

Whitley and Eggborough Community Primary School

Learning Lane, Whitley, Goole DN14 0WE

Inspection dates

11–12 January 2017

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

Summary of key findings for parents and pupils

This is a good school

- Senior leaders have established a strong ethos of care, respect and cooperation. Staff and pupils work in a happy and harmonious way.
- Good teaching enthuses pupils about learning and a lively curriculum sparks their curiosity.
- Pupils demonstrate consistently good behaviour. They are kind, friendly and courteous.
- Staff value the training, support and challenge that senior and subject leaders provide. There is a strong sense of teamwork. Teaching and pupils' outcomes continue to improve.
- The stimulating and caring provision helps children in the early years to thrive.
- The foundations of reading are taught well through an effective phonics programme.
- Pupils who have special educational needs and/or disabilities make progress that is in line with other pupils.
- Teaching assistants and learning support staff make a valuable contribution to pupils' learning and emotional well-being.
- Governors take a keen interest in the life and work of the school. They check frequently that leaders' actions are moving the school forward.
- Pupils' handwriting and presentation of written work are variable. Teachers do not identify basic errors in grammar, punctuation and spelling with sufficient rigour.
- Sometimes, learning tasks do not effectively build on what pupils already know and can do.
- Expectations of the most able pupils are not always high enough.

Full report

What does the school need to do to improve further?

- Improve the quality of pupils' writing by:
 - ensuring that teachers identify basic spelling, grammar and punctuation errors in written work so that these are avoided in future
 - setting high expectations in the way that pupils present written work
 - providing a rigorous approach to the teaching and application of handwriting.
- Further accelerate pupils' progress across a range of subjects by:
 - checking that teaching and learning tasks systematically build and draw upon pupils' previous knowledge and skills
 - making sure that expectations of the most able are consistently high and that they are moved on to harder work as soon as they are ready.

Inspection judgements

Effectiveness of leadership and management

Good

- In this school there is a strong learning culture based on mutual care and respect and underpinned by a vibrant curriculum. The headteacher has promoted an ethos that cultivates positive attitudes and helps pupils to interact harmoniously.
- The good quality of teaching has been maintained from the previous inspection and although there have been some staffing changes, the school is well placed to develop teachers' expertise further.
- Where any teaching requires improvement, leaders are clear about training requirements and that clear expectations need to be met.
- Senior and subject leaders are confident in supporting staff in developing their practice. Both experienced and more recently appointed staff value the training and support provided. They are proud to work as a cohesive team.
- The school is the lead school within the RAISE Alliance and provides School Direct teacher training linked to two universities. This partnership provides an added focus on school improvement and raising standards.
- Senior leaders and governors have an accurate view of the school and know how to move the school forward. A comprehensive improvement plan is in place and frequently reviewed to guide agreed actions.
- Senior and subject leaders use a range of methods to monitor the effectiveness of teaching. Arrangements for staff appraisal are well established and staff know that performance decisions are closely tied to improved pupils' outcomes.
- Leaders have drawn up a clear strategy for the way in which the pupil premium funding is used and governors check on the impact of this expenditure. Outcomes for disadvantaged pupils over the last two years generally compare favourably against those of other pupils seen nationally.
- Leaders provide financial support sensitively to enable disadvantaged pupils to play a full part in school life. This ensures that they can access the wealth of enriching opportunities such as residential visits and extra-curricular activities.
- Leaders use the additional primary school sports and physical education (PE) funding to widen competitive participation and to introduce pupils to sports such as indoor curling, bowls and table tennis. They also enable staff to develop their expertise through training or by working alongside sports coaches.
- The 'mission possible' curriculum provides exciting opportunities for problem-solving and cooperative challenges. Pupils are extremely motivated by this approach and speak enthusiastically about the themes they have covered, such as the work on Gandhi by Year 6.
- Leaders ensure that pupils have a deep understanding of fundamental British values. They develop this through a programme of assemblies and focused lessons, while eye-catching displays of pupils' work around school reinforce key ideas.

