

# Lythe Church of England Voluntary Controlled Primary School

High Street, Lythe, Whitby, North Yorkshire YO21 3RT

## Inspection dates

8–9 May 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- This is a happy, welcoming school that sits at the heart of the local community. Every person in school, adults and pupils, strives to ensure that it is a 'kind, safe and respectful family'.
- Under the determined leadership of the headteacher, the desire to provide the best possible teaching, outcomes and experiences for all pupils is tangible. As a result, the school has improved markedly since the previous inspection.
- The school's determination to eliminate underperformance underpins robust and effective actions to ensure continuing improvement.
- Children in early years make a good start to their learning. They make good progress and are well prepared to start Year 1.
- Outcomes for pupils are now good. Current pupils are making good progress from their individual starting points in reading, writing and mathematics.
- The behaviour of pupils is good, and is rooted in the respect and care they have for each other. Pupils are polite and display good manners.
- Pupils' personal development and welfare are good. They are well prepared for the next steps in their education.
- Most pupils work hard, but occasionally there is a lack of drive and urgency to succeed. This is sometimes seen in a lack of concentration and productivity, or not sticking at a difficult task.
- The school has worked hard to improve pupils' rates of attendance with some success. These improvements need to continue.
- Because of consistently good teaching, pupils learn quickly. Teachers and teaching assistants alike are skilled at supporting pupils' learning.
- Teachers generally match work accurately to pupils' varying abilities. On occasions, work can lack challenge, usually for the most able pupils.
- The school's wider curriculum is under review to ensure that subject-specific skills and knowledge are planned and taught more sequentially.
- The leadership of mathematics is strong. Further work is needed to ensure that the leadership of other subjects is of equally good quality.

## Full report

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

- Improve leadership and management, by:
  - ensuring that the current review of creative and foundation subjects results in pupils acquiring age-appropriate skills and knowledge as they move through school
  - further developing the role of subject leaders to drive improvements and evaluate the quality of teaching and learning across the whole curriculum
  - ensuring that pupils' rates of attendance continue to improve.
- Improve the quality of teaching and learning, by:
  - ensuring that work is consistently well matched to pupils' abilities, especially for the most able pupils
  - further developing pupils' built-in resilience and motivation to learn and succeed, so that their concentration and persistence in tasks improve.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The skilled headteacher has been unwavering in her determination to eradicate all aspects of underperformance, and to ensure an excellent standard of education for pupils in this school. She has been very well supported and challenged by a talented and doggedly determined governing body. The whole school community has developed a tangible school ethos in which pupils can grow as individuals and thrive. The school has significantly improved since the previous inspection.
- There is a shared determination to improve all aspects of school life. The whole school community has been single-minded in its quest to improve teaching. Changes in the teaching team, some very recent, have been handled sensitively and astutely. The recruitment and deployment of staff have been pivotal in improving teaching. There is now a strong staff morale, as seen in responses to the Ofsted staff questionnaire.
- This ambition to excel is shared by leaders, teachers, teaching assistants and governors. Consequently, current pupils are making good progress. Strengths in leadership, and good teaching, mean that the school has significant capacity to continue its journey of improvement.
- Systems to evaluate the quality of the school's performance, through checking the quality of teaching, are effective, especially in English and mathematics. The school is constantly reviewing these systems to ensure that the 'nitty gritty' aspects of teaching are scrutinised closely. Regular, informal visits to classes ensure that small, incremental changes to improve the quality of teaching are made and then checked.
- The members of the small staff team work very well together. This collegiate approach enables staff to support each other and share good practice. Several changes to staffing over the last two years have resulted in changes in subject leadership. The one exception is mathematics, which is led very well. The role and ability of subject leaders to drive improvement and evaluate the quality of teaching and learning in all subjects require further development.
- Systems to assess and track pupils' progress in English and mathematics are well established and detailed. Similar systems to assess and track progress in creative and foundation subject-specific skills are being developed alongside a review of the whole curriculum. When fully implemented, these systems are intended to enable leaders to closely analyse information on pupils' progress across the whole curriculum and to address any gaps in learning.
- The school development plan is rooted in accurate self-evaluation, as leaders know the school inside out. Targets are clear and measurable. This allows governors to hold leaders to account and provide both challenge and support. The strength and skills of governors have played a major role in the school's recent significant improvement.
- The school's curriculum is planned carefully to eliminate repetition in classes that have three different year groups. It is reviewed regularly to ensure that it meets pupils' needs and interests. Topics are brought to life through trips and visits using the school's mini-bus. Teachers ensure that topics provide opportunities for extended

writing activities. Pupils speak enthusiastically about topics studied, such as the Egyptians, dinosaurs or the Romans. A major review of the curriculum is under way to ensure that subject-specific skills and knowledge in creative and foundation subjects are taught progressively as pupils move through the school.

