



Staithe, Seton Community Primary School

Inspection Report

Unique Reference Number 121301
LEA North Yorkshire
Inspection number 280979
Inspection dates 21 November 2005 to 22 November 2005
Reporting inspector Mrs Rosemary Rodger CfBT Lead Inspector

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

Type of school	Primary	School address	Seaton Close
School category	Community		Staithe
Age range of pupils	3 to 11		Saltburn-by-the-Sea TS13 5AU
Gender of pupils	Mixed	Telephone number	01947 840257
Number on roll	91	Fax number	01947 840257
Appropriate authority	The governing body	Chair of governors	Mrs A Taylor
Date of previous inspection	12 June 2000	Headteacher	Mrs R Barningham

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Introduction

The inspection was carried out by an additional inspector.

Description of the school

The school is situated in a small, seaside village which has some degree of social and economic disadvantage. An above average proportion of pupils are eligible for a free school meal. There are an above average number of pupils with learning difficulties and/or disabilities. Almost all pupils are white British. The school was awarded a Basic Skills Quality Mark, the Healthy Schools Award and the Inclusion Quality Mark in 2005.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with some outstanding features. It provides good value for money. The inspection agrees with all the judgements made on the school's self-evaluation form. The results of the 2005 national tests in Year 2 and Year 6 show a marked improvement on the previous year's results, especially in writing and mathematics. Standards are above average in English, mathematics and science. This represents good progress based on below average attainment on entry to the nursery class. The impact of training and support to improve standards is indicative of the high expectations of the headteacher. Steps to develop provision in the Foundation Stage are a priority for improvement. Personal development and well-being are good. Pupils enjoy school and are encouraged to lead healthy, active lives. Teaching is effective overall with some outstanding teaching in Years 5 and 6. The use of information and communication technology (ICT) enriches teaching and learning very well and has improved considerably since the previous inspection. The curriculum gives a high priority to basic literacy and numeracy skills and is effectively enriched by a comprehensive range of after school clubs. The care, welfare and support for pupils, especially those with learning difficulties and/or disabilities, are outstanding. This is a very inclusive school that meets the needs of all learners exceptionally well. Leadership and management are outstanding and there is a strong commitment by the headteacher to provide a high quality education for all pupils. Improvement since the last inspection has been excellent and the school maintains an excellent capacity to improve.

What the school should do to improve further

- Continue to improve the quality of provision in the Foundation Stage so that the older children achieve as well as they are capable, especially in communication, language and literacy.

Achievement and standards

Grade: 2

Children start in the nursery with standards that are generally below those expected of children the same age. By the time they start in Year 1, most children are achieving the early learning goals and have made good progress in all areas of learning, apart from communication, language and literacy. Standards reached in national assessments and tests in Years 2 and 6 fluctuate year by year because the number of pupils in year groups is so small, so results need to be treated with caution. Standards reached in Years 2 and 6 in 2005 showed a good improvement on the previous year's results, especially in mathematics and writing which were areas for improvement. All groups of pupils make good progress because of their positive attitudes and skilled teachers. Pupils in Years 5 and 6 make particularly good progress because of their palpable enjoyment of learning and outstanding teaching. Year 6 pupils met their targets in 2005. Progress is equally good in other subjects such as science, history, geography and ICT. Progress in ICT since the last inspection has been excellent with many older

pupils becoming confident learners and skilled operators on the computers. The good impact of training in literacy and numeracy has improved teaching and learning, especially in Year 2 where results have also shown great improvement.

Personal development and well-being

Grade: 2

Pupils enjoy belonging to this school and their attendance is above average. Behaviour in lessons and around the school is always good; older pupils take their responsibilities seriously and act as good role models for others. The spiritual, moral, social and cultural development of pupils is good. Pupils are provided with sensitive moments of reflection in daily assemblies and in lessons. All pupils and staff show a high level of mutual respect and, as a result, pupils are confident, conscientious and keen to succeed. The school council is a powerful voice for pupils and makes mature and well reasoned decisions. Pupils feel safe in school and value the encouragement to eat healthily. The 'buddy' system ensures that younger children feel safe at playtime. All pupils enjoy their 'golden time sessions' earned for success through each week. Performances by pupils contribute well to the enrichment of the local community. Older pupils have developed good attitudes to learning and basic skills, especially in ICT, that prepare them well for their next stage of education.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good with some outstanding teaching in Years 5 and 6. Teachers are confident and use a range of teaching styles to encourage and motivate pupils to take responsibility for their learning. Teaching assistants are deployed well and provide excellent support for pupils with learning difficulties and/or disabilities. Consequently, these pupils are always fully included in lessons and encouraged to contribute. Planning always takes account of the mixed age classes and ensures that pupils are appropriately challenged. Lessons are well prepared and resourced. Teaching and learning are very effectively enriched by the use of interactive whiteboard technology in all classes. Teaching in the Foundation Stage is satisfactory; sometimes there is too little challenge for the older children and the potential of outdoor learning is not fully developed.

