

Inspection of West Cliff Primary School

Church Square, Whitby, North Yorkshire YO21 3EG

Inspection dates: 26 and 27 April 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

There are high expectations for pupils at West Cliff. Pupils are polite to teachers, visitors and to each other. They behave well in lessons, in the dining hall and at playtime. Pupils know what bullying is. They say it sometimes happens but teachers always deal with it.

This school is extremely inclusive. Pupils who attend 'the rockpool' for help with their social, emotional and mental health needs (SEMH) are supported by patient, attentive and skilled staff.

Pupils have a good understanding of how to stay safe online. This is important as they all use school iPads. This was a huge benefit during both national lockdowns as every pupil could access the school's remote learning offer.

Leaders develop pupils' character through the school's 'tame a tiger' programme. Pupils and staff set themselves a personal challenge each year, like learning to roller skate or running a marathon. This supports pupils' self-confidence, resilience and self-esteem.

There are lots of extra-curricular clubs on offer to pupils. Some are after school; some are at lunchtime. This ensures that all pupils can attend if they want to.

Pupils enjoy working on Dorothy the school bus. This double decker bus is parked on the school playground and used daily for teaching, intervention or therapy sessions.

What does the school do well and what does it need to do better?

Leaders recognised the school's previous curriculum was no longer fit for purpose and have begun redeveloping it. Most subjects are planned and sequenced from Year 1 onwards. Some subject leaders have considered how the curriculum builds on what pupils already know. For example, in mathematics, units of work link carefully over time so pupils develop a deep understanding of mathematical concepts. However, some subjects are still in development. Leaders need to ensure that all subjects teach the right things in the right order from the early years. Curriculum design is strong in the early years but subject leaders have not considered how it links with the key stage 1 curriculum. Routines are clearly established in nursery and activities are set up to support social interactions and language development.

Leaders have recently introduced a new phonics scheme. The structure for teaching phonics is consistent across Reception and Year 1. Staff use the same actions and language. Leaders have purchased new decodable reading books. However, when pupils read to a familiar adult, the books were not always well matched to the pupil's phonics knowledge. Leaders should ensure pupils have the right books to practise

their decoding skills. The reading environment around the school is motivating for pupils. Corridor and classroom displays enhance pupils love of reading. Pupils are surrounded by quality books and inspirational quotations linked to reading.

Assessment in mathematics and phonics is secure. Teachers use the information effectively in order to identify pupils for same day interventions. Teachers have begun using a new assessment system for the foundation subjects. Subject leaders have pinpointed what they want teachers to assess. Some subject leaders are using the system to monitor the curriculum, identify gaps in what pupils know and inform future planning. This is not consistent across all subjects. Leaders know this and have plans to ensure that it is effectively used.

Pupils with special educational needs and/or disabilities (SEND) are keeping up with their peers. They are often accessing the same tasks and achieving as highly. Pupils with SEND may have some extra adult support or resources like sentence starters or spelling lists to help them in lessons. The targets the teachers set for pupils with SEND are appropriate and enable them to achieve the best possible outcomes.

Leaders ensure pupils have opportunities to engage in a wide range of experiences outside the classroom. Being a 'beach school' is a strength of West Cliff. Pupils take part in a variety of activities at the local beach, such as fishing, surfing and cooking. Pupils have a good awareness of different types of family relationships. They can talk about equality relating to race, gender and disability. However, some pupils do not have enough understanding of British values such as democracy, tolerance and respect. These were usually discussed in whole-school assemblies. Due to COVID-19, leaders have not been delivering whole-school assemblies so pupils found it difficult to explain what British values were. Leaders should ensure that the personal, social and health education (PSHE) curriculum addresses British values as well as the assembly schedule.

Many of the local governing body are new to their roles. These new governors are enthusiastic but will need training to ensure they can support and challenge leaders effectively.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have a good understanding of the immediate risks to the pupils in their community. One of these risks is county lines. County lines is where illegal drugs are transported from one area to another, usually by children or vulnerable people who are coerced into it by gangs. As a result, leaders have ensured their personal, social and health education curriculum includes units about alcohol abuse, smoking and drug awareness. Pupils identify two trusted adults in the school at the start of each year. This ensures pupils can speak openly to the adult of their choice at any time.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Most subjects are well sequenced in their curriculum structure and thinking. However, some subjects are still in development. All subjects should set out the specific knowledge pupils need. This will ensure that the curriculum is always building on what pupils already know from Nursery to Year 6.
- Teachers and subject leaders are not using the assessment system in some subject areas effectively. Assessment is not impacting on curriculum thinking. It is not used in some subjects to check what knowledge pupils have retained. Leaders will need to follow through with their plans to use it more effectively. This will identify gaps in pupil's learning and speed up curriculum refinement.
- Pupils found it difficult to talk with confidence about British values. Leaders should review their PSHE curriculum to ensure that it includes more lessons about British values. This will help to prepare pupils more effectively for life in Britain.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144681
Local authority	North Yorkshire
Inspection number	10226908
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	226
Appropriate authority	Board of trustees
Chair of trust	Mathew Brown
Headteacher	Christina Zanelli
Website	www.west-cliff.n-yorks.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of the Yorkshire Endeavour Academy Trust. They joined the trust in February 2018. The headteacher is also the chief executive officer of the trust.
- This school has provision for two-year-olds.
- The school has a specially resourced provision for pupils with SEND. This is a SEMH hub for eight Whitby pupils funded by the local authority.
- The school does not use any alternative providers.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, curriculum leaders and pupils. Meetings were also held with representatives of the local governing body and the board of trustees.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history, physical education and art. For each deep dive, inspectors met with curriculum leaders, spoke to pupils and teachers, looked at pupils' work and visited a sample of lessons. Inspectors heard pupils read.
- Inspectors examined safeguarding records, attendance figures, curriculum plans and policies.
- The views of parents were considered from their responses to Ofsted's Parent View questionnaire.
- The views of staff were considered from meeting with staff and from the responses to Ofsted's questionnaire for staff.
- The views of pupils were considered from the responses to Ofsted's pupils' questionnaire and from meeting with them.

Inspection team

Alison Stephenson, lead inspector	Her Majesty's Inspector
Roger Ward	Ofsted Inspector
Janice Gorchach	Ofsted Inspector

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