



# West Cliff Primary School

## Inspection Report

**Unique Reference Number** 121346  
**LEA** North Yorkshire  
**Inspection number** 280989  
**Inspection dates** 23 January 2006 to 24 January 2006  
**Reporting inspector** Mr Bob Thompson CfBT Lead Inspector

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

<b>Type of school</b>	Primary	<b>School address</b>	Church Square
<b>School category</b>	Community		Whitby
<b>Age range of pupils</b>	5 to 11		North Yorkshire YO21 3EG
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01947 602510
<b>Number on roll</b>	177	<b>Fax number</b>	01947 821069
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs D Jeuda
<b>Date of previous inspection</b>	21 September 1998	<b>Headteacher</b>	Mr A Forsyth

<b>Age group</b> 5 to 11	<b>Inspection dates</b> 23 January 2006 - 24 January 2006	<b>Inspection number</b> 280989
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## **Introduction**

Two additional inspectors carried out the inspection.

## **Description of the school**

This is an average sized primary school for pupils aged four to eleven. The school has gone through a period of disruption with five headteachers in five terms. The recent, permanent, headteacher was appointed in September 2005. There are fairly equal numbers of boys and girls. The population is predominately white British and all pupils speak English as their first language.

The area in which the school is situated suffers from some social and economic deprivation, although the number of pupils taking free school meals is below average. The proportion of pupils with learning difficulties and/or disabilities is slightly above average. Attainment on entry to the school is broadly average.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory and rapidly improving school, which confirms the school's own evaluation. The school's previous designation as having serious weaknesses no longer applies. The school now gives satisfactory value for money and, under the new management and rejuvenated governing body, has good capacity for future development.

Good provision for children in the Foundation Stage gets them off to a flying start and

provides a secure base for their future learning. The overall rate of progress throughout Years 1 to 6 is satisfactory. By the end of Year 2 standards in reading, mathematics and

writing are broadly average, but not enough pupils reach the higher levels in writing.

Standards by the end of Year 6 are broadly average, but there is some

underperformance in science, particularly for girls. Teaching is satisfactory, as is the

curriculum and the care, guidance and support for pupils. Pupils are adequately

prepared for secondary education. Although the school is well provided with information and communication technology, (ICT) resources, there is a need to strengthen the use of ICT across the curriculum. Some good practice exists for setting targets for the pupils

and giving them helpful feedback about how to improve, but this is not evident across the whole school. Pupils enjoy learning and apply themselves to the tasks they are set.

The school has made good improvement since the last inspection even though it went through a difficult period without a permanent headteacher. Parents are happy that their

children now receive a satisfactory standard of education.

### What the school should do to improve further

- Implement plans to raise the quality of writing by the end of Year 2 and improve achievement in science by the end of Year 6, particularly for girls.
- Ensure that the best practice in target setting and feedback permeates the whole school.
- Implement the school plan to put more ICT into classrooms so that increased use can be made of ICT across the curriculum.

## **Achievement and standards**

### **Grade: 3**

Children settle to school quickly and make good progress in the Reception class. By the end of their time in Reception they achieve the standards expected for their age. This secures a productive start to build upon. Satisfactory progress continues in Years 1 and 2. By the end of Year 2, standards are broadly in line with the national average in reading, writing and mathematics. Reading and mathematics results are generally more positive than those in writing, where not enough pupils are reaching the higher levels. While standards at the end of Year 6 are broadly average overall, the test results for 2005 show good improvement. This was particularly so in English where the proportion of pupils attaining the higher level was much higher than the national figure. Although science results improved in 2005, performance was not as good as in English or mathematics. In science, fewer pupils than nationally attained the expected or higher levels and girls in particular underachieved in this subject. Pupils are now being set challenging targets.

The school has implemented measures to improve target setting to promote better progress for pupils. Carefully considered and well structured plans have been formulated to raise the quality of pupils' writing and improve girls' achievement in science. Throughout the school, the very small number of minority ethnic pupils and those with learning difficulties and/or disabilities make similar progress to others.

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

### **Grade: 3**

Pupils' personal development and well-being are satisfactory. They develop a sense of right and wrong through the programme of personal, social, health and citizenship education (PSHCE), religious education lessons and assemblies. Socially they develop satisfactorily in terms of the way they relate to one another. The active school council is successfully promoting a sense of community and responsibility, with lower school pupils now involved. Pupils have been involved in successful fundraising events for a number of charities. There are growing strengths in cultural development with visiting dancers, storytellers and musicians from various cultures. Work on festivals, such as the Chinese New Year, and art activities covering aboriginal artwork and pupils designing Greek vases, also support development in this aspect. Spiritual development is satisfactory.

