

# Lythe Church of England Voluntary Controlled Primary School

Inspection report

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<b>Unique Reference Number</b>	121507
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	380257
<b>Inspection dates</b>	28–29 May 2012
<b>Lead inspector</b>	Robert Jones

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	108
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Josephine Evetts-Secker
<b>Headteacher</b>	Andrea Foord
<b>Date of previous school inspection</b>	11 March 2009
<b>School address</b>	High Street Lythe Whitby YO21 3RT
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## Introduction

Inspection team

Robert Jones

Additional inspector

This inspection was carried out with two days' notice. The inspector observed nine lessons taught by five teachers of which two were joint observations with the headteacher. Meetings were held with staff, pupils and a member of the governing body. The inspector took account of the responses to the on-line (Parent View) survey in planning the inspection, observed the school's work and looked at a range of documentation, including minutes from governing body meetings, documents relating to the school's self-evaluation and safeguarding records. He also listened to pupils reading, looked at the work pupils were doing in their books and examined the tracking systems used to monitor pupils' progress. The inspector considered the 30 questionnaires received from parents and carers as well as others from pupils and staff.

## Information about the school

This is a smaller-than-average-sized primary school. The proportion of pupils known to be eligible for free school meals is below average. Fewer pupils than average belong to minority ethnic groups and fewer than average speak English as an additional language. The proportion of disabled pupils and those who have special educational needs has risen significantly and is now above average and more pupils are supported by School Action Plus or have a statement of special educational needs than is normally found. The school meets the current floor standards, which set minimum expectations for pupils' attainment and progress.

A building project in 2010 provided new spacious accommodation for the Reception children and Year 1.

**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

<b>Overall Effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

### Key Findings

- This is a good school. It is not yet outstanding because there are occasional inconsistencies in the quality of teaching and most, but not all, pupils make good progress during their time in school. Moreover, gaps in the information provided to the governing body are reducing their effectiveness at challenging the school on matters relating to achievement.
- Achievement is good. Throughout their time in school, pupils make good progress in all subjects. Careful tracking of their progress ensures that they receive prompt attention to their needs. Furthermore, the systematic teaching of reading ensures that pupils develop a love for literature from the moment they arrive in school.
- Teaching is good and improving rapidly. There are examples of outstanding teaching which are resulting in accelerated progress in some classes. Pupils enjoy their lessons and most have a good understanding of what they need to do to improve their work. However, occasionally staff offer too much support, which limits opportunities for pupils to work independently.
- Behaviour and safety are good. Children learn the basics of good manners and co-operation when they start in Nursery. Throughout the school pupils say that they feel safe and secure, that bullying is very rare and that behaviour in lessons is good.
- Leadership and management are good, with particular strengths in the leadership of Nursery provision and the effectiveness of monitoring and evaluation of performance throughout the school. The quality of teaching is monitored rigorously which has resulted in improvements, particularly in the way writing skills are taught.

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

- Improve the quality of teaching so that it rises to outstanding by:
  - using assessment information with more precision so that work is always accurately matched to pupils' abilities
  - ensuring that every opportunity is given for pupils to solve problems independently without being over-supported by staff.
  
- Enable the governing body to hold the school to account more rigorously for the achievement of pupils by:
  - providing governors with regular, accurate information on pupils' progress
  - ensuring that school development plans have clear, measurable success criteria.

## Main Report

### Achievement of pupils

Children's skills on entry to Nursery vary from year to year due to the small size of each cohort. However, their skills are generally appropriate for their age. As they progress through the school, they make good progress in all subjects and leave in Year 6 with attainment that is above average in all subjects. Improved teaching and provision for Reception children and Year 1 is raising attainment for younger pupils.

The rich curriculum and emphasis on collaborative work alongside very good teacher-pupil relationships has led to pupils becoming well-rounded, confident, articulate young people by the time they leave the school. Children in the Nursery class quickly acquire the essential learning habits and behaviours which enable them to achieve well as they progress through the school. They play with train sets and can talk about which tunnel is longest and shortest, thus learning the concepts of size. Adults read stories to children, who identify rhyming words. One child during the inspection excitedly exclaimed that 'bloomers' rhymed with 'satsumas' that they had eaten earlier for a snack. Children continue their good progress in Reception and Year 1, with pupils learning the relationship between letters and sounds very effectively as a result of highly efficient teaching. This means that by the time pupils reach the end of Year 2, they have made good progress in reading and their attainment in all subjects is above average. In Key Stage 2, innovative approaches to teaching literacy have ensured that pupils make good progress and cultivate their love of literature. For example, high-ability pupils collaborated in writing and illustrating a series of short books based on the character 'teddy', which they subsequently read to pupils in Year 1. The progress pupils make between Year 2 and Year 6 is good, but uneven between classes. This is because assessment information is not always used with precision to ensure that work is matched accurately to pupils' different abilities. Their attainment in reading is above average by the time they leave school.

The headteacher has a particular expertise in the area of disability and special educational needs. She has ensured that all staff are well-trained and have excellent subject knowledge of how disabled pupils and those with special educational needs

learn best. Any pupil who falls behind with work is promptly given a package of support which precisely targets their areas of need. This means that they make good and sometimes outstanding progress. Parents and carers frequently comment on the excellent support given to their children and how they are well-informed of their children's progress.

