



Lythe Church of England Voluntary Controlled Primary School

Inspection Report

Unique Reference Number 121507
LEA North Yorkshire
Inspection number 281030
Inspection dates 3 April 2006 to 4 April 2006
Reporting inspector Mrs Kath Halifax CfBT Lead Inspector

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

Type of school	Primary	School address	High Street
School category	Voluntary controlled		Lythe
Age range of pupils	3 to 11		Whitby, North Yorkshire YO21 3RT
Gender of pupils	Mixed	Telephone number	01947 893373
Number on roll	107	Fax number	01947 893097
Appropriate authority	The governing body	Chair of governors	Peronel Cruz
Date of previous inspection	8 November 1999	Headteacher	Mrs Andrea Foord

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is a small school with a Nursery, which serves Lythe and surrounding rural communities in North Yorkshire. All pupils are of white British heritage. The number of pupils entitled to free school meals is low. The proportion of pupils with learning difficulties and/or disabilities is below average. Very few have statements of special educational needs. There has been a considerable change of staffing over the past year and a half, including the headteacher. The school has been awarded the Healthy Schools standard, and the Basic Skills and Special Educational Needs Quality Marks.

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 school. The school judges individual aspects well, but it is slightly optimistic about its overall effectiveness, which it deems to be good. By the end of Year 6, standards are average although the school has correctly identified the need for improvement in writing and in the levels reached by higher attaining pupils. In recent years, too few pupils have made the progress expected of them, but the new headteacher is tackling this issue well through strong and effective leadership and already progress is back on track. The school is moving forward at a good pace, and has the capacity to continue to do so. Provision in the Nursery and Reception class is good so children achieve well. Teaching is satisfactory so pupils make satisfactory progress. There is a need for more training for teachers and support staff to further improve pupils' progress, especially in relation to extending the learning of higher attaining pupils and challenging them to achieve as well as they should. Pupils with learning difficulties and/or disabilities make good progress because of the way their needs are identified and provided for. Pupils make good gains in their personal development because of good provision for their spiritual, moral, social and cultural development. The curriculum is good and all pupils are well cared for.

Leadership and management are good. Overall, the school has made satisfactory improvements since its last report overall, but the new headteacher has accelerated the rate of development in the last few terms. A lot has been achieved in a short time. Other key staff are gaining a beneficial knowledge about the strengths and areas for improvement in their subjects. Parents and pupils appreciate the education provided. The school provides satisfactory value for money.

What the school should do to improve further

- Improve standards in writing by providing more opportunities for pupils to write at length and imaginatively, especially in subjects other than English.
- Provide greater challenge in lessons to raise the standards reached by higher attaining pupils.
- Improve the quality of teaching and learning by providing further training for teachers and support for staff in how best to extend the learning of higher attaining pupils.

Achievement and standards

Grade: 3

Standards and achievement are, overall, satisfactory. On entry to the Foundation Stage, children's attainment is above that expected. Children make good progress with most achieving, or exceeding, the levels expected by the end of the Reception class. Standards are broadly average by Year 2, but pupils do not achieve as well in writing as they do in other subjects. In the 2005 national tests standards by Year 6 were average, with English being in need of improvement. Currently in Year 6, pupils' rate of progress is much faster. Progress in Years 1 to 6 is improving alongside the improved

quality of teaching, but some pupils have a lot of ground to make up. Nevertheless, following an analysis of test results, a range of initiatives has been introduced and these are beginning to reap dividends. The setting of pupils in Years 4 to 6 for English and mathematics, and additional lessons is contributing to improved achievement. Pupils with learning difficulties are making good progress because of early identification and because their needs are being met. Similarly, pupils who are gifted in music and physical education are progressing well because their needs have been recognised and individual plans put in place. However, the rate of progress of other groups is too variable in some classes, reflecting the quality of teaching.

Personal development and well-being

Grade: 2

Pupils are proud of their school. They speak positively about their very good relationships with adults, and are particularly thrilled with their successes in a public speaking competition and chess matches. In lessons, they show positive attitudes to work and behave well. Attendance is satisfactory. Pupils' spiritual, moral, social and cultural development is good and strongly reflects the Christian ethos and the importance of worship. Children in the Reception class quickly grow in confidence. Pupils in all age groups work well with others and show respect for differences. Being a school with pupils from white British backgrounds, all staff are endeavouring to prepare pupils for living in a multicultural world through the celebration of festivals of major faiths and a link with a school in Leicester, though they recognise more needs to be done. Pupils are knowledgeable about their locality, explaining how, through drama, they began to appreciate the feelings of the families and crew in the Whitby Lifeboat disaster of 1861. Pupils understand well how to keep safe and healthy, and are particularly enthusiastic about the daily Earlybird aerobic sessions. A suitable focus on basic skills and opportunities to work as a team prepares pupils well for the next stage of their lives.