- Outdoor and adventurous learning is a strength of the school. Excellent use is made of the school's extensive grounds and its rural setting. Most days, a group of pupils visit a nearby forest to extend their learning and personal development. The school also provides a range of after-school clubs that further enhance pupils' access to the wider curriculum, especially in sport.
- Leaders manage pupil premium spending effectively to provide support for the very small numbers of disadvantaged pupils. Leaders and teachers know the needs of their pupils well. Regular progress meetings enable an in-depth analysis of any possible barriers to learning for those pupils who are at risk of falling behind, including for disadvantaged pupils. Leaders' actions are accelerating the progress made by all current pupils across the school, including disadvantaged pupils.
- Effective leadership has resulted in good-quality provision for the handful of pupils with special educational needs and/or disabilities (SEND). Their needs are identified early and their good progress, sometimes in small steps, is tracked accurately. The school supports these pupils well. This support is monitored very effectively by the leader of SEND and consequently, the SEND funding is used effectively by leaders.
- The innovative use of the primary school physical education (PE) and sport funding has had a significant effect on pupils' health and well-being, engagement in competitive sport and physical fitness. Plans for the funding are of high quality, with evidence recorded of the effect of actions. The plan also evaluates the sustainability of actions and suggested next steps. Competitive sports are provided by the local sports partnership. Some pupils are trained in sports leadership. The school aims to always allow pupils access to at least one after-school club. This includes those for gymnastics, outdoor adventure and rugby. External coaches provide access to a wide variety of sports ranging from dance and tennis, to yoga. Links are made with local sports clubs, providing access for pupils to football, cricket and a planned surfing club, linked to life saving.

## **Governance of the school**

- The school now benefits from a skilled, dedicated and proactive governing body. Governors have been honest about the decline of the school to a position where it required improvement. This has enabled them to learn from mistakes and develop an unrelenting focus on holding leaders to account. The frequent meetings of the governors' curriculum and standards committee have been very effective in providing challenge and support to the headteacher. Governors acknowledge the extensive and effective support for the school from the local authority.
- Governors regularly review their own effectiveness, including identifying strengths on which to build. They bring to the school a range of appropriate professional skills and experience. This enhances their impact on school improvement. Governors are pushing forward to become even more effective. They make it their business to know about the

work of the school through regular visits and analysing data. They have an accurate view of the school's strengths and weaknesses.

## Safeguarding

- The arrangements for safeguarding are effective. Staff work tirelessly to ensure that pupils are safe and that their welfare is protected and nurtured. There is an ethos of vigilance. Staff are quick to identify, report and record any concerns, no matter how small, and all concerns are followed through, robustly, by the headteacher. The new online system to report concerns provides a comprehensive chronology of all issues for any child in school.
- Leaders ensure that a culture of safeguarding is embedded among all staff. They are vigilant in their duty to keep pupils safe. Policies, procedures and records are of good quality. Staff training is thorough and up to date. This includes ensuring that all recruitment procedures are watertight. All adults have a clear understanding of their responsibilities for keeping children safe.

## Quality of teaching, learning and assessment

**Good**

- Leaders have been resolute in their work to continually improve the quality of teaching. This has been underpinned by improving staff morale and developing a buoyant sense of teamwork. Improved teaching has resulted in improving pupils' progress across key stage 2 in reading, writing and mathematics, for the last three years. It is now broadly average. It is also reflected in the strong rates of progress current pupils are now making in each year group.
- Teachers have high expectations of pupils' behaviour and stick closely to the school's behaviour policy. Relationships are good. Pupils' generally positive attitudes in lessons support their learning well. Occasionally, some pupils lose concentration and sit passively and quietly, or give up too easily if they find the work hard. In some cases, pupils' intrinsic motivation to succeed is not yet well developed.
- Pupils benefit from informative and exciting displays around the classrooms, including reminders displaying key information for current learning in mathematics, reading and writing. Shared areas are also bursting with exciting displays. For example, artwork from the topic on the Egyptians, with paintings and canopic jars made from clay, adds much to the environment.
- Work is usually pitched well according to pupils' abilities. Teachers are skilled at adapting and changing plans based on ongoing daily assessments of how well pupils grasp learning. On a few occasions, the pitch of work is not well matched to pupils' abilities, especially for the most able pupils.
- In mathematics, basic skills of number and mental calculation are taught and consolidated regularly. For example, pupils in Years 4, 5 and 6 were able to successfully multiply larger numbers through their knowledge of multiplication tables and partitioning of numbers. Pupils also used their mathematical knowledge and skill to investigate the area and perimeter of quadrilaterals, solving the problem of finding a

shape that could have the same perimeter and area.

