

Staithes, Seton Community Primary School

Inspection report

Unique Reference Number	121301
Local Authority	North Yorkshire
Inspection number	327451
Inspection date	30 September 2008
Reporting inspector	Robert Robinson

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	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	87
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	Mrs A Taylor
Headteacher	Mrs R Barningham
Date of previous school inspection	21 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Seaton Close Staithes Saltburn-by-the-Sea TS13 5AU
Telephone number	01947 840257
Fax number	01947 840257

Age group	3–11
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Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and the overall effectiveness of the Early Years Foundation Stage (EYFS). The following issues were investigated: the standards and achievement of pupils and their personal development; the quality of teaching and learning; pupils' and parents' views of the school; and the features of the leadership and management that contribute to the success of the school. The inspector gathered evidence from lesson observations, examination of pupils' work; assessment data; interviews with staff, pupils and governors; and scrutiny of documents. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This is a small school situated in the seaside village of Staithes. Almost all pupils are White British. The socio-economic circumstances of the local area are below average. Eligibility for free school meals is above average. The proportion of pupils with learning difficulties and/or disabilities is above average and a higher than average number of pupils has a statement of special educational need. The school has gained the Artsmark, Basic Skills and Healthy Schools awards. It has been awarded the local authority's Inclusion Standard and Highly Effective Status for the past four years. An EYFS unit was fully established at the start of this academic year.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Staithes, Seton Community Primary School provides an outstanding education for its pupils. The first-rate leadership and management of the school have been maintained since the last inspection. Standards are above average in Year 6. Pupils' achievement during the time they are at the school is outstanding. A key strength is the exceptionally good leadership of the headteacher who is supported by a highly effective governing body and capable staff. Staff and governors work with skill and enthusiasm to provide the best possible academic and pastoral care for pupils.

Pupils' progress in Years 1 and 2 is brisk and it builds well on their prior learning. Since the last inspection, the rate of pupils' progress from the end of Year 2 to the end of Year 6 has risen and, in 2007, was outstanding. Provisional indicators suggest that this performance has been maintained in 2008. Standards vary greatly from year to year on entry to Year 1 because the number of pupils in each year group is small, so data need to be treated with caution. Pupils who are not identified as having learning difficulties and/or disabilities reach above average standards by the end of Year 6. Those with learning difficulties and/or disabilities make great gains relative to the targets in their individual educational plans. This is because of the strengths in teaching and the very effective support they receive from staff. Provisional results from the most recent unvalidated national tests indicate that standards in English improved and matched those in mathematics. This indicates the success of the leadership's initiatives to improve pupils' standards in writing.

The strong leadership and management of the school have maintained a clear focus on providing high quality learning based on a highly effective curriculum. The quality of teaching and learning is outstanding overall, being at least good and often better throughout the school. Rigorous monitoring of learning by the headteacher and senior management ensures the consistency of good and better teaching. Lessons are planned carefully to ensure that the individual needs of all pupils are met. Questioning is directed to individuals to check pupils' understanding and to spur on their learning. Visits to the local area or further afield add interest and purpose to learning, such as to a local theatre to see a performance of Romeo and Juliet or to study plants in the arboretum of a stately home. Subjects are skilfully linked with a strong emphasis on developing and practising basic skills, particularly in English. Teaching assistants help exceptionally well with the learning of small groups and individual pupils with specific learning difficulties and/or disabilities. No time is lost in lessons dealing with behavioural issues. A quiet word to an individual is all that is needed to ensure that the teacher's high expectation of pupils' behaviour is maintained. Pupils' quality of presentation of work is of the highest order. Teachers mark pupils' work extremely well. The marking clearly tells pupils how well they are doing and what they must do to improve. Classrooms are very well organised and resourced. Attractive displays representing the whole curriculum provide information and celebrate pupils' efforts.