- Leaders make sure that pupils who have special educational needs and/or disabilities receive good-quality support. They keep a close eye on any additional learning activities to check that these are effective. As a result, pupils make good progress.
- Leaders use assessment and recording systems with increasing confidence to provide a detailed picture of progress over time for all groups of pupils. This is helping them to pinpoint aspects of learning, for example place value in mathematics, that need greater emphasis.
- Although leaders have monitored the quality of teaching, they have not checked closely enough on pupils' written presentation. This is inconsistent and slows progress for some pupils.
- While the curriculum offers many varied learning activities, leaders have not given sufficient emphasis to the sequence of key skills that pupils need to build up before tackling some of the challenging tasks that their teachers set.

Governance of the school

- Governance is effective. Each governor has a link with a class and also a specific responsibility for an aspect of the school. Visits to school and meetings with staff and pupils are carefully coordinated and the findings are reported at committee or full governing body level.
- In addition, days are set aside when all the governors visit the school to meet with every teacher. This ensures that the governors have a high profile in school and that they keep themselves well informed.
- Governors use systematic approaches to review school improvement. Their broad and diverse experience and their involvement in other educational settings enable them to work at a strategic level. They support and challenge leaders effectively.
- The experienced and astute chair of the governing body has undergone appraisal of his role, while, in order to deepen expertise on different aspects of the school, governors organise their own bespoke training. They are a reflective and outward-looking group.

Safeguarding

- The arrangements for safeguarding are effective. Records of recruitment procedures are thorough and meet statutory requirements.
- The site is maintained in a safe and tidy condition. Health and safety risk assessments, together with care plans, first aid records and medical information, are all in place.
- Induction arrangements for new staff pay due regard to safeguarding. Staff meetings include fixed-agenda items about any updates and thus offer opportunities for staff to discuss issues and contribute to the school's safeguarding policy.
- Staff are clear about the procedures for alerting leaders with defined responsibility for safeguarding if they have concerns about the welfare of any pupil.
- There is a strong safety-conscious and caring culture across all areas of the school and this is reflected in the responsible conduct and attitudes of pupils.
- Leaders and governors have been particularly active in presenting workshops to pupils, staff and parents on the growing issue of online safety. This timely work was well

received.

- Leaders make every attempt to address the poor attendance of a small minority of pupils. They make every attempt to engage parents and are quick to seek assistance from external agencies. However, these actions have had limited success due to the nature of the absences.

Quality of teaching, learning and assessment

Good

- Despite several changes in staffing, teaching has remained good since the last inspection. Teachers plan engaging activities to catch pupils' interest and frequently encourage pupils to work collaboratively in completing tasks and solving problems.
- Pupils enjoy tackling investigations that have a meaningful context. In Year 5 and 6, life expectancy in different countries over time was linked to graphs. This caught pupils' imagination and prompted them to suggest reasons for sudden population falls.
- Teachers plan learning to take equal account of the interests of boys and girls. They have increased outdoor environmental work and introduced competitive elements to encourage pupils to read more often and widely. These learning opportunities are motivating all pupils.
- Teachers use questioning effectively to clarify understanding or deepen thinking. Some of these interactions are thought-provoking. As part of effective comprehension work with the most able pupils in reading, Year 4 and 5 pupils were encouraged to reflect on the question, 'Do good people sometimes make mistakes?'
- There are many opportunities to apply reading and writing skills across the curriculum. Teachers ensure that pupils meet a variety of texts and make excellent use of electronic devices in their research work. Writing for a range of purposes is frequent.
- In Years 1 and 2 the teaching of phonics is lively. Teachers explore word meanings and explain how punctuation guides expression, demonstrating this in guided-reading activities. Most adults model pure letter sounds clearly but there are occasional lapses.
- In mathematics, teachers use different structured apparatus to support understanding of place value and pupils' number skills are improving as a result of daily practice. Teachers also set open-ended investigations that pupils enjoy.
- Teaching assistants make a valuable contribution to learning, either working unobtrusively in lessons or in small groups on specific learning programmes with pupils who have special educational needs and/or disabilities.
- The work of the learning mentor to support pupils who have emotional or behavioural difficulties is of high quality and helps these pupils to engage positively.
- Most parents are pleased with the communication they receive about their children's progress, though a few would welcome more discussion time.
- Teachers set weekly homework from a menu of activities that present an escalating level of challenge. Pupils like the 'chilli challenges' but tend to shy away from the harder tasks. The organisation of written homework, however, is sometimes untidy.
- Teachers' expectations of the most able pupils are sometimes not high enough. Sometimes, they set excessive work at a lower level when pupils could move on to

more demanding tasks after demonstrating secure understanding.

