisfactory. Many aspects of the provision in this area are good. The school cares well for the pupils and gives them good support but academic guidance is imprecise and, consequently, pupils do not have a clear enough understanding of what they need to do to improve their work. Pupils say that they are confident to approach adults in the school if they have any worries. The partnership with parents is very effective. This is the result of the introduction of some innovative projects to extend these links including an entertaining

weekly newsletter. Safeguarding systems, including risk assessments and child protection measures, are in place. Support and guidance for pupils with learning difficulties and/or disabilities and looked-after children are effective and these pupils make good progress. The school provides particularly effective support and guidance for pupils with speech and language disabilities, which increases their rate of learning well.

## **Leadership and management**

### **Grade: 3**

The leadership and management of the school are satisfactory. Significant improvements have been made over the last two years to change the culture of the school and, above all, to improve pupils' behaviour and to track pupils' progress more closely. The headteacher has energetically pursued this and created a calm, positive atmosphere within which all pupils and staff are valued and respected. He has a clear vision for the future of the school and a determination to carry it through. Following action taken by the school, attendance has improved and standards have risen. The headteacher has worked hard to raise the reputation and profile of the school in the community and parents are highly appreciative of the changes he has brought about in the short time he has been in post. The headteacher works closely with the senior leadership team and subject coordinators and has made good use of the local authority's support. The headteacher and staff know the school well and are actively involved in monitoring teaching and learning on a daily basis. The links between the school's formal self-evaluation and its plans for further development are not strong enough to prompt an improvement in standards. Strengthening the links is currently one of the school's priorities. The governors have a satisfactory understanding of the school's strengths and areas for development and hold it to account well.

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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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
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?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	3
How well learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

14 January 2008

Dear Pupils

Inspection of Bay Primary School, East Riding of Yorkshire, YO16 7SZ

Thank you for the warm welcome you gave me and my team when we visited your school. You were very friendly, polite and enthusiastic about what you do. You told us a lot of interesting things about your school and you are clearly very proud of it. We spent a lot of time finding out how you learn in your lessons, looking at your work and talking to your teachers and the headteacher. Bay Primary is a satisfactory school.

There are a number of things that the school does well. It gives the children in the Foundation Stage a good start to their school life and everyone across the school benefits from the school's good links with the local community. Whilst most of you make satisfactory progress in lessons, those of you who find learning difficult are doing well in improving your skills and knowledge. Your achievement is satisfactory and most of you reach the standards expected for your age at the end of Years 2 and 6 but you do well in both music and sport. It is encouraging to note that you are trying hard to improve your behaviour and this is helping you to learn in lessons and have a happier time at school.

- Your school has been asked to improve your education in a number of ways. First to improve the quality of teaching and learning so that more is expected of you and you reach higher standards; second, to give you more support and guidance about how you can improve the quality of your work and third to keep a better check on how well the school is doing and find ways of making sure it is more effective.

You can help by telling your teachers how you learn best and if you have any difficulties. You can also help by continuing to attend school every day, behaving well and working hard.

Yours sincerely

Nigel Cromey-Hawke

Lead inspector