



# Whitecliffe Primary School

## Inspection Report

**Unique Reference Number** 111654  
**LEA** Redcar and Cleveland  
**Inspection number** 278742  
**Inspection dates** 1 February 2006 to 2 February 2006  
**Reporting inspector** Mr Stafford Evans

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

<b>Type of school</b>	Primary	<b>School address</b>	Kilton Lane
<b>School category</b>	Community		Carlin How
<b>Age range of pupils</b>	3 to 11		Saltburn-by-the-Sea, TS13 4AD
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01287 640414
<b>Number on roll</b>	140	<b>Fax number</b>	01287 640326
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Roger Clipsham
<b>Date of previous inspection</b>	1 October 2000	<b>Headteacher</b>	Mrs Christine Shannon

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 1 February 2006 - 2 February 2006	<b>Inspection number</b> 278742
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## Introduction

The inspection was carried out by one additional inspector.

## Description of the school

Whitecliffe Primary School serves the villages of Carlin How and Skinningrove, in Cleveland, an area that is socially and economically disadvantaged. It is a below average-sized school, with 140 children, from 3 to 11 years of age, including 21 part-time children in the nursery. The proportion of children who have free school meals is higher than the national average. When they start school, many children have standards that are well below those expected nationally of children this age. Almost all children are of white British heritage. The proportion of children with learning difficulties and/or disabilities is above the national average. Because of their circumstances, there are a few very vulnerable children.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Whitecliffe Primary School is an improving school that provides a satisfactory standard of education with good features. Value for money is satisfactory. Pupils attain broadly average standards and achieve satisfactorily by the time they leave the school. The progress pupils make in lessons is at least satisfactory. This is because the teaching and learning are satisfactory, although the amount of good teaching is increasing. The decline in Year 6 standards after the last inspection has been turned round resulting in a significant improvement in pupils' achievement. Building on improvements made last year, current standards in Years 1 and 2 are much higher than they have been in recent years. The Foundation Stage provision is good and children attain broadly in line with nationally expected standards.

The improvement in standards corresponds with the appointment of the current headteacher. The leadership and management of the school are good and rightly focus on raising standards. The school's evaluation of its performance is accurate. From the school's self-evaluation, the right priorities are set. There is good capacity to improve.

Teaching and learning are satisfactory. Good assessment procedures are in place and work is mainly matched accurately to pupils' varying needs. However, more able pupils are not always given sufficient work that will challenge and extend their learning. This adversely affects the standards they attain. Teachers mark pupils' work satisfactorily but do not always indicate how to improve. This slows progress.

Parents are very happy with the quality of education and care that their children receive. However, parents do not have enough information regularly about how they can help their children's learning.

Pupils' personal development is good. Most pupils leave the school with the necessary social skills that prepare them well for the next stage of their education. Pupils with learning difficulties and/or disabilities and those most vulnerable receive a good level of support and achieve well.

### What the school should do to improve further

- Increase the pace at which more able pupils learn by expecting them to do more, and harder, work in lessons and so achieve their potential.
- Improve the marking of pupils' work so that they are clear what they have to do to improve.
- Involve parents more in their children's learning by ensuring that they know what to do to help them reach the next level in their learning.

## Achievement and standards

### Grade: 3

Pupils achieve satisfactorily by the time they leave the school. Inspection evidence indicates that standards are below average in English and mathematics by the end of

Year 6. Compared with their low attainment at the end of Year 2, Year 6 pupils have made satisfactory progress. Throughout the rest of the school, pupils attain broadly average standards. However, progress in lessons is uneven as pupils move through the school. Progress accelerates in Years 5 and 6.

Following a significant decline in standards after the last inspection, there has been a big improvement over the last two years. For example, in 2003 the results of the national Year 6 tests placed the school in the bottom 5% of schools nationally. The 2005 results showed they were in the top half of schools.

By the end of the Foundation Stage, children attain broadly the nationally expected standards and make good progress in the Nursery and Reception. The standards attained by the end of Year 2 are broadly average; progress is satisfactory. The recent decline in standards by the end of Year 2 has been halted. The work seen confirms this and shows how the school has built on improvements started last year.

Pupils with learning difficulties and/or disabilities and those most vulnerable achieve well. Pupils' targets for the standard they should achieve are clear and soundly based on their prior learning. They are set high and help most pupils do as well as they can. However, higher attaining pupils do not always do as well as they should.

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

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good. Pupils have positive attitudes to learning, which is reflected in their enjoyment of school. The behaviour of the majority of pupils is good. Pupils are keen to take on responsibilities and older pupils are caring to younger ones. The school council provides pupils with a real voice in the school. Council members successfully represent the views of their classmates.

Pupils say they get on well with staff and like coming to school. Through subjects such as art and design, pupils develop well their spiritual and cultural awareness. Religious education lessons help pupils develop a sound knowledge of the diversity of faiths and cultures. In assemblies, pupils use the opportunities provided to raise their self esteem and to consider the impact of their actions on others.

