

Bill Quay Primary School

Inspection report

Unique Reference Number	108357
Local authority	Gateshead
Inspection number	377742
Inspection dates	23–24 November 2011
Reporting inspector	John Paddick

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	200
Appropriate authority	The governing body
Chair	Terry Harbron
Headteacher	Toni Hilton
Date of previous school inspection	5 July 2007
School address	Davidson Road Bill Quay Gateshead NE10 0UN
Telephone number	0191 469 3013
Fax number	0191 469 3013
Email address	tonihilton@gateshead.gov.uk

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Introduction

This inspection was carried out by three additional inspectors. They visited 13 lessons taught by 10 different teachers. Inspectors scrutinised a wide variety of pupils' work, especially in writing, mathematics and science. They held meetings with the headteacher, the Early Years Foundation Stage leader, the senior leadership team and two members of the governing body. Inspectors also met with groups of pupils from Years 4 and 6. They observed the school's work and looked at minutes of the governing body meetings, the school development plan, records of pupils' progress and safeguarding documentation. Inspectors analysed 88 questionnaires from parents and carers, 91 from pupils in Years 3 to 6 and 22 from members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Has the school closed the gap between the quality of girls' and boys' writing in Years 4 to 6?
- Are pupils with a statement of special educational needs making progress at the same rate as other pupils?
- Why attainment in Year 2 in mathematics is lower than in reading and writing?
- To what extent has the school improved the outside area for the Reception class?

Information about the school

The school is smaller than an average-sized primary school but the roll is rising steadily. Most pupils are of White British heritage and very few are from minority ethnic groups. The proportion of pupils known to be eligible for free school meals is below average. Pupils with special educational needs and/or disabilities make up around a fifth of the school roll which is broadly average. There are two units catering for pupils with a statement of special educational needs relating to autism. The proportion of pupils who join the school partway through their primary school education is well above average. The school has an international award and a Gateshead inclusion award. There is a daily breakfast club not managed by the governing body which will be reported on separately.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Bill Quay Primary School provides its pupils with a good quality education. It is a happy and welcoming school where care, guidance and support for pupils are outstanding. All groups of pupils, including those with special educational needs and/or disabilities make good progress. Teachers and their assistants know all of the pupils exceptionally well and ensure that their needs are fully met. Parents and carers are full of praise for the way that the school educates their children. One parent wrote, 'A lovely caring experience for my child at Bill Quay'. Teachers and their assistants check on pupils' progress regularly and effectively so they have an accurate picture of how they are getting on. If pupils fall behind, members of staff provide them with effective extra support to overcome barriers to progress. Pupils of all abilities generally learn quickly in lessons because teaching is mostly good and sometimes outstanding. However, there are a few occasions where learning is satisfactory rather than good, because the teacher takes too long with explanations or when the pace of the lesson is rather slow. Sometimes lesson planning does not take sufficient account of the wide range of ability in the class.

The school is successful because the headteacher has an extremely clear vision about how to provide good quality education and a particularly effective focus on pupils' progress and personal development. She has very effectively shared this vision with her senior team and all other members of staff. The governing body is outstanding in its support for the school and in the way that it rigorously monitors all of its activities. The school's self-evaluation is generally accurate and development planning is carried out with precision. Capacity for further improvement is good because the school has attended well to previous areas for improvement relating to pupils' writing and the outside area used by children in Reception. However, there is now a gap in Years 1 and 2 between the quality of pupils' writing and their skills in mathematics. Provision for pupils with autism is excellent and it frequently promotes spectacular academic and personal advances.

The school has several more outstanding features. For example, the way that it promotes equal opportunities is quite exceptional. This is inextricably linked to the excellent way that partnerships with a huge range of professionals and agencies provide many extra opportunities to enhance the curriculum and support for those pupils whose circumstances make them most potentially vulnerable. The way that the school promotes community cohesion is imaginative, successful and exemplary.

What does the school need to do to improve further?

- Raise attainment in mathematics by the end of Year 2 to at least the level of pupils' attainment in English by:
 - consolidating and developing their numerical skills through practical activities in lessons
 - increasing opportunities for using mathematical skills more frequently in other subjects.

- Improve the quality of all teaching to good or better by:
 - reducing the amount of time taken by teachers' explanations
 - increasing pace and providing a better match to all pupils' needs.