The care, guidance and support of each pupil are of paramount importance to all at the school. Procedures for safeguarding, risk assessment, and health and safety are in place. These meet government requirements and promote a safe learning environment. Outside agencies' expertise is used well to support pupils' individual needs. Close tracking of pupils' academic progress and personal development is thorough. Pupils' personal development, including spiritual, moral, social and cultural development, is superb. Pupils gain in confidence and by the time they leave the school they are extremely well prepared for future learning. Exemplary behaviour, good

attendance and harmonious relationships enable pupils to enjoy school and gain a thorough grasp of basic skills. Pupils have a clear understanding of healthy lifestyle choices. They appreciate the high quality of school lunches. Pupils are proud of their school and its focal part in village life. The development of a 'Peace' garden, which they willingly share with the community, reflects deeply the whaling and fishing traditions of the area and the artistic talents of local residents and pupils as well as extending to consider national and international issues. Pupils have a broad understanding of local cultural traditions as well as a developing understanding of other communities within Britain and in other lands. This has been enhanced through visitors to school, such as an Indian dance group, visits to an inter-faith centre in an inner city area, e-mail contacts with pupils in a school in London and through parental contacts with a new school in Uganda.

The strengths in all aspects of the school's work provide it with exceptionally good capacity to continue to improve. Parents are very supportive of the school and all aspects of its work. A typical comment summed up their views: 'An outstanding school providing excellent service to pupils, parents and the community'.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The leadership and management of the school have made considerable improvements since the last inspection in the provision for the youngest children at the school. The establishment this academic year of an EYFS unit provides good joint provision for children of Nursery and Reception age. Children's levels of ability on entry to the Nursery vary considerably from year to year. Over time, their levels of skills and knowledge have typically been lower than age-related expectations, with particular weaknesses in children's communication, language and literacy skills. Very few children are higher attainers on entry to school. The leadership works with other pre-school agencies and parents to lift children's skills on entry. High support for the welfare of all children is provided. All children are nurtured extremely well and they relate positively to the adults. Good teaching and a good curriculum with emphasis on learning both indoors and outdoors enables children to make brisk progress and achieve well. Children settle very well to school life. They are interested in learning and behave well. In their personal, social and emotional development by the end of Reception, their levels of skills and knowledge are typical of children of this age. Because of the low starting points of children in communication, language and literacy, they are working below the early learning goals normally seen at the end of Reception. This weakness has been identified by the leadership and increased opportunities have been put in place to speed up the pace of language acquisition. The headteacher's strong vision to provide high quality education and care in the EYFS is very well thought out. Initiatives are now in place to improve learning further but the actions taken have had too little time yet to impact on the levels of skills and knowledge in communication, language and literacy.

What the school should do to improve further

- Develop opportunities to enable children to develop higher levels of skills and knowledge in communication, language and literacy in the EYFS.

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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?	1
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?	1
The capacity to make any necessary improvements	1

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?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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**

Inspection of Staithes, Seton Community Primary School, Saltburn-by-the-Sea, TS13 5AU

I really enjoyed the day I spent with you. It was a privilege to inspect your school as it provides you with an outstanding education. This is because it is led and managed exceptionally well by the headteacher who is very ably helped by the other staff and the governors. The care, guidance and support you receive, both academically and pastorally, are first rate. The quality of teaching and learning is good, and often outstanding, throughout the school. As a result, your achievement from entry to the school to leaving at the end of Year 6 is outstanding. Standards vary from year to year because year groups are small. Many of you reach above average standards by the end of Year 6. All of you, including those who sometimes find learning a little more difficult, make brisk progress in your learning because you are helped really well.

The curriculum is particularly well thought out. It has a strong emphasis on providing a wide range of interesting learning opportunities in different subjects with a strong emphasis on consolidating and extending your literacy skills. Visitors and visits help you to gain a much better understanding of the local heritage as well as life in other parts of Britain and abroad. I was particularly pleased to see the neat way that you presented your work. I was also very impressed by your exemplary behaviour and interest in lessons. You told me that you enjoy being at school, feel safe and are proud of your school. Staff look after you extremely well and I was pleased that you all get on so well together. The Early Years Foundation Stage (EYFS) unit established at the start of this year provides good opportunities for learning for the youngest children. As children do not always reach the levels expected of most learners by the end of Reception in communication, language and literacy, I have asked the school to devise ways to raise children's skills and knowledge in this area of learning.

I appreciated talking to you about your work and watching you learn. I trust that you will continue to work with the staff and your headteacher to help them to continue to improve the school. I wish you well for the future.