Daily assessments are used exceptionally well in Years 5 and 6 to match work appropriately and to revise misconceptions. Paired discussions and assessment by pupils help them take responsibility for learning. A detailed tracking system shows how well pupils make progress and is used effectively to identify pupils for additional support. Marking is thorough and pupils have straightforward targets set twice a term to help their understanding of how to improve their work.

Curriculum and other activities

Grade: 2

The curriculum is good and all statutory requirements are met. A high priority is given to literacy and ICT. Improvements to ICT since the last inspection are excellent; the new computer suite, provision of whiteboard technology in classes and the above average skills of Year 6 pupils all support this view. The curriculum is carefully planned so that all pupils are fully included. It is well organised to ensure a broad and balanced range of activities. There are good opportunities to link subjects, for example, design and technology and history in a unit of work on the Vikings in Years 3 and 4. Education for health and safety is good; the school achieved a Healthy Schools Award in 2005. Pupils have a good understanding of the hazards to their health because of guidance and support provided by outside agencies such as the police. Netball, football, music and art clubs help to enrich the curriculum and to extend the healthy lifestyle the school successfully promotes.

Care, guidance and support

Grade: 1

The school provides excellent care and support for its pupils, which are helping them to grow in confidence and improve their learning year by year. Older pupils are very mature and well prepared for transition to their next school. Arrangements to ensure child protection are thorough and all staff are familiar with the procedures. A high priority is given to healthy living and all health and safety arrangements are secure. The health and safety issues identified in the last inspection have been dealt with. Risk assessments are central to all aspects of the school's work. Pupils are supported to a high level, especially those with learning difficulties and/or disabilities whose care and support alongside their peers in lessons is outstanding. Pupils' learning is exceptionally well supported by clear targets for improvement and the teachers' helpful comments on their work. Excellent support is provided for all learners, including those most at risk.

Leadership and management

Grade: 1

Leadership and management are outstanding. The headteacher acted promptly to rectify a fall in standards in 2004. This is well reflected in the good improvements in the 2005 national test results. Training and support for staff are exemplary, for example, the comprehensive support programme in place to improve standards in writing and mathematics. The school's self evaluation is excellent. It is a realistic and accurate reflection of the school's strengths and weaknesses. Priorities are very effectively transferred into statements of action in the school development plan. The views of parents and pupils are gathered via questionnaires and evaluations of visits to school. They are incorporated well into school decisions. Improvements since the last inspection have been excellent. The inclusion of all pupils is outstanding and central to the school's aims and ethos. Systems to check the quality of teaching and learning are thorough

and provide teachers with helpful feedback. There are excellent links with outside agencies to support pupils with learning difficulties and/or disabilities. The successful outcome of several bids to achieve additional funding has a good impact on the budget which is currently running with a higher than typical amount of money carried forward. This is earmarked to improve the congested areas of the school and to continue to improve resources. The school's capacity to improve is excellent under the dynamic and inspirational leadership of the headteacher and hardworking, talented staff. Governors know the school well and make a good contribution to the school's work, for example supporting pupils with learning difficulties and/or disabilities.

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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>	School Overall	16-19
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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?	2	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	3	NA
The effectiveness of the school's self-evaluation	1	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

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	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	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	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

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

Thank you for making my visit to your school such a good time. This was because you were so polite and friendly and work very hard.

What I liked most about your school

- You work very hard and did very well in the tests you took last year.
- You behave well in your lessons and outside and the buddies help to make younger children feel safe and protected.
- You know about healthy eating and the school council do not think biscuits should be sold at break because they are not healthy.
- You all feel safe and very well cared for and are pleased that the old climbing frame has been taken away.
- Your teachers work hard and give you very interesting activities, for instance, the Viking topic in Years 3 and 4, which was great.
- You like lots of things you do in school, but you really like 'Golden Time' because you use the whiteboards.
- I was very pleased by the Power Point presentation made by Year 6 pupils at the School Council meeting.

What I would like to see improved in your school

- Sometimes, the youngest children in the nursery and reception class do not learn as much as they could about writing and knowing their letters.

I know the older pupils will help the younger ones at playtime and on wet days to play games that help to learn the names and sounds of letters.

I hope you all have a good Christmas. I am sorry that I will miss your Nativity play.