Quality of provision

Teaching and learning

Grade: 3

Though satisfactory overall, the quality of teaching and learning is improving. There is now some outstanding teaching. All teachers plan their lessons conscientiously and in great detail, matching tasks to pupils' age and capability. Where lessons are most successful, the plans translate well into practice, but this is not always the case. In the lessons where teaching was good or outstanding, teachers were well organised, had very high expectations, and conducted their lessons with a sense of urgency. Where teaching was less effective, groups were not well organised, introductions took too long and some pupils were not stretched so the rate of learning slowed. Nevertheless, teachers are knowledgeable about their subjects and use technology such as interactive whiteboards well to make lessons interesting. Assessment and marking are soundly

used to improve learning. Teachers now have a clear idea about what pupils can or cannot do.

The contribution made by teaching assistants is too variable. While assistants are caring, some are not fully aware of the activities that are planned or what is required of them. For example, most have little understanding of how to use technology and some have a limited knowledge of the subjects they are supporting. These factors affect pupils' learning considerably.

Curriculum and other activities

Grade: 2

The curriculum meets legal requirements and contributes well to pupils' health, safety and social development. Careful planning allows for a smooth transition from Foundation Stage to Year 1. Much has been done to make the curriculum interesting and relevant. For example, the 'sense of place' topic combining art, geography and mathematics has given pupils in Class 4 a very good understanding of their locality, including the course of the River Esk. Similarly, a science project at a nearby potash mine has increased pupils' understanding of dissolving and evaporation. The 'taster' language sessions in Years 3 to 6 have enabled pupils to take up two languages at secondary school. Links with the Mulgrave Sports Community Association contribute to pupils' well-being and developments in physical education. Drama workshops and public speaking competitions have given pupils confidence. A good range of clubs, visits and visitors make learning enjoyable and meaningful.

Care, guidance and support

Grade: 2

Relationships are very good, and an in-depth knowledge of pupils and their families ensures all are very well cared for. Child protection procedures are in place and known by staff, though updates are needed for some of the newer lunchtime staff. Procedures for health and safety are well established and the assessment of potential risks is good. Vulnerable pupils, including those with physical, learning and emotional needs, are well supported by staff and by other professionals. The tracking of pupils' academic achievements, attendance and behaviour is now established. The introduction of learning contracts and the family-learning programme encourages pupils to take responsibility, and for parents to be more involved in their child's learning. Thus pupils are a lot clearer about what they need to do to improve their learning. Pupils appreciate being consulted and feel that they have contributed to changes in the school; for example, in revamping the toilets.

Leadership and management

Grade: 2

The knowledge and leadership of the headteacher have been instrumental in moving the school forward from a position in which it judged that some children could have been making better progress. The rapid gains now being made in children's progress

indicate good leadership and management. The capacity to make even more progress is good. An understanding of how weaknesses in teaching were affecting progress and standards has resulted in relevant staff training and a challenging development plan, the effects of which are already evident in some areas. There is some outstanding teaching now that expects a great deal from learners and which results in rapid progress. There is still more training needed to help all teachers extend learning for higher attainers and for all assistants to make a more uniform contribution. Subject leadership is in its infancy, but improving fast. Most staff have only recently taken full responsibility for their subjects. Nevertheless, they have drawn up suitable action plans aimed at raising standards. This is particularly so in mathematics and in information and communication technology.

Recent training has made teachers fully aware of pupils' areas of weakness and how these can be deduced from test results. Equally, governors now evaluate the progress made by individual pupils between Years 2 and 6. They have the confidence and skill to question and challenge what is happening. Governance is now good. Governors bring considerable skills to the school. Other than in the overall effectiveness of the school, managers are accurate in self-evaluation. Staff, pupils and parents are all consulted well in the process of making the school even better.

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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?	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

How well do learners achieve?	3	NA
The standards ¹ 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

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	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	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?	3	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?	2	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?	2	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	2	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

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 welcoming me to your school and for being so polite and friendly. I really enjoyed my time with you, especially the Earlybird aerobics session. I would also like to thank Class 3 for their interesting letters welcoming me to your school.

What I liked most about your school.

- You are well behaved, work hard and make the most of your lessons and clubs.
- Teachers and their assistants care about you.
- Mrs Foord is a really good headteacher and is working extremely hard to make your school even better.

What I have asked your headteacher, staff and governors to do now.

- Make sure that standards in writing improve.
- Find ways to help more able pupils do as well as they should.
- Provide more training for teachers and their assistants to help you make even better progress.

I enjoyed my short time with you, and wish you well for the future.