Outcomes for individuals and groups of pupils

2

Achievement is good because pupils' attainment rises quickly as they move through the school. When they join the school, children's stages of development are sometimes typical for their ages but very often lower than that. Pupils make good progress as they move through the school to Year 6 and they always reach at least average and often above average attainment by the time they are ready to transfer to secondary school. In 2011, the Year 6 national test results were better than in 2010 and substantially above average in reading, writing and mathematics.

Classroom observations and scrutiny of pupils' written work during the inspection confirm that pupils are continuing to do well. In a Year 6 lesson, pupils were making good progress in learning the more difficult multiplication tables. Their numerical skills are average and many are confident to work out the areas of compound shapes. Pupils' written work is developing well. It demonstrates they have an increasing ability to write at length for a variety of audiences. Sentence construction and the use of punctuation are generally good. Current work in Year 6 in science is above average. Pupils can carry out experiments confidently, produce tables of results and interpret them by drawing graphs. Observations of the school's younger pupils and those with special educational needs and/or disabilities, including those with autism, also confirm good progress for these groups.

Pupils enjoy their education and display good attitudes to learning. They are polite, cooperative and keen to do as well as they can. The development of their confidence and self-esteem as they move through the school is impressive. Pupils understand what constitutes a healthy diet and know why it is important to take exercise. They engage enthusiastically with a wide range of activities, especially relating to art, music and sport. Their attendance fell to average last year due largely to holidays taken in term time. However, there has been a substantial improvement since September. Persistent absence is very low. Behaviour in lessons is always at least good and sometimes outstanding, but for some pupils this is not replicated when they are having lunch. Although behaviour at lunchtime is satisfactory, some pupils tend to talk far too loudly while eating. Pupils are eager to take on responsibility and speak enthusiastically about the way that the school council contributes to decisions on improvements.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	2
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	3
Pupils' attendance ¹	
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers and classroom assistants manage pupils well so there is always a productive learning atmosphere in lessons. They provide pupils with a good range of interesting and challenging activities and generally conduct lessons at a good pace in a positive and enthusiastic manner. Teachers usually plan their lessons well so they are clear about what is to be achieved in the time available and how they will cater for pupils of all abilities. They mark pupils' work well so it is clear how improvements can be made. In the outstanding lessons, pupils make rapid progress in response to high expectations and a fast pace. However, there are a few lessons where the teacher has not really thought out how to adapt activities so that pupils of all abilities enjoy the same measure of success with their work. In addition, teachers do not always sufficiently provide pupils with the practical activities that would accelerate their progress in mathematics. The school employs good systems which accurately chart pupils' rates of progress and help to trigger extra support when it is needed.

The creative curriculum enables pupils to make good overall progress in their basic skills, particularly reading and writing. The focus on pupils' written work has been effective in narrowing the gap between boys' and girls' writing in Years 4 to 6. However, less emphasis on developing pupils' mathematical skills in a wide range of contexts has meant that they are not so well developed as pupils' literacy skills in Years 1 and 2. There are many very good features in the curriculum, which securely underpin the progress that pupils make, particularly in their personal development. Many excellent aspects of the curriculum are celebrated through superbly presented displays of pupils' work and experiences. Provision for pupils with autism is first-rate. It enables them to develop in a safe and secure environment and then successfully join their peers in mainstream education at every possible opportunity.

Outstanding care, guidance and support for pupils of all ages are major features of the school and they underpin the good progress that pupils make. Members of staff go the extra mile to ensure that all pupils are successful at Bill Quay. Often this means providing effective one-to-one tuition when pupils start to fall behind or when

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

they join the school partway through their primary education, often not having been successful elsewhere. Members of staff persevere so that if one approach is not working for a particular pupil they will try others until they find the key to the removal of barriers to learning. Often this involves working closely with outside agencies and professionals. The success of these approaches is particularly evident in the units for autistic pupils. The school’s excellent links with providers of secondary education ensure that pupils are well prepared for and confident about moving to their new school.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Good leadership and management of teaching mean that the senior team monitors and evaluates the quality of lessons thoroughly and identifies areas for teachers and their assistants to improve upon. Good use of accurate assessment records means that all groups of pupils have their progress frequently and effectively checked against challenging targets. There is no complacency whatsoever in this school. Where change and improvements are needed, they are carefully discussed by all stakeholders and included in the development plan, which has a high profile in the daily operation of the school. Governance is excellent. Members of the governing body are all allocated to subjects and activities, monitor them carefully and report back on their findings. The records of this monitoring are of superb quality.