- As a result of the rigorous and systematic teaching of phonics, children are getting off to a fast start in their reading in early years. Adults are skilled in teaching well-structured lessons throughout the school. These are pitched well in relation to pupils' reading skills.
- Teaching assistants are an important part of the school's teaching team. They are skilled at supporting pupils' learning, and benefit from good-quality professional development and training opportunities. They display good questioning skills, have high expectations of pupils, take the initiative and hold responsibility effectively.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils' attitudes to learning are good. Pupils grow in confidence during their time in school, acquiring a confident approach to learning. Pupils say that they love school and wear their school uniform with pride. They thrive in the well-ordered and positive school environment. Displays are of good quality, are bright and attractive and support learning well. Pupils' work is celebrated and valued. The school works effectively to ensure that pupils' physical and emotional well-being are continually being developed.
- Pupils said that they feel very safe in school, a view echoed by virtually all parents through Ofsted's Parent View questionnaire. Pupils talked confidently to the inspector about their knowledge of e-safety. Pupils show high levels of respect and care for each other, valuing their classmates' opinions and working cooperatively in lessons.
- Pupils' spiritual, moral, social and cultural awareness and development are good. They are clear about the values they need to live by, which is preparing them well for becoming a citizen in modern Britain. 'Kind, safe and respectful' are attitudes that underpin the school's values and rules. These are easily identifiable after only a few minutes in the school.
- Pupils' personal, social and emotional development is supported very well through lessons, but also through respectful, interesting and spiritual assemblies. During the inspection, pupils discussed prayer in an assembly, after looking at footballers pointing to the sky to celebrate scoring a goal. In a time of reflection, pupils considered whom they might talk to, thank or ask for help, as well as to God through prayer.

### Behaviour

- The behaviour of pupils is good. Pupils told the inspector that they enjoy coming to school, as can be seen in their improving attendance. Rates of attendance over time have been well below those found nationally. A small number of pupils had been persistently absent. The school has worked hard to address this issue, and rates of attendance for this year to date are much higher. Pupils and parents and carers understand the effect of missing time in school to learn. The school needs to continue

to work hard to ensure that pupils' rates of attendance continue to improve.

- Pupils enjoy their learning and mostly work conscientiously. Behaviour systems encourage positive attitudes to learning, and the few incidents of misbehaviour are swiftly and deftly addressed. Pupils were crystal clear that behaviour is good in school, and that there is no bullying at all. Only a very small number of parents disagreed that behaviour was good in school in their response to Ofsted's online questionnaire, Parent View.
- The good relationships that are nurtured ensure that pupils usually conduct themselves well in lessons and around school. Most pupils are polite and have good manners, for example holding doors open for adults and visitors. Playtimes are harmonious occasions where pupils play happily together. No one is left out.

### Outcomes for pupils

**Good**

- In all key stages, pupils are now making consistently strong progress in English and mathematics. The vast majority of pupils, in every year group, are on track to reach the standards expected, or above, for their age by the end of the year. There remains some variation between cohorts due to very small pupil numbers.
- Most children begin the Reception class with skills and knowledge at levels typical for their age. They make good progress, so that the proportion that reach a good level of development is broadly in line with that found nationally.
- After a good start to learning in early years, pupils are now making strong progress in Years 1 and 2 in reading, writing and mathematics. Current standards of attainment in Year 2 are on track to surpass those reported in 2018, including the proportion of pupils working at a greater depth in learning. This represents a significant improvement from last year's small Year 2 cohort.
- Pupils make a good start in their early reading skills. In recent years, the proportion of pupils reaching the expected standard in the phonics screening check at the end of Year 1 has been broadly average.
- In 2018, pupils' rates of progress across key stage 2 rose for the third year in a row. These are now broadly average, and look set to improve further. Based on the school's current assessment, standards in reading, writing and mathematics are improving for most pupils. This is backed up by work seen in books during the inspection. Improvements in teaching are now being reflected in improved outcomes for pupils.
- Over time, the achievement of disadvantaged pupils has been broadly in line with that of other pupils in the school and all pupils nationally. As the proportion of disadvantaged pupils in each year group is very small, statistical comparisons are unreliable. The school is working hard to support the learning of all its pupils, including disadvantaged pupils.
- The school is quick to identify any pupils who are at risk of falling behind. Effective leadership and good-quality provision for pupils with SEND ensure that most of these pupils make good progress from their starting points.
- The achievement of the most able pupils is improving. A greater proportion of pupils

are on track to reach higher standards in reading, writing and mathematics this year in each year group. However, the achievement of the most able is still occasionally held back because work sometimes lacks challenge. Across the school, not all most-able pupils have reached their full potential.

