

Whitley and Eggborough Community Primary School

Inspection report

Unique Reference Number	121423
Local authority	North Yorkshire
Inspection number	395569
Inspection dates	24–25 May 2012
Lead inspector	Jim Alexander

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	197
Appropriate authority	The governing body
Chair	David Gibbons
Headteacher	Julie Snead
Date of previous school inspection	1 July 2009
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Introduction

Inspection team

Jim Alexander
Mary Lanovy-Taylor

Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 11 lessons taught by eight teachers and a further seven intervention sessions taught by support staff. Inspectors listened to individual pupils read from both Key Stage 1 and Key Stage 2. Meetings were held with members of the governing body, staff and groups of pupils. Inspectors observed the school's work and looked at the documents relating to safeguarding, pupils' attainment and progress and the way in which the school evaluates its own performance. Inspectors analysed the views of staff and pupils and scrutinised the responses in 56 questionnaires from parents and carers.

Information about the school

This is a smaller-than-average-sized primary school. A large proportion of pupils are from a White British heritage and smaller than average numbers are from minority-ethnic groups. A smaller than average proportion of pupils is supported by school action plus, has a statement of special educational needs or is disabled. The number of pupils who are known to be eligible for free school meals is well below the national average. The school meets the current floor standards, which the government sets as the minimum expectations for attainment and progress. The school has been awarded Healthy School status and Activemark. A before-school club operates from the school site and formed part of this inspection. A privately run after-school club also operates from the school site; this provision is subject to a separate inspection and a report about its quality can be found on the Ofsted website.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school. It is not yet outstanding because while overall English attainment is in-line with average, it is higher in Key Stage 2 in writing than it is in reading. Also, while teaching is good overall and some is outstanding, there remains a minority which is only satisfactory.
- Pupils have positive attitudes to their work, enjoy coming to school and behave well. Their above average attendance continues to improve and many never miss a day. The vast majority of parents and carers who responded to the questionnaire agree that their children feel safe at school. This is a typical comment made, 'We couldn't be happier with the decision we made to choose this school.'
- Most children start the Early Years Foundation Stage with skills that are below those typically expected for their age. Pupils are supported to make good progress as they move through school and attainment by the end of Year 6 is in-line with average. However, in 2011, attainment in reading was below average and too few pupils gained the higher levels.
- Teaching has many strengths and there are examples of outstanding practice. The large majority of teaching is good and pupils have positive relationships with their teachers. Work seen in pupils' books and school data confirm that the good teaching generally helps pupils to make good progress in lessons although faster in some classes than others, where the very best practice is not always apparent.
- The headteacher and senior colleagues lead teaching well and effectively manage the school's performance. The school has worked effectively this year to promote pupils' enjoyment of reading, and actions taken to raise attainment are already quickly helping to close the gap in Year 6 pupils' achievement. Leaders, including the governing body, know the school's strengths and weaknesses and have clearly established plans for further improvement.

What does the school need to do to improve further?

- Raise attainment in reading by:
 - continuing to accelerate the rate of progress of all pupils, particularly the more-able
 - consolidating the actions taken this year to increase pupils' enjoyment of reading across all classes.
- Share best practice to ensure all teaching is consistently good or better by:
 - ensuring pupils do not spend too much time listening to lengthy instruction but settle quickly to active, independent learning tasks
 - deploying teaching assistants more quickly in every lesson so all of their time is used to accelerate pupils' learning
 - ensuring work set for the more-able pupils is well-matched to their specific starting points in every lesson.

Main Report

Achievement of pupils

Typically, pupils are keen to learn new skills and ask questions readily in class. Pupils' natural curiosity is harnessed well through carefully chosen activities, which act as springboards for their learning. For example, in a Year 5 and 6 science lesson, pupils were confidently using a wide range of information and communication technology to help them record their investigations when dissecting plants and fruit.

Children are helped to settle quickly into the Early Years Foundation Stage and a wide range of activities help them to make good progress in all areas of learning; as a result they are increasingly well prepared to start Year 1. This good progress continues through Key Stage 1, so that pupils' attainment by the end of Year 2 is broadly average in reading, writing and mathematics. Indeed, pupils in the younger classes learn to use phonics (letters and the sounds they make) at a good rate to help them read and write. Pupils achieve well during their time at school, make good overall progress so that attainment by the end of Year 6 in English and mathematics is in-line with the national average. However, while pupils' attainment in writing is slightly above average and a good number of pupils gain the higher level, this is not the case for reading. In 2011, reading by the end of Key Stage 2 was slightly below average and fewer pupils than nationally gained the higher levels.

The school is now developing a strong culture for improving pupils' love of reading. There is clear evidence to demonstrate that actions taken are already helping to quickly narrow the gaps pupils have. For example, pupils were very keen to explain how the 2012 Extreme Reading Challenge, 'is brilliant actually, and it's great to think of all the different places and times we can read'.

Across the school, disabled pupils and those who have special educational needs are supported through a range of carefully considered activities and by skilled support staff; as a result they make the same good progress as others in the school. The small number of pupils who are eligible for free school meals are also well supported to make equally good progress as their peers.

