

West Cliff Primary School

Inspection report

Unique Reference Number	121346
Local authority	North Yorkshire
Inspection number	380217
Inspection dates	19–20 April 2012
Lead inspector	Barbara Hudson

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	161
Appropriate authority	The governing body
Chair	Diana Jeuda
Headteacher	Christina Zanelli
Date of previous school inspection	4 February 2009
School address	Church Square Whitby YO21 3EG
Telephone number	01947 602510
Fax number	None
Email address	headteacher@west-cliff.n-yorks.sch.uk



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



Introduction

Inspection team

Barbara Hudson
Ralph Lilley

Additional inspector
Additional inspector

This inspection was carried out with two days' notice. The inspectors observed teaching and learning in 14 lessons, including some where the links between sounds and letters were being taught. Seven teachers and two teaching assistants were observed and approximately seven hours were spent in direct observation of teaching and learning. Meetings were held with groups of pupils, members of the governing body and school staff. The inspectors took account of the responses to the online Parent View survey in planning the inspection. They observed the school's work and looked at documentation relating to pupils' achievement, safeguarding pupils, school improvement planning and minutes of meetings of the governing body. Inspectors analysed 54 questionnaires returned by parents and carers as well as those returned by staff and pupils.

Information about the school

This is a smaller than average-sized primary school. Nearly all pupils are of White British heritage. A few pupils are from minority ethnic backgrounds and nearly all speak English as their first language. The proportion of pupils known to be eligible for free school meals is well-above average. The proportion of pupils supported by school action plus or with a statement of special educational needs is broadly average. The school does not meet the current floor standards, which are the minimum standards expected by the government. The school runs and manages a breakfast and after-school club. The school holds numerous awards including Healthy Schools, North Yorkshire Inclusion Quality Mark, Bronze Eco Schools Award and International Schools Award.

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	3
Achievement of pupils	3
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a satisfactory school. It is improving rapidly and securely because the headteacher has successfully implemented a number of initiatives that have improved pupils’ attainment and accelerated their progress significantly. It is not yet good because although progress is improving it is not consistently good. Schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before the next section 5 inspection
- Achievement is satisfactory but improving rapidly, with an increasing proportion of pupils making good progress in lessons. As a result, attainment is broadly average by the time pupils leave the school. But, lower-attaining pupils who do not have special educational needs make satisfactory progress because the work they are set is too often too hard or too easy.
- Teaching is good. This is due to a constant drive by leadership to provide the best possible education, as is evident in the rapid improvement in pupils’ attainment and progress. However, teaching is not consistent in using time to best effect in supporting learning. The marking of pupils work is regular but it is inconsistent in showing pupils clearly what they need to do to improve their work.
- Most pupils’ behaviour is consistently good. They are enthusiastic learners. All staff are vigilant about pupils’ safety. Pupils say they feel very safe and secure in school.
- The inspirational leadership of the headteacher and the good leadership and management provided by other leaders and managers, including the governing body, have galvanised the workforce into a united team that is sharply and effectively focused on providing the best possible care and learning opportunities for the pupils. Leaders use performance management effectively to improve the quality of teaching and hence drive school improvement.

What does the school need to do to improve further?

- Improve pupils' achievement, especially for lower-attaining pupils, by:
 - ensuring teachers provide pupils with activities that are not too difficult or too easy
 - clearly explaining how they can improve their work.
- Further improve teaching so that all teaching is at least good and more is outstanding by:
 - ensuring teachers' explanations are concise, thereby allowing maximum time for pupils to engage in productive learning
 - consistently providing enough written and oral feedback to pupils so that they know how to improve their work
 - consistently giving pupils opportunities to use information and communication technology (ICT) effectively in lessons.

Main Report

Achievement of pupils

Attainment and progress are satisfactory but improving rapidly and securely because teaching and the curriculum have improved and are both good. As a result, in lessons pupils are enthusiastic, motivated to learn, cooperate well and strive to do their best. They apply themselves with determination to the tasks that they are set. Most parents and carers are very positive about the progress their children are making and feel that the school helps them to support their child's learning.

Children join the Reception Year with skills that are well-below those expected for their age. They make good progress in all areas of learning. Progress is especially good in the development of children's personal and social skills, vocabulary and sentence structure and in their physical development. Children enjoy taking part in well-planned group activities led by a member of staff. They also have appropriate opportunities to make decisions and choices to direct their own learning. In Key Stages 1 and 2, pupils make satisfactory and rapidly improving progress overall. However, pupils who are low attaining and who do not have special educational needs make slower progress than others because the work they are given to do is sometimes too hard and sometimes too easy. Pupils who are disabled and those who have special educational needs are effectively supported and, as a consequence, make good progress. A rigorous analysis of each pupil's needs ensures interventions are appropriate and well planned, enabling them to make good progress.

The improvements in pupils' progress and attainment are due to the school's rigorous approach to analysing pupils' progress and holding teachers to account for the progress each pupil makes in their classes. As a result, attainment and progress have improved significantly since the previous inspection. Inspection evidence shows that most pupils' attainment is now broadly average. Attainment in reading at the end of Year 2 is broadly

average because reading skills are taught effectively. In Year 6 attainment in reading is securely above average.

