

Whitby, East Whitby Community Primary School

Inspection report

Unique Reference Number	121328
Local authority	North Yorkshire
Inspection number	380212
Inspection dates	12–13 October 2011
Reporting inspector	Kate Pringle

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	217
Appropriate authority	The governing body
Chair	Bev Cooke
Headteacher	Tony Mok
Date of previous school inspection	22 April 2009
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Introduction

This inspection was carried out by three additional inspectors. Eleven lessons and twelve teaching staff were observed. Meetings were held with groups of pupils, members of the governing body and staff. Inspectors observed the school's work and looked at pupils' books, assessment information, policies and procedures, school development plans and updates of pupils' progress. Views of stakeholders were also considered through questionnaire responses from 86 parents and carers and 92 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effectively provision in the Early Years Foundations Stage enables children to make good progress.
- How effectively the quality of teaching and learning challenges the needs of pupils with differing abilities in order to secure good progress for all groups across the school, especially in writing.
- How effectively the school is working towards securing good attendance and good progress for pupils through the quality of its care, guidance and support of pupils and their families.
- How successfully the contribution of all leaders and managers leads to high-quality monitoring and evaluation of the school, and how this information is used to increase challenge and improve outcomes for pupils.

Information about the school

In this primary school of average size the proportion of pupils known to be eligible for free school meals is higher than average. There are few pupils from minority ethnic backgrounds or who speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average, as is the number of pupils with a statement of special educational needs. Over the last three years the school has achieved the Inclusion Quality Mark Level 5 and the Artsmark Gold award.

A Children's Centre run by Sure Start and 'The Wooden Horse Neighbourhood Nursery' are located on the school site. Both are inspected separately and receive their own inspection reports.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

East Whitby is a satisfactory school. It demonstrates particular strengths in the pastoral care given to its pupils and this is greatly appreciated by parents and carers who are highly positive in their support. One parent's comment summed up the views of many: 'The school community is warm, purposeful and welcoming. Staff are very supportive and put the welfare and needs of each child first.' They note how good relationships between staff and pupils enable their children to feel safe and secure and, consequently, to attend to teachers in lessons. When personal outcomes for pupils are good they relate directly to this quality of care. Pupils know well how to stay safe and healthy. Their behaviour is good because the school sets clear boundaries and enables pupils to reflect upon the consequences of their actions. They contribute successfully to the life of the school and the local community.

Most children enter school with skills well below those expected for their age. Good team leadership contributes much to the good quality of provision and good outcomes in the Early Years Foundation Stage. Children settle quickly and happily, making good progress. Within the main school pupils' progress and achievement are satisfactory. Staff make regular assessments of pupils but this information is not used by all teachers to ensure that pupils progress consistently well. Pupils with special educational needs and/or disabilities also make satisfactory progress. Some actions taken by the school to boost progress and improve attainment have been effective, for example the recent work to improve standards in writing. Overall, teaching is satisfactory and teachers' expectations are rising. There is increasing focus on challenging pupils' thinking although there are still too few opportunities for pupils to work together through practical, creative and investigative activities. Although the use of assessment data is improving, there are lower levels of challenge in too many lessons, when activities are not matched well enough to the individual needs of pupils. Similarly, there are too few opportunities for pupils to apply and practise their basic skills.

Self-evaluation is broadly accurate but there is insufficient focus upon what the school needs to do to assure significant progress. The governing body understands the need to monitor different aspects of the school's work but does not use this fully to evaluate information in depth. For example, documentation is in place but is insufficiently adapted to the school's individual needs. Positive engagement with parents and carers has led to decreased levels of persistent absence. This, together with well-developed pastoral care, the growing use of assessment to improve

progress and a more exciting curriculum, means that the school has satisfactory capacity to improve further.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Promote consistently good progress and raise attainment by:
 - improving the use teachers make of the analysis of monitoring and assessment data
 - ensuring that planned work is well matched to challenge the needs of individual pupils
 - using marking more effectively to help pupils understand their successes and improve their work.

- Improve the quality of teaching and learning so that it is consistently good by:
 - ensuring good pace to lessons and reducing the time teachers direct learning
 - providing more opportunities for pupils to work together through practical, creative and investigative activities
 - encouraging pupils to take more responsibility for their learning.

- Sharpen the monitoring and evaluation of the work of the school to quicken the rate of improvement by:
 - involving all leaders and managers in judging the quality of school's work
 - improving the quality of documentation to best support systems and procedures, including that of safeguarding
 - ensuring that the governing body have the knowledge and skills to challenge the school regularly about the quality of its work.

