

# West Cliff Primary School

Church Square, Whitby, North Yorkshire, YO21 3EG

**Inspection dates** 12–13 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher's outstanding leadership has taken the school forward rapidly since the previous inspection.
- Children get off to a very good start in the Reception class from well below expected starting points for their age.
- Good progress is firmly rooted throughout the school and standards are rising quickly.
- The quality of teaching is good, with some that is outstanding. Teachers' expectations are high. They use assessment well to match work to pupils' abilities and challenge them well.
- The management of teaching and learning is highly effective. It has strengthened weaker areas, lifted overall performance significantly and has had a very positive impact on pupils' achievement.
- The work of the governing body is extremely well focused on raising standards in the school and improving pupils' life chances.

### It is not yet an outstanding school because

- More consistently outstanding teaching is needed to raise the quality to outstanding overall.
- Sometimes the pace of learning slackens in lessons because time and resources are not used to best effect.
- Newly introduced methods for the teaching of spelling, punctuation and grammar are not used sufficiently well in all year groups
- Pupils' handwriting is not always good enough.

## Information about this inspection

- Inspectors observed 18 lessons and part lessons, two of which were observed jointly with the headteacher.
- Meetings were held with senior members of staff, members of the governing body, pupils and parents. There was also a discussion with representatives from the local authority.
- Also taken into account were the views of 28 parents who completed the online questionnaire Parent View as well as questionnaires completed by members of staff.
- Inspectors examined a wide range of documentation including: national assessment data and the school's own assessments; previous reports and the school's own view of its work; minutes from governing body meetings; curriculum planning; safeguarding documents and samples of pupils' work.

## Inspection team

Kevin Johnson, Lead inspector

Additional Inspector

Sue Smith

Additional Inspector

## Full report

### Information about this school

- This is a smaller-than-average primary school in which almost all pupils are White British.
- The proportion of pupils supported by school action is above average.
- An average proportion of pupils are supported by school action plus or have a statement of special educational needs.
- The proportion of pupils supported through the pupil premium funding is average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals, children from service families and those who are looked after by the local authority.
- The school meets current floor standards, which are the government's minimum expectations for pupils' attainment and progress at the end of Year 6.
- A breakfast club and after-school care are provided by the school during term time.
- Pre-school provision is available on site. This provision is not managed by the governing body and was not part of this inspection.

### What does the school need to do to improve further?

- Raise the quality of teaching to outstanding and thereby build on the positive achievement and improving standards in the school by:
  - ensuring that there is a fully consistent approach to the teaching of spelling, punctuation and grammar
  - improving pupils' handwriting throughout the school
  - making sure that time is used effectively in all lessons to ensure a good pace to learning
  - capitalising on the skills of teaching assistants to ensure that pupils are involved in appropriate practical work as soon as possible in the lesson.