### **Quality of teaching**

Where teaching is outstanding, teachers show detailed, accurate knowledge of pupils' abilities and ensure that each and every pupil is stretched so they do the best they possibly can. In one phonics (linking sounds to letters) lesson, Year 1 pupils made words using the 'ay' and 'ie' sounds. Pupils who found this easy wrote their words in sentences on the whiteboard while others who found it difficult identified flashcard words with 'ay' words in them. Where learning is most successful, teachers give pupils ample opportunities to work collaboratively solving problems. In one lesson, older pupils learned how speech is written in plays by writing their own play scripts in groups, using a scene from the film 'Jaws' as inspiration. Such activities engage and motivate pupils and promote their spiritual, moral, social and cultural development. In turn, pupils are eager to learn and behave well. On occasions, teaching does not fully challenge the full range of pupils' abilities or pupils receive too much support from staff, which inhibits their ability to learn independently. In most lessons and in small group sessions, teaching for disabled pupils and those with special educational needs is good as a result of teachers' excellent subject knowledge of how these pupils learn best. Pupils receive good-quality feedback on their work, which gives them step-by-step advice on how they might improve their work.

### **Behaviour and safety of pupils**

In lessons behaviour is good and sometimes outstanding because pupils enjoy their work and are challenged well. They admit that, on occasions, where they are over-directed by staff, their behaviour 'could be better'. The playground is very well equipped with a rowing boat set into concrete and a new adventure playground. This means that there is plenty to keep pupils active and engaged during playtimes and at lunchtime. Their knowledge of different kinds of bullying is good. When asked if there is any bullying in school a typical answer is 'sometimes there are arguments but there is nothing that I would call verbal or physical bullying'. Moreover, pupils are given good information on safety associated with the internet and mobile devices. All pupils say that they feel very safe and that if the need arose, they could talk to a caring adult in school. Pupils' enjoyment of school is reflected in their above-average attendance.

All parents and carers who responded to the questionnaire felt that the school keeps their children safe, that bullying is tackled decisively and that there is a good standard of behaviour in school.

## Leadership and management

The headteacher leads with vision and energy. She has galvanised the enthusiasm of all staff and developed their leadership and teaching skills well. Teaching and the curriculum are monitored regularly and rigorously evaluated. The tracking of pupils' progress is particularly effective in quickly identifying pupils who are at risk of falling behind, and taking prompt, proactive action to ensure they receive precisely-targeted interventions. These interventions are rigorously monitored to ensure that they are effective in raising achievement. Middle leaders constantly re-evaluate their areas of responsibility and they have been particularly effective in ensuring that the literacy curriculum is vibrant, relevant and meets the range of pupils' interests. For example, a recent evaluation of writing concluded that there were insufficient opportunities for pupils to write extended texts. This is being remedied by introducing a range of visits to local areas of interest to inspire pupils to write. Provision for younger pupils has improved enormously since new rooms were built in 2010. This has increased the opportunities for Reception children and Year 1 pupils to access larger indoor and outdoor areas which have directly resulted in these pupils making particularly fast progress.

The quality of teaching is monitored regularly by leaders at all levels, with good-quality professional development and performance management ensuring that teachers develop their skills systematically. The school is taking steps to ensure that the quality of teaching rises to outstanding and that pupils make equally good progress in all classes. Pupils' spiritual, moral, social and cultural awareness are promoted at every opportunity from Nursery onwards. For example, Nursery children made their own French breakfast, singing songs and learning basic French words. Older children say prayers before lunch and reflect on children around the world who may not be as fortunate as themselves. All pupils, whatever their circumstances, are included in all school activities; before, during and after school hours being open to all. This, along with the very precise attention to individual pupils' learning needs means that the school promotes equal opportunities very well. Discrimination of any kind is very rare, but tackled decisively whenever it occurs. Members of the governing body often visit the school, giving appropriate support. However, the level of challenge they can offer on matters relating to achievement is more limited, because they do not receive regular, accurate information on pupils' progress and because school development plans sometimes lack clear, measurable success criteria. The school meets all current safeguarding requirements and ensures that pupils are kept safe.

The school has very good relationships with parents and carers, many of whom attend after-school activities alongside their children. All parents and carers who responded to the questionnaire would recommend the school to others and all felt that the school keeps them well-informed.

## 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](http://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 up 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.**



30 May 2012

Dear Pupils

**Inspection of Lythe Church of England Voluntary Controlled Primary School, Whitby, YO21 3RT**

Thank you for talking to me when I came to inspect your school recently. Three big cheers are in order, because I found that your school is providing you with a good education. Many things impressed me, in particular how Year 6 pupils were writing stories and reading them to younger pupils. I thought you managed their behaviour very well and that some of you will make very good teachers! These kinds of opportunities are helping you to enjoy school and develop your confidence well. By the time you leave school you have made good progress, but also I noticed that you have good vocabulary and have bags of confidence.

These things, of course, do not just happen. Your headteacher and staff are very dedicated and work hard to make sure they plan exciting things for you to do. So, if you remember, do thank them from time to time. There are, like everything in life, things that can be done to make things even better. I have, therefore, asked that teaching becomes outstanding in all your classes by making sure teachers always set work that really challenges you. Also, on occasions I noticed teachers and teaching assistants give you too much help, so I have asked that you are given more opportunities to work independently. Finally, I have asked that your school governors are given enough information so that they can ask the right questions in meetings to continue improving your school.

You can help by continuing to be the well-behaved, articulate young people you are today and, if you find you are getting too much help, by asking politely if you can have a go on your own.

Yours sincerely,

Robert Jones  
Lead Inspector

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