Involvement in events in the local area and with neighbouring schools is good. However, pupils have limited knowledge and understanding of the cultural diversity of life outside the immediate locality.

They try hard to adopt healthy lifestyles, and know a lot about healthy eating. They enjoy the many sporting activities the school provides and know the value of exercise. Most pupils develop the basic skills of literacy and numeracy to a satisfactory level. They learn to work cooperatively and collaboratively. Thus, they have a sound basis from which to develop skills for later working life. Attendance and punctuality are satisfactory.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning are satisfactory with good features. In the Foundation Stage, teaching and learning are good. Throughout the school, teachers are clear what is to be taught and learnt. This is shared with pupils at the start of lessons. This helps the teacher and pupils to remain focused on the purpose of the lesson. Teachers use a good range of teaching methods, including whole class teaching, group and individual work. Pupils respond readily to the challenges set and show a willingness to concentrate. Teachers do not always match work accurately to what higher attainers need to learn, and the pace at which they are expected to learn is too slow in some lessons and so they do not do enough work. This adversely affects learning. Marking is satisfactory. Teachers do not always make it clear how pupils can improve their work. This also slows progress. The good relationships between teachers and pupils underpin the way teachers manage pupils' behaviour. Support staff make a positive contribution to pupils' learning. They are particularly successful in the help they provide for pupils with learning difficulties and/or disabilities and those who are most vulnerable. Homework provision is satisfactory but parents do not have enough information about how they can help their children in the next steps of their learning.

### Curriculum and other activities

#### Grade: 2

The school provides a good curriculum, which is designed to ensure that all pupils receive similar experiences, but one that meets their needs. Provision for children in the Foundation Stage is good. Literacy, numeracy and information and communication technology provision are good, with emphasis on learning through practical activities. Pupils find lessons interesting and are motivated learners. The organisation of work and support for pupils with learning difficulties and/or disabilities is good; these pupils are fully integrated into the life of the school. Teachers implement a well-structured programme of personal, social and health education. This has a great influence on the progress pupils make in their personal development. A large proportion of pupils participate in a good range of activities outside lessons, particularly sport. These activities have a positive effect on their enthusiasm for school, and help develop their good social skills and a healthy outlook on life.

### Care, guidance and support

#### Grade: 2

The school is a very caring and harmonious place where all pupils feel very secure and very well cared for. Child protection and health and safety procedures are in place. The school does a great deal to promote healthy eating and living. Pupils who have learning difficulties and/or disabilities receive good care and support from their assigned helper. The school has a successful range of strategies to guide and nurture

pupils whose behaviour gives cause for concern and those who are most at risk. Procedures for monitoring academic achievement and personal development are good. Teachers use this information satisfactorily to help most pupils towards the next steps in their learning. This ensures that pupils who need extra help to reach their targets receive it. However, work needs to be more accurately matched to the needs of more able pupils. Well structured systems are in place to monitor and improve pupils' attendance.

## **Leadership and management**

### **Grade: 2**

The headteacher, supported by staff and governors, provides good leadership and management. Improvement over the last two years has been good, following a period of decline in the school's performance immediately after the last inspection. The leadership team has used effectively the good practices that were developing prior to the current headteacher's appointment. Good quality changes have been accompanied by an urgency to bring about improvements. This ensures that the school is an improving one and has good capacity to improve further. The school has received good support and advice from the local authority.

There is a clear focus on raising standards and promoting the personal development of pupils. The school's monitoring and evaluation of its performance are good. Staff know what pupils' standards are and whether they are doing as well as they should. The headteacher has a very clear picture of how well pupils are taught. From this, the right priorities are set. The school's self-evaluation and school improvement plan are good, reflecting the school's strengths and weaknesses, with an accurate identification of the areas for improvement. The inspection concurs with the school's evaluation of its performance. The school is very good at ensuring that all pupils play a full part in the life of the school.

Governors, well led by the chairperson, play a constructive part in the life of the school. Parents report that the school seeks their views and takes account of their suggestions and concerns. They are involved in the life of the school.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

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

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## Text from letter to pupils explaining the findings of the inspection

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3 February 2006

Dear Children

I really enjoyed my visit to your school. Thank-you very much for being so friendly and talking to me about all you do in school.

I would like to tell you what I thought about your school.

All the teachers and adults in the school care a lot for you and try to make sure you do well in your lessons.

The teachers do a good job of making your lessons interesting and fun. This means that you work hard and reach satisfactory standards by the time you leave the school.

Your behaviour is good and you care a lot about each other. You really enjoy school.

You are taught lots of good things. You know about staying safe, keeping fit and eating the right foods to make you healthy.

There are many smashing things about your school, especially the way everyone cares for each other.

To help make sure that everyone can do even better I have asked Mrs Shannon to:

make sure that all of you reach the standards you are capable of;

ask the teachers to mark your work in a way that will help you improve and know how well you are learning;

work more closely with your parents to help you learn even more.

Yours sincerely

Stafford Evans

Lead inspector