## Inspection judgements

### The achievement of pupils is good

- Improved leadership in the Early Years Foundation Stage ensures that children make good progress and achieve well. Their abilities, when they enter Reception, are generally well below those expected for their age. Good teaching and exciting opportunities for children to choose their own ways of learning help them to develop confidence and their curiosity. By the end of Reception, a majority have reached a good level of development in their areas of learning and are ready to face the challenges of Year 1.
- Pupils make good progress in Years 1 and 2 and standards at the end of Year 2 are rising. This is the impact of the better start children are now getting in Reception. In the most recent test in phonics (letters and the sounds that they make) for pupils in Year 1, the school's performance improved well and was a little above the national average. Reading, writing and mathematics also improved at the end of Year 2, particularly in the number of pupils who reached the higher level 3, and standards overall rose to above average.
- Standards at the end of Year 6 have remained broadly average since the previous inspection. Given pupils' starting points, which were below average when they were at the end of Year 2, this represents good achievement. National assessment data in 2013 for the relatively small Year 6 group show that they did exceptionally well in writing and achieved above-average standards. There was a dip in reading, however, and pupils did not do so well in their English grammar, punctuation and spelling test.
- School assessments for that group show that an unusually high proportion of pupils had special educational needs and a few that did not speak English joined the class outside the normal time. Nevertheless, from their individual starting points, all made good or better progress although they did not all achieve the expected standard for their age in the national tests. Despite this good progress, there is no complacency among school leaders. There is already a much stronger focus on reading and leaders are reviewing ways of teaching English grammar, punctuation and spelling.
- Currently, throughout the school, pupils are no longer 'catching up' as progress year-on-year is good or better. Samples of pupils' work and school assessments show some exceptional progress in Years 5 and 6, clearly indicating that standards in English and mathematics are well on track to improve.
- Books are given a high profile in the school. Reading books for pupils in Years 1 and 2 are well organised and fully accessible. Pupils have books that test them at the right level and they enjoy reading them. Pupils use their knowledge of letters and sounds well to make sense of unfamiliar words. They know the difference between fiction and non-fiction and usually guess what might happen next in a story because they understand what they are reading about. Year 6 pupils read very confidently and accurately. They can talk about favourite books, characters and authors and say that they have many more opportunities to read in school than they had previously.
- Most-able pupils in the school have generally done well over time. Currently there is a strong drive to ensure that a significant group of pupils, capable of achieving the highest level 6, achieve their potential. Grouping by ability, for example, in mathematics ensures that teachers maintain the highest expectations and challenge most-able pupils as well as they should.
- Disabled pupils and those with special educational needs are extremely well provided for. The teacher in charge of this provision is extremely knowledgeable about pupils' specific needs. Their learning is carefully tailored to meet those needs. Pupils are supported by well-trained and dedicated staff. As a result, they make good and sometimes exceptional progress from their relative starting points.
- School leaders are fully intent on providing equality of opportunity throughout the school. To that end, they check the progress of pupils who are known to be eligible for free school meals and those whose circumstances make them vulnerable very closely. They have targeted the pupil premium funding effectively to provide the additional support needed. Consequently, pupils known to be eligible for free school meals do better than their group nationally and frequently

than others in the school at the end of Year 6.

### **The quality of teaching** is good

- Good teaching is expected and established throughout the school. Although some teaching is outstanding, there is not yet a consistently high enough proportion of outstanding lessons.
- Teachers maintain high expectations of what pupils can achieve in lessons. They generally waste no time in getting pupils' learning underway. Explanations are usually brief and pupils' class work is well prepared. Teachers explain clearly what is expected and how it can be achieved in the lesson.
- Occasionally time is not used as well as it could be. For example, explanations can be too drawn out because the teacher repeats, unnecessarily, some teaching that has already been done. Consequently, pupils do not start their practical work as soon as they could. Sometimes teaching assistants could be used more effectively to speed up some pupils' learning although, overall, they make a valuable contribution to pupils' progress.
- Teachers' subject knowledge is good and they use technology well in lessons to help pupils learn.
- A very good learning activity used throughout the school is the early morning 'Response Time'. This gives pupils time to respond to teachers' comments about the previous day's work and do some corrections of their own. Pupils appreciate this learning opportunity. Typical comments, such as 'It helps me to understand what I have done wrong and how to improve' and 'It gives us a chance to talk to teachers', illustrate how much pupils value that time.
- Literacy and numeracy are taught well. There is some outstanding teaching in these subjects, where pupils' motivation and their pace of learning are excellent. The highest expectations and strong challenge in a mathematics lesson, for a less-able group, meant that some Years 5 and 6 pupils made excellent progress in their understanding of how to read different sets of information and present it in graphs. The lesson was exceptionally well planned and work matched accurately to pupils' varying abilities within the group.
- In a Year 6 literacy lesson, pupils were equally well motivated because their work – to write a report about earth – was helpfully linked to work done in science. Pupils worked very hard in the lesson and helped one another a great deal by checking each other's work and developing their own skills at assessing writing standards.
- There is good teaching in other subjects. Enjoyable lessons were seen in Art and physical education, for example, and evidence of teaching and learning in pupils' science books is impressive.
- While literacy, particularly writing, is taught successfully, samples of pupils' work show that teachers do not maintain such high expectations with regard to handwriting. There are also some weaknesses to iron out in pupils' use of grammar, spelling and punctuation, a feature already recognised by school leaders.