Outcomes for individuals and groups of pupils

3

Pupils say that they enjoy school and they note in particular the experiences the school provides for them to increase their knowledge of the wider world. Their enjoyment is greater when they engage in activities which challenge them and enable them to use their developing skills. For example, pupils in Year 6 successfully engaged in a mathematics lesson with Year 9 mentors from the local high school to investigate practical problems about football teams and animal legs to understand pattern in number. Pupils demonstrate positive relationships with each other and staff. They want to please their teachers and most work hard to achieve their best. As a result, most pupils in Year 6 reach average attainment although fewer achieve at the higher levels than nationally.

Pupils care for each other. They feel very safe and recognise that their good behaviour provides a safe environment for them to learn in and work. Their understanding of the potential consequences of their actions has had a positive

impact upon their generally good behaviour. There is a good take-up of physical activities, including team games, gymnastics and dance. Pupils understand the need for a healthy diet and the dangers of substance abuse, responding well to the promotion of health-related strategies such as healthy lunch boxes. Pupils contribute well to the life of the school through their roles as buddies, monitors and school councillors. They raise money for charities and participate in joint activities within their local community. Pupils' attendance is average and there is a much-reduced number of pupils who are persistently absent. This is linked to their increased enjoyment in learning as the school moves towards a more exciting curriculum.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Most teaching is satisfactory and this is reflected in the overall progress pupils make across the school. A number of teachers use electronic whiteboards successfully to engage pupils in learning new strategies and to model ideas. In good or better lessons teachers understand well the levels at which different pupils are learning and set activities well matched to their abilities. As a result, pupils progress well during these sessions, understanding what is expected of them and engaging well in challenging activities which promote their independent learning, using their acquired literacy and numeracy skills. However, too few teachers use assessment information as effectively to set targets and plan for learning at individual levels. Similarly, the marking of work is inconsistent in quality and does not always indicate how well pupils achieve against their individual targets or how they can improve their work. Where pupils are encouraged to work together there are good opportunities for pupils to discuss how best to use their learnt skills. Occasionally, teachers direct learning too much and the pace of learning slows. When pupils engage in set pieces of work they are not always encouraged to take responsibility for their learning.

Developments to give pupils greater access to a range of experiences are extending pupils' understanding of the world about them. Well-planned enrichment activities, including visitors, visits and a range of activities, extend pupils' skills and knowledge.

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

There are improving links between subjects and some opportunities to develop and apply skills of reading, writing and mathematics. However, these are not yet fully extended and there are too few opportunities to use ICT skills across subjects. Pupils talked knowledgeably of their trip to a World War 2 camp museum as they wrote about their experiences and how they could better understand what life was like during the war years. Residential opportunities for older pupils raise self-esteem and confidence in their own abilities as they encounter challenging outdoor activities. Personal and social development is a real strength of the curriculum, effectively underpinning all aspects of school life. Its success supports pupils' good behaviour and relationships and enables them to access learning with greater assurance.

This is an inclusive school and teachers quickly identify where support is needed. The introduction of a parent support advisor is increasing links with families in difficulties and providing much needed help and advice. As a result, pupils deemed to be vulnerable through their circumstances are quickly identified and supported in their access to learning. However, attendance, although satisfactory, remains fragile and the need to attend school does not have a sufficiently high profile. Links with many parents and carers and on-site, pre-school provision enable smooth transition when children join the Nursery. Good, embedded links with the high school ensure that pupils move confidently to the next stage of their education. The quality of everyday provision for pupils exceeds that of supporting documentation and procedures to identify how effectively interventions are supporting individual pupils' needs. Opportunities to measure the progress of pupils where interventions have been put in place are not yet fully developed and this can hinder their next steps in learning.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

All staff are deeply committed to providing a happy and safe environment in which pupils feel part of the school 'family'. Recent developments by senior leaders to improve the use of assessment in order to drive improvement are beginning to show impact and a more interesting curriculum is providing much wider learning opportunities for pupils. The monitoring of teaching and the evaluation of the work of the school are adequate but lack sharpness and rigour in order to move the school forward more quickly. Although leaders evaluate their own areas and contribute to plans for development, they understand less about how effective the school is in the various aspects of its provision, including that of raising achievement.