Good safeguarding systems are firmly in place and have a high profile in the daily operation of the school. Procedures for checking on the identities of all of the adults admitted to the site are extremely rigorous. The promotion of equal opportunities is another aspect of the school’s work that has an exceptionally high profile. There is no evidence whatsoever of any discrimination and if the school detects any gaps in performance between groups of pupils or individuals, managers swiftly put effective interventions in place to close them. Exceptionally good partnerships provide many opportunities for the pupils that the school could not offer from its own resources alone. Examples are the way that the school utilises the expertise of professionals connected with art, music, physical education, dance, science, and design and technology, and particularly special educational needs and autism. The promotion of community cohesion is second to none. It pervades the curriculum and enables pupils to experience, often first-hand, extremely imaginative and productive activities spanning the locality and the national and international stage.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2

The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children in Reception benefit from a welcoming and safe environment and excellent personal support. The inside and outside areas are imaginatively laid out to enable children to develop, learn, play, make friends and investigate well. The outside area is now better than it was at the time of the previous inspection, although it does not offer the children enough opportunity to explore the natural environment. Teaching is good and there is a good balance between adult-led and child-initiated activities. This enables children to enjoy their education, make good progress and reach most of the early learning goals by the time they move to Year 1. Children behave well and relate very positively to the adults who work with them.

Good leadership and management ensure that staff morale remains high and there is a continuous and effective focus on learning and personal development. Accurate and regular assessment quickly identifies children who are making good progress and those who require extra support. Occasionally, teachers' assistants are not used to the maximum effect, for example during whole-class phonics sessions, and sometimes the value of child-initiated activities is reduced when they are allowed to go on for too long. Members of staff regularly evaluate the success of their early years programme and constantly adapt it to meet the needs of the children.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
Taking into account:	2
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	
The effectiveness of leadership and management in the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers are almost entirely positive about all aspects of the way that the school provides for their children. These positive views very closely match the findings of the inspection team.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bill Quay Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 88 completed questionnaires by the end of the on-site inspection. In total, there are 200 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	64	73	23	26	1	1	0	0
The school keeps my child safe	66	75	21	24	0	0	0	0
The school informs me about my child's progress	53	60	34	39	1	1	0	0
My child is making enough progress at this school	59	67	26	30	2	2	0	0
The teaching is good at this school	59	67	26	30	1	1	0	0
The school helps me to support my child's learning	60	68	26	30	0	0	0	0
The school helps my child to have a healthy lifestyle	43	49	42	47	4	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	48	55	33	38	1	1	0	0
The school meets my child's particular needs	58	66	28	32	0	0	0	0
The school deals effectively with unacceptable behaviour	41	47	41	47	4	5	0	0
The school takes account of my suggestions and concerns	42	48	38	43	3	3	0	0
The school is led and managed effectively	51	58	32	36	2	2	0	0
Overall, I am happy with my child's experience at this school	61	69	26	30	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.

Progress:

the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



25 November 2011

Dear Pupils

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

Thank you for making me and my fellow inspectors so welcome when we came to inspect your school recently. We were really impressed by your behaviour in class and the way you relate to visitors. A particular thank you goes to those of you from Years 3 to 6 who filled in our questionnaire and those of you from Years 4 and 6 who met with us at lunchtime to talk about your school. Another thank you goes to those of you who were so keen to show us your work in class. We were very pleased to know that you really enjoy your lessons and that you are so keen to do well.

We found that your school is providing you with a good education. Most of you are making at least good progress because teaching is good and you receive excellent support from the adults who work with you. Your teachers use a very good system for finding out how well you are doing and the school soon provides you with extra help if you fall behind. The school's governing body does a super job. You are all given every opportunity to succeed and to find out how people from different communities live.

Your school can still improve further and we have asked the governing body, the headteacher and staff to make some changes to help you make even better progress. These are to:

- help the pupils in Years 1 and 2 to improve more quickly in mathematics
- ensure that you all get good lessons all of the time.

You can all help by continuing to behave well in class and always doing the same while you are having your lunch.

Yours sincerely

John Paddick
Lead inspector

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