Quality of teaching

Parents' and carers' views that teaching is good are confirmed by this inspection. A wide range of evidence demonstrates that the majority of teaching is good and some is outstanding. In the best lessons teachers pitch work so that all abilities have tasks which challenge and engage them. Sessions are well paced so that pupils do not spend too long on any particular activity. Teaching assistants are well deployed; they understand the aims of the lessons and support individuals and small groups of pupils, particularly disabled pupils or those who have special educational needs, to make good progress. Teachers effectively ensure pupils know how to be successful in their work. This was best illustrated in a Year 1 mathematics lesson on two-dimensional shape. The teacher's high expectation, accurate assessments and excellent relationships ensured all pupils made the best possible progress in the time available. Activities such as 'baking a chocolate bear' provide opportunities for pupils to reinforce their knowledge of weights and measures in a fun (and tasty) way.

In a minority of lessons observed teaching was satisfactory. In these lessons, pupils can spend too long listening to teachers' lengthy introductions. Pupils are eager to get started, but some can become restless and then easily distracted. As a result teaching assistants tend to manage pupils' fidgeting behaviour rather than focus on accelerating their learning. Work can also initially be pitched more at one level and on these occasions the more-able pupils lack high levels of challenge until later in the lesson. A notable strength in the quality of teaching across the school is the effective use of information and communication technology to support pupils' learning. In both key stages, reading groups are well organised. In Key Stage 2, challenge for the more-able readers has been a focus for the school this year, and is already starting to effectively raise their attainment.

Throughout the school, the positive impact of teaching on pupils' spiritual, moral, social and cultural development is evident. For example, in the Early Years Foundation Stage the recently hatched chicks were used not only as a stimulus for children's writing but also to generate discussion about birth, life and growing-up. Across the school, teachers use paired talk to encourage pupils to listen to the views of others and develop their social skills through negotiating ideas.

Behaviour and safety of pupils

In line with the inspection findings the majority of parents and carers who responded to the questionnaire express the view that behaviour is typically good. Pupils also agree and enjoy attending this good school. They speak highly of staff and feel safe and secure in school. Pupils are polite and respectful of the feelings of others. They get on well together and have a good understanding of how to stay safe, for example, through wise use of the internet. They are confident to explain how to recognise and avoid different forms of bullying. Incidents of bullying in school are rare and any name-calling or playground upsets are quickly resolved. Indeed, playtimes and lunchtimes are happy occasions and good use is made of the attractive school grounds, for example, the woodland walk. The school's strong emphasis on building pupils' self-esteem prepares them well for secondary school.

Leadership and management

The whole-school commitment to achieve the best for all pupils is clearly evident in all that the headteacher and senior leadership team do. Their good leadership and a focus on the correct priorities have resulted in improvements. For example, the curriculum has been developed. It provides rich experiences of drama and music, and also has increased the opportunities for pupils to take part in first-hand practical learning experiences. Opportunities such as the 'Mantle of the Expert' are stimulating pupils' learning effectively. Pupils' spiritual, cultural, social and moral development is carefully considered in this inclusive school and leaders ensure pupils have equal opportunities, so that none are disadvantaged.

Staff development continues to be a high priority and, as a result, the majority of teaching is good and some outstanding. The school acknowledges the need to share this effective practice to improve the aspects of teaching that remain satisfactory. Leaders use a wide range of monitoring to evaluate the impact of teaching on the progress pupils make in lessons and to measure their attainment. Consequently, self-evaluation is robust and accurately informs future development plans.

The governing body are committed to seeing the school improve further and are skilled at offering both support and challenge in equal measure. The breakfast club is highly organised, well attended, and provides a happy and positive start for the day. Safeguarding requirements are met. The school's capacity to improve is demonstrated through, for example, the consolidation of pupils' good achievement, as well as their above average and improving attendance.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



28 May 2012

Dear Pupils

Inspection of Whitley and Eggborough Community Primary School, Goole, DN14 0WE

Thank you for the very warm welcome we received when we recently came to inspect your school. This letter explains what we found out.

Whitley and Eggborough is a good school. You obviously enjoy all the school offers you, and this explains why your behaviour is good and your attendance is above average and improving.

From when you start school you make good progress, so that by the time you leave, your attainment in English and mathematics is average. I know teachers have introduced a range of interesting things to improve your reading this year. We particularly enjoyed hearing about the Extreme Reading Challenge and looking at the wonderful photographs. These activities are helping to raise attainment in reading, but there is still more to do. We have asked your school to ensure this good practice continues to make a difference, so that your attainment rises still further, especially for those of you who find learning easier than most.

Teaching is good overall and most lessons are fun and exciting. However, some aspects can improve still further. I have asked your headteacher to make sure that all your lessons are like the best ones, so the quality of teaching you receive also goes from strength to strength.

I hope you keep working hard in lessons and building strong friendships. You play a big part in making your good school even better. I wish you every success in your future.

Yours sincerely

Jim Alexander
Lead inspector

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