

West Cliff Primary School

Inspection report - amended

Unique Reference Number	121346
Local Authority	North Yorkshire
Inspection number	327461
Inspection dates	4–5 February 2009
Reporting inspector	Amraz Ali HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number on roll	
School (total)	173
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Ms D Jeuda
Headteacher	Mr A Forsyth
Date of previous school inspection	23 January 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Church Square Whitby North Yorkshire YO21 3EG
Telephone number	01947 602510
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Age group	5–11
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Amended Report Addendum

Grade 3 monitoring text added to Areas for Improvement

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector.

Description of the school

This smaller than average-sized primary school serves the community of West Cliff in Whitby, an area which suffers some social and economic disadvantage. Almost all pupils are White British and there are very few who speak/are learning to speak English as an additional language. The proportion with learning difficulties and/or disabilities is below average, as is the proportion of pupils eligible for free school meals. There are few pupils who are looked after in public care. The Early Years Foundation Stage provision is for children in the Reception year. They join the school in the September of the academic year in which they become age 5. There is a privately managed nursery on the school site. This was inspected separately and receives a separate written report.

The school holds the Activemark for its work in physical education.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

West Cliff Primary provides a satisfactory and improving quality of education for its pupils. The good curriculum is helping to secure pupils' good personal development and well-being. There are good partnerships with the local community and other local schools which are benefiting pupils.

There have been some significant staff changes following the previous inspection and, as a result, the school has not been as successful as it wanted to be in raising standards in all subjects. These staffing difficulties have been a cause of the variability in pupils' progress and the quality of teaching and learning. However, the school is now back on track and making improvements. The effective partnership between the headteacher and deputy headteacher has focused the school on improving provision and progress for all of its pupils. As a result, standards are on the rise and the school has good capacity to improve further. Two particular successes have been the improvement in standards and progress in writing across the school and the improved curriculum.

Pupils start Year 1 with skills and knowledge that are usually typical for their age, and standards are average when they leave in Year 6. Overall, achievement between Year 1 and Year 6 is satisfactory, however, progress and standards vary from year to year and across subjects. Standards at the end of Year 2 are broadly average but have declined between 2005 and 2008, particularly in reading. Provisional test results indicate that standards reached by Year 6 pupils in 2008 improved in comparison to recent years. Inspection evidence shows that pupils are making at least satisfactory and often good progress in writing across the school. However, despite improvements in 2008, mathematics remains a relative weakness and progress for some pupils stalls. This unevenness is linked to the variability in the quality of teaching, which is satisfactory overall, with a core that is good. All teachers establish good relationships with pupils. Planned activities generally meet the needs of most pupils but on some occasions activities are not tailored well enough to engage and challenge all levels of ability, particularly for some more able pupils. When this occurs the pace of learning slows and some pupils lose interest.

Satisfactory care, guidance and support and a positive ethos ensure that pupils enjoy coming to school and value the opportunities that are offered to them. This is reflected in their good personal development and well-being. Most pupils say that they feel safe, that they understand the school rules and, if any problems arise, they are confident that the staff will sort them out. The majority of parents that responded to the inspection questionnaire are supportive of the school, although a significant minority expressed concerns about pupils' behaviour. The inspection concluded that whilst behaviour is satisfactory overall there is scope for some improvement. There were a small number of instances observed within classrooms where pupils' poor behaviour and attitudes to learning adversely impacted on their progress. This often related directly to the quality of teaching and learning, particularly the appropriateness of tasks set for pupils and the clarity of expectations of how pupils should behave in order to learn.

Overall leadership and management are satisfactory. Governance is good. Improvements to the school's system for tracking pupils' progress are helping the staff to set targets for pupils in each year group and for teachers and school leaders to check on progress. Checking on the work of teachers and on how well pupils are learning is bringing about improvements to the