Pupils feel safe in school. Their behaviour in class and around the school is good. Pupils are happy in school and enjoy their work and play. The school ensures that every child matters and values them. Pupils attend well with virtually no unauthorised absence being recorded. There are no significant problems with bullying or racist behaviour and pupils are confident about whom to approach if they have problems. They believe the school deals effectively with incidents. The school has enrolled on the healthy schools initiative and has identified that only a small number of pupils choose to eat the healthy food options at lunchtime. All pupils spend the recommended amount of

time on physical education and understand the link between regular exercise and keeping healthy.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory overall, with a core of good and better teaching. This reflects improvement since the last inspection, with the eradication of unsatisfactory teaching. Teachers make learning outcomes clear to pupils and use a good variety of activities to interest them. Well structured lesson planning supports learning effectively. Good progress has been made in implementing effective behaviour management strategies, resulting in good behaviour in most lessons. The school has correctly identified where further behaviour management support is needed and is taking appropriate action.

In the most successful lessons, teachers have high expectations of both the level and pace of work. In these lessons, the work is particularly well matched to the needs of different groups of pupils, offering them suitable levels of challenge and support. Pupils respond to this enthusiastically and make good progress. Pupils work well as a class, in small groups and individually.

Assessment procedures have improved. Revised pupil tracking procedures help teachers to monitor underachievers more easily. However, this information is not yet used to ensure that teaching is consistently challenging. Some good practice has been implemented in target setting and giving pupils feedback about how to improve. The school has identified correctly the benefits of extending this approach across the curriculum.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory. All statutory requirements are met. Basic skills of literacy and numeracy are developed satisfactorily. Although some very good use of information and communication technology (ICT) was seen from pupils and staff, the school has identified correctly the need to strengthen the use of ICT across the curriculum. The school is well provided with ICT resources. There are satisfactory opportunities for pupils to contribute to the community, which have been strengthened with the re-establishment of the school council. There is good curriculum enrichment with the use of theatre groups, music organisations, local people, residential visits and local resources, together with a number of clubs.

## Care, guidance and support

### Grade: 3

The care, guidance and support of pupils is satisfactory. Child protection arrangements are fully in place and further training is planned. There are risk assessments relating to visits, activities and the curriculum. These are satisfactory and procedures are being strengthened further. Good progress has been made in relation to supporting a small group of pupils with challenging behaviour. Tracking procedures to monitor pupils' progress have been considerably improved so that it is much easier to see how well pupils are progressing and identify any underachievers. The effective use of this system has the potential to raise achievement in the school.

## Leadership and management

### Grade: 3

Leadership and management have improved since the last inspection and are now satisfactory with good features. The new headteacher's inspirational leadership and management have had a positive influence on teaching, learning and standards, but there has not been sufficient time for the full impact to be seen. However, with the rejuvenated governing body and enthusiastic management team, there is good capacity to raise pupils' academic and personal standards and increase their rate of progress.

The headteacher, his deputy and the governing body have an accurate picture of how well the school is performing because new, rigorous, self evaluation procedures provide high quality information which is beginning to be used effectively. Subject leaders in English, mathematics and science have accurate views of the strengths and weaknesses in their subjects and of the progress made by individual pupils. Effective action plans have been implemented for these subjects.

Many of the new procedures still have to bed down fully, but the school has started to move forwards and the pace of improvement is accelerating. Much of this is due to the headteacher's clear vision for the school's future and the determined way that he and the deputy headteacher have set about raising the expectations of staff and instilling a 'can do' culture. This well conceived approach has given the school ambition and confidence, although there is some way to go before the school benefits fully from this good work. The school has a very positive ethos and there is a clear will to succeed. Outstanding governance supports this drive. The governors are very knowledgeable about the school. They show particular insight when analysing school and national data to establish strengths and weaknesses. Governors provide an excellent balance of challenge and support to the school. They work hard and effectively on its behalf and meet their statutory responsibilities fully.

Parents and pupils, through their school council, are consulted regularly and their views given close consideration.

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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?	3	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	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	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>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	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>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	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	1	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**

As you know we recently visited you to find out how well your teachers are helping you with your learning.

Thank you for being so friendly and willing to talk to us. It was useful to know what you think about your school. We did enjoy having lunch with you and listening to your stories and how you run the School Council.

There are some things that we really like about your school. These are:

- the enthusiasm from you and your teachers in wanting to do well
- how well your headteacher and teachers know you so that they can plan exciting activities and lessons that will challenge you to improve even more
- those of you who need a little extra help in your work or behaviour feel you have someone to turn to
- your parents are happy with the school and all it does for you
- your behaviour is good and you are learning to be safe and have healthy life styles.

We have asked your teachers to improve a couple of things to make your school even better. These are:

- we think that by the end of Year 2 your standards in writing could be better
- we think that standards in science could be better by the end of Year 6, particularly for girls
- we have asked your teachers to check your work to see that you are being challenged enough and ensure that you understand how you could do better
- we would like you to make more use of ICT in your lessons.