

East Whitby Community Primary School

Stainsacre Lane, Whitby, North Yorkshire, YO22 4HU

Inspection dates 16–17 October 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The teaching of writing is not consistently good in all classes. Teachers miss opportunities to develop pupils' spoken and written language.
- Children in the Early Years Foundation Stage do not gain a wide vocabulary. They have too few opportunities to speak and write or use role-play to help them to learn new words.
- Achievement in writing is not consistently good. Pupils do not write at length. They tend to use simple sentences and simple words when they write.
- School leaders do not ensure that the systems and procedures to identify and check the progress of pupils with special educational needs are good enough. These do not give a clear overview of how well different groups of pupils are doing.

The school has the following strengths

- Reading is a notable strength. Approximately half the pupils work at a higher-than-expected level for their age in reading by the end of Year 6.
- Disabled pupils and those with complex learning needs make good progress.
- Pupils behave well and feel safe. They are good at checking their work and are keen to learn.
- Effective leadership of teaching has improved teaching quality since the last inspection. As a result pupils' achievement is improving at a good rate in reading and mathematics. Senior leaders have identified writing as the next focus for improvement.
- Governors take effective action, challenging and supporting the school in equal measures.

Information about this inspection

- The inspection team observed 19 lessons or parts of lessons taught by nine teachers and several teaching assistants.
- The inspectors held meetings with staff, the Chair of the Governing Body and one governor, a representative from the local authority and two groups of pupils.
- Insufficient responses were available to the online questionnaire (Parent View) for the lead inspector to be able to access them.

Inspection team

Lesley Clark, Lead inspector

Additional Inspector

Jo Sharpe

Additional Inspector

Full report

Information about this school

- This school is similar in size to the average-sized primary school.
- Almost all pupils are White British.
- The proportion of pupils supported through school action is high.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is high.
- The proportion of pupils for whom the school receives additional funding through the pupil premium is above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- Over a third of teaching staff has changed in the past two years. An additional, non-teaching, special educational needs coordinator started in September 2013.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school runs a breakfast club and after-school club.
- The school runs three sessions a week for parents in the children's centre based on the same site.

What does the school need to do to improve further?

- Improve the teaching of writing in order to raise pupils' achievement in writing by making sure that:
 - pupils have ample opportunities to discuss, learn and use new words so that they gain an extensive spoken and written vocabulary
 - children in the Early Years Foundation Stage gain a wide vocabulary, have access to a wide range of writing materials and use speaking and writing skills in role play both inside and outdoors
 - worksheets are used sparingly so that pupils have the time and opportunity to write freely and at length
 - pupils learn how to use more complex sentences and a greater variety of punctuation to enliven their writing.
- Improve leadership and management by clarifying the systems and procedures to identify, support and follow the progress of pupils within the school's register of pupils with special educational needs to give a clear overview of the progress of different groups.

Inspection judgements

The achievement of pupils requires improvement

- Children's achievement in the Early Years Foundation Stage requires improvement from individual starting points that are generally below expected levels, especially in communication, language and literacy. The majority do not reach a good level of development by the end of the Reception Year.
- Children do not acquire a sufficiently extensive vocabulary at this key stage. Role-play is not used well enough to help them to learn new words. Children have relatively few opportunities to write or to use a wide range of interesting writing resources either indoors or outside.
- Across the school, pupils' achievement in writing requires improvement. Attainment in writing is consistently below average by the end of Key Stage 2 and significantly below pupils' attainment in reading.
- Pupils do not usually write at length. Much of their written work is worksheet-based which means that they do not write freely or extensively. Pupils' written vocabulary is fairly limited. Sentences tend to be simple statements. Pupils do not always demonstrate that they can use different types of sentences and punctuation to enliven their writing.
- Overall, however, achievement is steadily improving, reflecting the leadership's firm focus on raising achievement. The large majority of pupils make expected progress and an increasing proportion each year make better-than-expected progress. This has yet to be sustained over time.
- Standards of attainment by the end of Key Stage 1 are now broadly average in reading, writing and mathematics. Pupils make exceptionally good progress in Year 1. Results in the Year 1 phonics screening check, which checks pupils' understanding of how letters and sounds link together to form words, are above average.
- Standards of attainment are broadly average in mathematics by the end of Key Stage 2. Most pupils reach the level expected of their age.
- Pupils make good progress across the school in reading. Attainment is consistently above average. This is because pupils read often and have access to a wide range of reading materials that interest them. Pupils skim-read competently and talk animatedly about favourite books. Staff buy books on pupils' recommendation, and read to them every day too.
- The most-able pupils do well in reading and mathematics. Approximately half the pupils reach the higher Level 5 by the end of Year 6 in reading and a steadily increasing number of pupils reach this level in mathematics each year.
- Pupils who are supported through the pupil premium funding do well compared to pupils nationally who are known to be eligible for free school meals but, until recently, they have underperformed compared to others in school. The school has now successfully closed the gap of one-to-two points between the attainment of this group of pupils and those in school who are not known to be eligible for free school meals. This has yet to be sustained over time.
- Pupils who are supported through school action make similar progress to other pupils. This is because they receive similar teaching and learning experiences to other pupils.
- Disabled pupils and those with complex needs make good progress. They are given expert help, finely matched to their individual needs. Their lessons are interesting, fun and productive, leading to a good rate of progress.
- The school therefore promotes equality of opportunity and tackles discrimination with increasing effectiveness.