Quality of teaching

The good quality of teaching is greatly appreciated by parents and carers. Most teaching is good with some that is satisfactory and some that is outstanding. Outstanding teaching makes highly efficient use of time to provide a sharp and effective focus on learning and progress. ICT and questioning skills are used exceptionally well. For example, in one lesson pupils edited poems about the sea using ICT extremely competently to research and enhance the quality of their work. However, the effective use of ICT to support learning is variable from one class to another. Where teaching is satisfactory, teachers tend to spend too long on explanations thus reducing the time pupils have to complete their tasks. All the teaching staff are ambitious for each pupil to achieve their best. They demonstrate this by carefully monitoring how well pupils are learning during each lesson so that the level of support can be adjusted quickly. Most teaching matches tasks well to the different ability groups in each class, including disabled pupils and those with special educational needs. Teachers use verbal praise effectively to boost pupils' levels of self-confidence. This means that by the end of the lesson each pupil feels proud of their efforts. Pupils say that learning is fun and their work is 'usually just right, but very occasionally it is too hard or too easy'.

Teachers provide many opportunities for pupils to apply their reading, writing and mathematical skills across the good curriculum. This was evident in a Year 2 lesson where pupils were encouraged to find out if they had sufficient money to cover their shopping list. This also helped them use negative numbers in a real-life context. Teaching effectively promotes pupils' spiritual, moral, social and cultural development through the nurturing environment in which pupils can thrive and also through planned activities such as when a group of pupils discussed what they would do if a bigger boy pinched their football. The quality of marking varies. While strengths are highlighted, the quality of written comments to help pupils improve their work is variable.

Teaching in the Early Years Foundation Stage provides children with a wide range of good quality learning experiences both indoors and outdoors. Adult-led activities are planned so that there is good challenge for all groups of children. Early reading skills are taught well. Parents and carers are given good support to help their child at home.

Behaviour and safety of pupils

Most pupils contribute well to the school's happy and caring community. Pupils are courteous and thoughtful, showing awareness of the need to care for each other and respect each other's rights. A calm and purposeful atmosphere pervades all areas of the school. Teaching promotes good behaviour and good attitudes to learning in lessons across the school. This in turn promotes a positive and supportive classroom environment, in which pupils are positive and enthusiastic, and hence leads to good learning. Around school pupils are equally courteous. Even when pupils are excited, such as when having a picnic and reading books on the newly installed grassed area, they show great respect for each other.

Pupils also regard their contributions to the community as important. They make many visits and greet numerous visitors where they show themselves to be good ambassadors for their school. The staff have created a positive, supportive environment in which all pupils can thrive and do their best. School records show that over time there have been few incidents of unacceptable behaviour and that incidents are dealt with effectively and appropriately when they do occur.

Pupils report that bullying of any form is rare and that when it does occur staff deal with it quickly and effectively. This is confirmed through discussions with pupils and in the parents' and carers' and pupils' questionnaires. Pupils have a good understanding of how to keep safe in school and in their community. They feel very safe and secure in school, form very good relationships with each other and the teaching staff and thrive in an environment that nurtures and celebrates success. Pupils' attendance is satisfactory and improving reflecting their growing enjoyment and desire to be part of this school.

Leadership and management

Leaders and managers at all levels demonstrate the ambition, determination and expertise to continually improve this school. Their impact on improving the quality of teaching significantly and in raising attainment demonstrates good capacity for further improvement. The headteacher shares her clear, ambitious vision by leading through example. Roles and responsibilities are effectively delegated. High levels of communication, teamwork, professional dialogue and sharing of good practice with and beyond the school, are the norm. This has led to a secure improvement since the previous inspection, particularly in pupils' attainment and progress. Teaching has improved through careful identification of needs, targeted opportunities for professional development and a focus on teacher accountability for the progress of pupils. Teachers are vigilant about ensuring every child has equal access to all that the school has to offer.

Relationships with parents, carers and the community are highly positive. This is very evident in the high number and positive returns of the parents' and carers' questionnaires. As one parent or carer wrote in the questionnaire - 'There is always something happening in school with parent involvement including art days, trips out and fantastic fund-raising events'. Parents are also highly appreciative of the good quality breakfast and after-school club. Leadership also takes close account of pupils' views. Senior leadership has developed a good curriculum that meets pupils' needs and promotes their spiritual, moral, social and cultural development well.

Leaders and managers evaluate the effectiveness of the school accurately. They use the outcomes to target areas for improvement and to form the basis of the good quality school development plan. The governing body is holding the school to account with increasing rigour. It ensures that policies are implemented effectively by all staff, including those for safeguarding and tackling discrimination. Members of the governing body and staff have forged very strong links with parents and carers who, in turn, are high in praise for how well their children are taught and cared for in school.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



23 April 2012

Dear Pupils

Inspection of West Cliff Primary School, Whitby, YO21 3EG

Thank you very much for the friendly welcome you gave the inspection team when we visited your school recently. We enjoyed talking with you and watching you work. I am sure you will be delighted to know that you go to a school that is improving rapidly. The inspectors judged the school to be satisfactory and improving quickly.

Some of the good things about your school are:

- the recent improvements in the progress that you are now making in lessons
- your very good attitudes to learning and the very positive relationships you have with each other and the staff
- the good teaching that motivates you to learn and achieve well
- the determination of your inspirational headteacher, all the staff and the governing body to make your school even better.

In all schools there are still things that can be improved. I have asked your headteacher to work with staff to look at more ways to:

- help teachers provide work that is just right and not too hard or too easy, especially for those of you who find learning quite difficult
- to increase the amount of outstanding teaching you receive.

You can help the school become even better by continuing to work as hard as you do now in your lessons and keeping up the recent improvements in your attendance. I would like to wish you every success in the future.

Yours sincerely

Barbara Hudson
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email enquiries@ofsted.gov.uk.