quality of teaching and learning and this has been particularly successful in improving confidence in the teaching of writing.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children join with skills and knowledge that are wide and varied but are usually just below what is typical for their age. However, the skills of the current group are lower than usual for the school; particularly in their communication skills and personal, social and emotional skills. The staff work effectively as a team to ensure that children make good progress to reach levels that are typical of what is expected for their age by the end of the Reception year. There are good gains in their speaking and listening skills and their personal development. A good balance of indoor and outdoor activities meets young learners' needs and interests. Children are encouraged to make choices and to develop independence in their work and play. The emphasis on improving children's language development through good questioning and engaging activities enables children to widen their vocabulary. Writing opportunities are well planned and are included in all areas of learning. Teaching assistants make a good contribution to children's learning and personal development. Staff have high expectations and promote good social skills. Children are encouraged to share, take turns and understand the importance of taking care of each other. Good links are established early with parents to ensure that children settle quickly. Staff have a good understanding of how children learn and make effective use of regular assessment to plan the next steps in children's learning. Good leadership and management of the Early Years Foundation Stage ensures that there is an accurate understanding of strengths and areas to develop.

What the school should do to improve further

- Improve the standards in mathematics across the school and in reading at Key Stage 1.
- Improve the quality of teaching so that more is consistently good or better, particularly in relation to the level of challenge provided for pupils.
- Ensure that the expectations of behaviour and attitudes are consistent in all lessons.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory. They make satisfactory progress overall and reach broadly average standards. They start in Year 1 with skills and knowledge that are broadly typical for their age, and when they leave in Year 6 they typically reach average standards. Between Year 1 and Year 6, however, progress and standards are inconsistent from year to year and across subjects. This unevenness is linked to variability in the quality of teaching, which is satisfactory overall. Where progress is good, it is because lessons are interesting and provide appropriate challenge for pupils. Progress slows down in some year groups because work does not always interest or challenge all pupils; this is particularly the case for some more able pupils who do not always make the progress that they could.

Standards at the end of Year 2 have declined between 2005 and 2008 and are broadly average. This decline is particularly evident in the numbers of pupils who are securely reaching expected

levels in reading and mathematics. However, inspection evidence indicates that standards have begun to rise, but there is still work to be done particularly in reading.

At Year 6 standards have varied between 2005 and 2008. During this period standards in English have generally been in line with the national average and standards in writing have improved. This has not been the case in mathematics where standards have declined and were particularly low in 2007. As a consequence, the school acted to bring about improvements and provisional results from tests in 2008 indicate that the standards reached by Year 6 pupils improved in mathematics. However, mathematics across the school remains a relative weakness and standards lag behind those in English. The standards reached by the very small number of pupils with English as an additional language are generally similar to other groups and their progress is often good. The progress of pupils with learning difficulties and/or disabilities is generally good because of the good support that is provided for them, particularly in reading.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Pupils enjoy opportunities to celebrate different festivals, such as Chinese New Year, while assemblies offer pupils time to reflect on their actions and the actions of others.

Pupils say they enjoy finding out about other people's cultures. They have a good understanding of what constitutes a healthy lifestyle and are well versed in the benefits of healthy eating. Pupils generally get on with one another and are polite and friendly to the many visitors who come into school. In lessons, pupils' attitudes to work and their behaviour, though satisfactory overall, vary from good to weak. They are best in lessons where expectations are clear and they are appropriately challenged and engaged in activities from beginning to end. For example, pupils in Year 6 participated enthusiastically in a lesson when the teacher involved them fully, expecting them to work cooperatively to play a game involving decimals, fractions and percentages. Most pupils like school and speak positively about the adults who teach and care for them. Attendance is broadly average. Pupils say that bullying is rare and that it is promptly dealt with if it does occur. Pupils are keen to take on additional responsibilities around school and fulfil these roles enthusiastically. Play leaders, for example, enhance lunchtime experiences for others while developing their own self-esteem. School councillors work enthusiastically to improve the learning environment both indoors and outside. They have instigated fundraising activities for local and national charities. Pupils' good personal development together with their satisfactory progress in literacy, numeracy and information and communication technology (ICT) leave them appropriately placed for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall and improving. A healthy proportion is good where expectations of pupils are clear and tasks are well matched to pupils' learning needs, providing interesting and practical activities. Effective questioning checks pupils' understanding of what is being taught, and provides opportunities for teachers to extend pupils' knowledge and skills. However, these features are not found consistently in all lessons. In some lessons, the lack of opportunity for pupils to undertake interesting practical activities means that the pace of learning slows and that some become restless. In some lessons, work is also insufficiently

matched to the needs and abilities of all pupils. This results in a lack of challenge, particularly for more able pupils. There are inconsistencies in the expectations of pupils' behaviour and attitudes within classrooms, and on some occasions minor misbehaviour is not tackled. Marking is positive and encouraging. It is well developed in writing, but does not always show pupils what they need to do next to improve their work in mathematics.