The quality of teaching requires improvement

- Where teaching requires improvement, teachers tend to over-rely on worksheets to develop pupils' writing skills. While this is clearly appropriate at times, at other times it inhibits pupils' capacity to write at length since the length is predetermined by the number of lines they have to fill in.
- In the Early Years Foundation Stage, staff have not thought out well enough how to incorporate language and early writing skills into different activities both indoors and outside. They miss opportunities to talk to children in role-play situations and to use these to extend their vocabulary. For example, the 'opticians' role-play area had no telephone or writing materials and children did not know what the word 'optician' meant.
- In less successful lessons, teachers give pupils limited opportunities to talk productively. They miss opportunities to teach pupils how to extend writing through using complex sentences or how to learn new words so they develop a wide written vocabulary.
- By contrast, in outstanding lessons, teachers generate huge interest in using words interestingly and effectively. In Year 1, for instance, pupils used sticky notes to spell unusual words and the most-able pupils in Year 4 delighted in choosing apt similes, incorporating alliteration without prompting, as in 'as colourful as a chameleon'.
- Successful teaching strategies include frequent checks on pupils' learning during lessons and responding instantly when it is clear that pupils are ready to move on to more challenging work. This is why standards of attainment in mathematics are rising.
- Across the school, teaching assistants are used well to help disabled pupils and those with complex special educational needs to learn well. They are well prepared and so they teach confidently. This helps them to make learning both purposeful and fun.
- Teachers mark pupils' work conscientiously and involve pupils in this process too. Pupils are keen to improve their work as a result.

The behaviour and safety of pupils are good

- Pupils are happy at school. They say that there is a lot to do and they really enjoy the breakfast, lunchtime and after-school clubs.
- Pupils are keen on reading and say, 'The better you get at reading, the harder the books get!' The two book clubs and the 'Top Trumps and Comics' club are well attended.
- Similarly, a lot of pupils take part in sports activities at lunchtimes and after school. They thoroughly enjoy using the school's outdoor heated pool and taking part in competitive sports. These activities make a good contribution to pupils' confidence, emotional and physical well-being.
- Pupils behave well in lessons. They listen attentively and respond to their teachers' instructions. They help each other, explaining, 'We have to figure it out. If we're stuck we put up our hand and ask questions or ask our table group.' Pupils check each other's work sensibly and make constructive comments.
- At break and lunchtimes, behaviour is very good when there are playground games or organised activities to channel pupils' considerable energies. At other times, play can occasionally be a bit rough but rarely intimidating.
- Pupils feel safe. They have a good understanding of different forms of bullying and of how to keep themselves safe. They know that name calling is hurtful but acknowledge that it does happen sometimes. Pupils have very good knowledge of e-safety.
- Attendance is close to average. Overall attendance rates are affected by a small minority of pupils with significant health or social problems. The school tackles unauthorised absence robustly.

The leadership and management requires improvement

- The school's leadership has clearly ensured improvements in pupils' reading and mathematical skills but, overall, it is still judged as requiring improvement because the systems and procedures to identify and check the progress of pupils with special educational needs are not sufficiently robust. Senior leaders have started to tackle writing but recognise there is more to do to secure good achievement in writing in all classes.
- Although the school has a great deal of information relating to individual pupils and their progress, it does not have a clear overview of how well different groups of pupils are doing. For example, it is hard for senior leaders to ascertain how well pupils with special educational needs are progressing compared to those with behavioural problems.
- The school identified that pupil progress meetings were not moving some pupils on fast enough and so, this term, it has implemented more frequent pupil reviews as well as weekly meetings to discuss progress. It is too soon to see the impact of these measures.
- School leaders show persistence in driving forward improvements, working effectively with staff to improve their practice. The procedures to check the quality of teaching are thorough and involve subject leaders as well as senior staff. The impact is seen in more effective teaching in mathematics and some outstanding practice in some year groups.
- Appraisal and performance management are used well to ensure that staff are accountable for the progress their pupils make.
- A strength in leadership and management is the extent to which the school involves parents, including those who are hard to engage, so they are better placed to support their children's learning at home.
- Similarly, the school's extensive programme to support pupils' personal, social and health education results in pupils' good learning behaviour.
- The school uses the additional primary sports funding to provide sports coaches for lunchtime and after-school sports clubs, a lifeguard and extra sports equipment including specialist clothing and footwear. These are additional and are making a positive contribution to pupils' emotional health and physical well-being.
- The local authority has reduced the amount of support it gives the school in recognition of the improvements it has made since the last inspection and the impact on pupils' achievements in reading and mathematics. The school now receives basic support.
- **The governance of the school:**
 - Governance provides good levels of challenge to the school. For example, governors queried the school's actions with regard to attendance and special educational needs provision. As a result, attendance went up by 2% in a year and governors decided to appoint an additional special educational needs coordinator to establish robust systems and procedures. They know how well the pupil premium funding and the new primary school sports funding are spent and the impact of these on pupils' achievements. Governors are closely involved in the management of staff. They know first-hand how teaching is led because they come into school regularly.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	121328
Local authority	North Yorkshire
Inspection number	425828

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	220
Appropriate authority	The governing body
Chair	Janet McDonald
Headteacher	Tony Mok
Date of previous school inspection	12 October 2011
Telephone number	01947 602202
Fax number	01947 821744
Email address	admin@eastwhitby.n-yorks.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