The governing body is a staunch supporter of the school. Members understand the strengths of the school and engage well with parents and carers. However, they do not fully challenge the school to improve areas of weakness. School development plans identify clear areas of action but lack expectation to improve pupils'

achievement. Governors ensure that pupils and staff are safe and understand their safeguarding responsibilities. Safeguarding requirements meet current requirements and the school is now looking to sharpen relevant documentation. Partnerships with most parents and carers are strong, with developing links to further communication and engage all in their children's learning. Links with other partners, including the local high school, are appropriate to support pupils' needs and contribute to their satisfactory outcomes. There is a strong sense of unity in the school. Although the inclusion of all pupils is well supported, variations in pupils' progress mean that equality of opportunity is satisfactory overall. A number of opportunities promote pupils' engagement within the local community. However, plans to extend their understanding of different communities nationally and internationally are at an earlier stage of development. Overall, the school provides satisfactory value for money.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children settle quickly and happily in this warm and secure environment. They develop great kindness and tolerance towards their friends who may not develop at the same pace. Provision for children with special education needs and/or disabilities is caring and inclusive. Concentrated efforts to improve children's personal, social and emotional needs and communication and listening skills are particularly effective. Children enter Year 1 with confidence and the ability to share their thoughts and ideas. Stimulating, well-planned opportunities for learning enable children to progress well from entry levels which are well below those expected for their age. Progress in numbers for counting is particularly good, although children remain weak in their reading and writing skills. A good range of adult-led and child-initiated activities encourage children to learn new skills and become confident, curious individuals. For example, observing children as they looked through a magnifying glass, binoculars and microscope, they compared bigger and smaller images and how these changed as the resources were moved closer and further away.

A good leadership team works closely together and includes parents' and carers' observations from home to help staff further children's learning in class. Recording of achievement is superb, with pertinent and beautifully presented journals, celebrating

children’s achievements. For children whose learning steps are very small additional time is taken to create DVDs to provide a record of development. Leaders have effectively addressed a numbers of different aspects of provision, including records of assessment and the outdoor learning space. Not complacent, they have identified actions for further improvement and are already working to develop these.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2

Views of parents and carers

The vast majority of parents and carers who responded to the questionnaire were highly positive about the school. They greatly appreciate the care given to their children and are extremely confident that their children are happy and safe and that teachers meet their children’s needs well. Very few issues were raised by parents and carers and there was no obvious pattern to those raised. All were fully investigated and form part of the evidence base used to arrive at the inspection judgements.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Whitby, East Whitby Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 86 completed questionnaires by the end of the on-site inspection. In total, there are 217 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	58	35	41	1	1	0	0
The school keeps my child safe	56	65	29	34	1	1	0	0
The school informs me about my child's progress	48	56	38	44	0	0	0	0
My child is making enough progress at this school	48	56	37	43	1	1	0	0
The teaching is good at this school	53	62	32	37	1	1	0	0
The school helps me to support my child's learning	49	57	36	42	1	1	0	0
The school helps my child to have a healthy lifestyle	45	52	41	48	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	42	49	42	49	0	0	0	0
The school meets my child's particular needs	47	55	38	44	0	0	0	0
The school deals effectively with unacceptable behaviour	40	47	38	44	3	3	1	1
The school takes account of my suggestions and concerns	33	38	49	57	1	1	1	1
The school is led and managed effectively	49	57	33	38	1	1	1	1
Overall, I am happy with my child's experience at this school	59	69	26	30	0	0	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



14 October 2011

Dear Pupils

Inspection of Whitby, East Whitby Community Primary School, Whitby, YO22 4HU

Thank you for the lovely welcome you gave to the inspectors when we visited your school. We found that you go to a satisfactory school where teachers work hard to help you feel safe and secure. We were very impressed by your good behaviour and the care and respect you show to each other. We know that you are enjoying school more because many of you talked about how much you enjoy the experiences of visits and visitors which help you to learn. Your parents and carers feel that the school looks after you well and that you know how to keep safe and healthy. You help your teachers by taking on responsibilities like buddies and school councillors and you play an active role in the local community.

Young children get off to a good start in Nursery and Reception and we believe that you older pupils could achieve higher standards if your teachers could help you more. So, we would like them to make sure that your lessons have more creative and practical activities to give you lots of opportunities to use your skills in literacy, numeracy, and information and communication technology independently. We would like teachers to make sure that these activities challenge each one of you and give you good feedback about how well you have met your targets and what you need to do next.

We also want your school leaders and managers to work more closely together to make sure that they know how well your school is doing in comparison with other schools. We have asked them to improve the quality of their documents about how the school systems work and we want governors to monitor all of this more effectively by increasing their own knowledge and skills.

We hope that you continue to enjoy learning and continue to try your very best in the future.

Yours sincerely

Kate Pringle
Lead inspector

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