

Inspection of Lythe Church of England Voluntary Controlled Primary School

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

Inspection dates:	14 and 15 January 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Lythe Church of England Primary School is a close-knit and nurturing school. Pupils flourish here. The school takes full advantage of its coastal surroundings, with forest and beach school activities standing out as highlights of pupils' week. Children love exploring the natural environment and developing their skills in creative and outdoor learning.

Pupils have a strong sense of belonging and pride in their school. There are positive relationships between pupils, staff and families. The school's ethos shapes the culture of respect and kindness.

The school's high expectations for behaviour and achievement ensure that all pupils, including those with special educational needs and/or disabilities (SEND), are well supported. All pupils benefit from the ambitious curriculum. They achieve well. Pupils are enthusiastic about lessons. They especially relish the opportunity to talk about their learning. Pupils value opportunities to take on leadership roles, such as being part of the 'ethos group' or contributing to school life.

Pupils are happy and safe. They are well aware of risks when using the internet and devices. Parents speak highly of the school's efforts to engage families and foster a love of learning in every child.

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

The school has developed a broad and ambitious curriculum that reflects the school's local context. The curriculum delivery of individual subjects has been carefully restructured to support better learning outcomes. The curriculum is now well sequenced, ensuring pupils build on their prior knowledge effectively. Teachers benefit from the training that they receive, which helps them to deliver engaging lessons. They prioritise the important knowledge pupils need to remember. However, in some areas, curriculum improvements are still in their early stages. In some subjects, there is further development needed to ensure consistency in identifying and addressing gaps in pupils' knowledge.

The staff team work together to provide tailored support for pupils with SEND. Staff are well trained to identify their needs quickly. They have a deep understanding of each pupil's needs. Learning is adapted appropriately without lowering expectations. Well-chosen resources are used effectively to support pupils' independence. Parents speak positively about the school's communication and the care taken to involve them in their children's education. The school engages well with external partners to streamline the support and ensure timely assistance for pupils requiring additional help.

Children learn to read quickly and fluently. The school has prioritised early reading. Children begin learning to read as soon as they start Reception. Small-group sessions and daily interventions support those who need extra help. Older pupils enjoy ambitious texts in their lessons. However, some pupils do not routinely have opportunities to practise and develop a range of skills in reading lessons. This means that some pupils lack confidence

and accuracy and do not develop aspects of their reading knowledge as well as they should.

Children in the early years make a strong start. The early years provision is engaging and inclusive. The spacious outdoor area is a vibrant space, where children explore, problem solve, and learn collaboratively. Teachers skilfully weave the children's interests into their planning, ensuring activities are purposeful. For example, children build obstacle courses that they use to develop their balancing skills and large-muscle strength. Children are engrossed in their learning. The school checks children's progress regularly. Parents value the communication methods that keep them involved in their child's learning. The early years gives children a confident start to their school journey. They are well prepared for Year 1.

Pupils' behaviour is good, both in lessons and during playtimes. The school's values are reinforced through assemblies. This contributes to the respectful and positive environment. Most pupils attend school well. Leaders monitor attendance rigorously and work closely with families to address issues.

Pupils benefit from opportunities that enhance their sense of citizenship and cultural experience. These include participating in art competitions, visiting diverse landmarks, and engaging in a wide array of extra-curricular clubs. The school's values and 'oaths' guide pupils' moral and social growth. Pupils understand the importance of fairness and respect. The school provides a wealth of outdoor learning opportunities and experiences. As a result, pupils value their local area and history.

The governing body is highly effective. They provide timely support and challenge. Their expertise and passion have strengthened the school recently. Together, leaders and governors have effectively stabilised the school following a period of turbulence. Their efforts to improve the curriculum and staff morale are commendable. Collaboration with the local authority, diocese, external partners has also contributed to recent school improvements.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school has made rapid curriculum changes in a short period of time. Due to this, in a small number of subjects, the school is still developing the processes for checking the effectiveness of these changes. The school should ensure that the strategic oversight and monitoring systems are further embedded to build on and sustain current improvements.

- Some older pupils do not have enough time to practise aspects of their reading skills. This means that, for these pupils, their reading comprehension techniques are not as developed as they could be. The school should continue to review the reading curriculum to further improve pupils' attainment and readiness for the next stage.

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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	121507
Local authority	North Yorkshire
Inspection number	10342753
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	74
Appropriate authority	The governing body
Chair of governing body	Mark Robinson
Headteacher	Christina Zanelli
Website	www.lythe.n-yorks.sch.uk
Dates of previous inspection	8 and 9 May 2019, under section 5 of the Education Act 2005

Information about this school

- This is a Church of England school. The school's last section 48 inspection took place in March 2017.
- The interim headteachers have been in post since June 2024.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- 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 spoke to senior leaders, including representatives from the local authority, members of the local governing body and the diocese.
- Inspectors carried out deep dives in early reading, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also spoke to leaders about pupils' learning in some other subjects.
- Inspectors listened to a range of pupils from different year groups reading to a familiar adult.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met the SEND coordinator, spoke to pupils with SEND and reviewed plans to support these pupils. They visited lessons to see how pupils with SEND are supported.
- Inspectors visited the early years provision to check safeguarding arrangements and discuss the learning with children and leaders.
- Inspectors observed behaviour at the start of the day, at lunchtimes and in lessons.
- Inspectors considered the responses to Ofsted's online staff and pupil surveys. They also considered responses to Ofsted Parent View, including any free-text comments.

Inspection team

Georgina Chinaka, lead inspector

His Majesty's Inspector

Rowena Sykes

Ofsted Inspector

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