Curriculum and other activities

Grade: 2

The good curriculum is broad and balanced with an appropriate emphasis on developing the basic skills of English, mathematics and ICT. It is enriched by a good range of visits and visitors; for example, good use is made of the many local resources in Whitby and the surrounding area. A residential visit is offered to Year 5 and is greatly enjoyed. Interesting and fun activities also take place in school with Tibetan monks and African drummers promoting awareness of other cultures. Pupils' awareness of their own and other cultures is very well promoted. There is a good focus on personal, social and health education. Strong links with the nearby leisure centre mean that all pupils from Year 2 onwards have a course of swimming lessons each year, which is valued by pupils and their parents. ICT is being used effectively to support pupils' learning and has improved since the previous inspection. Pupils enjoy the good range of clubs that are on offer at lunchtime and after school. They can, for example, choose to attend choir, recorder, art, football or netball clubs or the healthy eating group. There is good provision for the teaching of history where topics are used as the basis for teaching or practising other subjects.

Care, guidance and support

Grade: 3

The predominantly good relationships between the staff and pupils make an important contribution to a generally positive ethos which promotes pupils' self-esteem appropriately. Child protection procedures, arrangements for safeguarding and risk assessments are in place. Staff work well with pupils' families and other agencies to support pupils with additional needs. Pupils with learning difficulties and/ or disabilities receive good support and this helps them to make good progress. However the personal and social needs of a minority of pupils are not always fully met. The practice of providing termly learning targets for all pupils is becoming embedded. Pupils are now using these targets to help them move forward in their learning. However, these targets are not yet shared with parents.

Leadership and management

Grade: 3

Leadership and management of the school are satisfactory with some strengths.

The school is emerging from a period of change related to reducing staffing levels and personnel. The headteacher and governors are successfully managing this situation. They keep parents well informed and have responded to their concerns in well-attended meetings. As a result, the majority of parents are fully supportive of the school but some indicate that they would like more information. The role of subject leaders is developing; at present their monitoring of provision and standards in their subjects is at an early stage of development. Whilst they all take responsibility for managing their subjects there are some inconsistencies in practice. Governance is good; governors know the school well and are fully committed to raising

achievement and doing their best for the pupils and the community. They are very supportive of the school and over time they have developed their role in providing both support and challenge so that their high aspirations can be realised. Governors, along with the school leaders, have a clear view of what the school needs to do to develop community cohesion. Although some actions have begun well, for example in providing rich multicultural experiences for pupils, others are at an early stage of implementation. The school provides satisfactory value for money. Recent improvements in attainment in mathematics at the end of Key Stage 2 and in improving progress in writing across the school have demonstrated that the school has good capacity to improve further.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

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

Personal development and well-being

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

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you all so much for all of the help you gave my colleague and me when we came to inspect your school. We very much enjoyed the opportunity to talk with you to find out about how well you are doing. This letter is to tell you about the main things that we found.

We talked to teachers, looked at your work and at your recent assessments and we could see that your school provides you with a satisfactory education. We were particularly impressed by how polite and helpful you were. We judged the curriculum, which is the things that you learn about, to be good. Many of you say you like the lessons and you especially like the after-school clubs and the trips.

The progress that you make is satisfactory overall, but it varies from year to year and you tend to make better progress in English than in mathematics. Our judgement is that the progress you make in mathematics could be better. We also said that reading for the pupils in Year 1 and Year 2 could be better. Some lessons are better than others and we would like more of your lessons to be at least good.

We know that some of you and some of your parents are a little worried about the behaviour of some pupils. We looked very carefully at how you behave in the playground and around school. We judged this to be satisfactory most of the time. In some classes your attitudes and behaviour are good because the teachers are very clear about how they expect you to behave and they plan interesting work for you and this helps you to make progress. We noticed that some pupils in some lessons do not always behave as well as they might so we have recommended that your school tries to ensure that expectations are made clear in all classrooms.

I know that you will want to do your bit to help to improve West Cliff Primary and you will be able to do this by working as hard as you can for all of your teachers.