## Early years provision

**Good**

- Children enjoy the good-quality learning opportunities provided for them, and they learn and play happily together. They are eager to explore and investigate, are happy to share and take turns, and they display good behaviour. Children are fully engaged in all activities, both inside and outside.
- The new early years leader is a skilled and inspiring practitioner. Adults are adept in developing areas of provision, based on accurate assessment of children's stages of development, and usually maximise learning opportunities for all. The early years leader has worked hard to ensure that the indoor and outdoor learning environments are of high quality. Although spacious, every inch is used purposefully to inspire curiosity, adventure and fun.
- Most children start in early years with skills and knowledge that are broadly typical for their age, although starting points can be lower or higher for some. Because of careful observations, choice of activities, good teaching and probing questioning, most children make good progress and are well prepared to start Year 1. Actions implemented and led by the early years leader since her appointment at the start of the year are beginning to take effect. Children's achievement is improving.
- Adults observe children carefully, and skilfully build on their interests. They support children's learning through prompts and skilful questioning. They work alongside children during imaginative and creative play sessions. Children were engrossed in the hospital role-play area, writing prescriptions and sharing their ailments. They show persistence in learning and stick to tasks. They are skilled at directing their own learning. Children display high levels of cooperation. They are inquisitive and curious and enjoy playing and exploring together.
- The early years leader, Reception teacher and teaching assistants share the same passion and drive to see young children thrive. The leader has a clear understanding of the strengths in early years and has identified key areas for improvement. These include increasing the skill of staff in recognising and acting upon key moments that arise unexpectedly to consolidate and extend children's learning.
- The school is rightly proud of its very strong and effective links with parents. Most parents are extremely supportive of the school, and work in partnership to support their child's learning. The online interactive portal allows the school to share key and important moments of learning, and parents reciprocate by uploading contributions from home.
- Safeguarding practices are highly effective. Children are taught how to manage risks from an early age, and the very effective safeguarding culture that permeates the school is equally apparent in early years. There are no material breaches of legal welfare requirements; children are safe and well supported.





## School details

Unique reference number	121507
Local authority	North Yorkshire
Inspection number	10087536

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	79
Appropriate authority	The governing body
Co-Chairs	Mrs Jo Stonehouse and Mrs Sarah Arnold
Headteacher	Mrs Lisa Armstrong
Telephone number	01947 893373
Website	<a href="http://www.lythe.n-yorks.sch.uk">www.lythe.n-yorks.sch.uk</a>
Email address	<a href="mailto:headteacher@lythe.n-yorks.sch.uk">headteacher@lythe.n-yorks.sch.uk</a>
Date of previous inspection	7–8 February 2017

## Information about this school

- The school is slightly smaller than the average-sized primary school. The vast majority of pupils are of White British heritage.
- The proportion of pupils who are known to be eligible for support from pupil premium funding is below average. The proportion of pupils with SEND is just below average.
- The school's part-time Nursery provision operates in the morning and afternoon. Reception children attend on a full-time basis.
- The school meets the government's current floor standards. These are the minimum expectations for pupils' attainment and progress.
- The teacher of the Year 4, 5 and 6 class has been in post for less than two weeks.
- The school most recent section 48 religious education inspection took place on 3 March 2017.

## Information about this inspection

- The inspector observed learning in lessons, including lessons observed jointly with the headteacher. In addition, the inspector reviewed a sample of pupils' work alongside the headteacher.
- The inspector held meetings with governors and the headteacher. He also met with other school leaders, including subject leaders and the early years leader. The inspector held a meeting with a group of pupils and held a telephone discussion with the school improvement adviser and the sports leader.
- The inspector viewed a range of documents, including information relating to pupils' achievements over time, the school's data on the recent and current progress of pupils, and the school's view on how well it is doing. He also reviewed the school development plan, documents relating to safeguarding, and records of behaviour and attendance.
- The inspector took account of the 34 responses to Ofsted's online questionnaire for parents, Parent View, and to the eight responses to Ofsted's staff questionnaire. In addition, many parents' comments, via the free-text facility, were also analysed. The school's website was also scrutinised.

## Inspection team

Phil Scott, lead inspector

Ofsted Inspector

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