### **The behaviour and safety of pupils** are good

- When asked what they thought was good about West Cliff, pupils usually mentioned the teachers and their lessons. Pupils enjoy learning and their positive attitudes have a good impact on the progress they make.
- Pupils make good use of opportunities outside of lesson time. After-school clubs are well attended, particularly sports clubs which contribute to the school's sporting success as well as pupils' physical well-being.
- Behaviour is always good in lessons and around the school. Pupils are attentive and work hard in the classroom. They know how to behave as they should, for example, in assemblies or in the dining room. They give their own behaviour 'seven or eight out of ten'.
- Pupils are invariably polite and well mannered. They respect adults, and are mindful of one

another and their different backgrounds and circumstances.

- There are very trusting relationships between pupils and the grown-ups who work in the school. Pupils know that they can rely on help when it is needed. The vast majority of parents are confident that their children are safe and well cared for. A few pupils enjoy a safe start to their day in the breakfast club. More make use of the well-organised after-school care provided.
- Pupils say that they always feel safe. Although a very small number of parents show concerns about bullying in Parent View, pupils themselves say that there is none. They have a good awareness of the different forms that bullying can take, including cyber-bullying, and they know about potentially dangerous situations that they should avoid outside school.
- Pupils make a good contribution to the life of the school. The school council is active in ensuring that pupils have a say in school matters. This has resulted in improvements to playground facilities and the much-loved 'American diner' where pupils have their lunch.
- Punctuality is generally good and attendance is consistently average.
- Overall, pupils' spiritual, moral, social and cultural development is good and they are well prepared for the next stages of their education by the time they leave the school.

### **The leadership and management are outstanding**

- Since her appointment in the school, the headteacher's work and her response to the previous inspection have been outstanding. She has moulded a very strong and supportive staff team by changing the way the staff think about pupils and their learning and consequently what they do to ensure progress is rapid. In addition to improvements to the effectiveness of teaching, she has steered improvement in the curriculum and the Early Years Foundation Stage. Pupils' behaviour and attitudes have improved, leading to their rapid and better progress and achievement.
- The local authority fully recognises the quality of leadership in the school and has no concerns about leaders' ability to improve the school further. Leadership in West Cliff is used as a model to help improvement in other local authority schools.
- The outstanding management of teaching and learning and teachers' performance management are central to the school's improvement. Expectations have been raised enormously by setting rigorous targets for teachers. Senior leaders are very active in their robust checking of teaching quality to ensure that targets are met consistently. They support colleagues with planning and by demonstrating best classroom practice. New members of staff are quickly coached into the school's way of doing things and are given first-class support from senior colleagues.
- Middle leaders have brought very good developments in the curriculum, which is now highly focused on literacy and numeracy skills and promotes an enthusiasm for learning. There are excellent displays in all classes showing how pupils apply those skills to their learning across different subjects. Pupils' horizons are broadened through activities outside the classroom, and external trips which promote good personal development as well as enjoyment of learning.
- **The governance of the school:**
  - The governing body is unfailingly ambitious for the school. Its prime aim is to provide equally well for all pupils. Its focus on excellence means that it asks questions of its own performance as well as providing energetic challenge for the school. National assessment data are checked in detail so that the school's academic performance can be measured and any room for improvement can be discussed promptly with the school. Governors have a very clear understanding of the overall teaching quality in the school. They know that it is underpinned by the Teachers' Standards and how salaries are linked to teachers' success in the classroom. There is a clear plan for use of the recently allocated sports funding for primary schools. Funding is earmarked for the enrichment of pupils' already good sports opportunities and for the upgrading of teaching skills in physical education. The governing body is very watchful over the impact of the pupil premium spending. Finances and other statutory responsibilities regarding policies are managed efficiently. Safeguarding measures fully meet all government requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	121346
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	430903

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	166
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Diana Jeuda
<b>Headteacher</b>	Christina Zanelli
<b>Date of previous school inspection</b>	19 April 2012
<b>Telephone number</b>	01947 602510
<b>Fax number</b>	–
<b>Email address</b>	headteacher@west-cliff.n-yorks.sch.uk

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