- Occasionally, learning is not as good because the task set does not flow from or build on previous learning. Occasionally, these tasks require skills that pupils have yet to learn. This slows progress and results in some pupils feeling uncertain.
- Although teachers largely follow the school's written feedback policy, they sometimes fail to identify basic errors of grammar, punctuation or the spelling of common words rigorously. The presentation of pupils' written work, consequently, varies in quality and this is sometimes compounded by inconsistent handwriting skills.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils say they love coming to school and enjoy working with their friends. They feel this helps them to make good progress, 'because two heads are better than one'.
- Pupils are very proud of the different roles they carry out, such as school prefects, school councillors, eco-councillors or digital leaders. They view these responsibilities as important to the life of the school.
- Safety issues, especially e-safety, are well understood. Pupils in key stage 2 were clear about the sensitivity of sharing personal details and on issues that could stem from posting inappropriate messages online. Pupils feel safe in the care of adults at school.
- Pupils say that there is very little bullying and all agreed that if it does occur it is sorted out quickly. They know that if they feel worried about something it is important to talk to an adult.
- Prejudiced-based harassment is an extreme rarity. One Year 5 pupil explained that everyone was treated fairly, whatever their background. 'We are just one big school family,' she said.
- Older pupils have an impressive awareness of current affairs and empathy towards people in some countries whose lives are beset by fear. One Year 4 pupil showed a deep concern for children in war-torn Syria. Through the 'Mission Possible' curriculum thematic work, pupils learn about role models from other cultures such as Martin Luther King or Nelson Mandela.
- Pupils are able to describe a range of experiences that extend their cultural awareness, such as the educational visit to the Yorkshire Museum or the Young Voices choir work.
- The values of caring, helping and sharing, promoted through the dragon mascot CHAS, encourage pupils to put others first. Acts of kindness are rewarded with points that pupils exchange for cash donations to their team's charity. This makes a powerful contribution to pupils' capacity for compassion and selflessness.
- Through the ecological elements in the curriculum, pupils develop positive attitudes to the environment. The eco-council encourages others to take care of the school grounds, switch off idle lights and recycle materials. Pupils are proud of their Eco Green Flag status.

- Staff at all levels are clear about procedures for raising concerns about pupils who may be at risk. Designated safeguarding staff are confident in seeking advice and support from external agencies where appropriate.
- Before- and after-school care provided by the school is well managed and pupils are calm, relaxed and engaged in these sessions.
- Pupils take advantage of a good range of weekly extra-curricular clubs such as zumba, film club, music or gymnastics. They know about the importance of diet and concede that desserts, although tempting, may not always be healthy.
- The wide-ranging spiritual, moral, social and cultural education of pupils promotes consistently positive attitudes among pupils.

Behaviour

- The behaviour of pupils is good. Pupils conduct themselves well around school, in the dining hall and in the playground. They are very courteous and greet visitors in a polite, friendly manner, remembering to stand aside and hold doors open for others.
- Lessons proceed with little time lost because pupils are keen to learn. They quickly get down to work and sustain their concentration.
- Pupils enjoy being active with their friends at playtimes and they play cooperatively with few clashes. At the end of playtimes there is a smooth and timely return to classrooms.
- When behaviour incidents occur, they are recorded thoroughly and follow-up actions are taken. The use of sanctions is light because pupils generally conduct themselves so responsibly. Where challenging behaviour does present, staff work closely with parents and involve external agencies to reduce the impact. Exclusions are rare.
- Attendance has been close to the national average over time but the attendance of a small minority of disadvantaged and vulnerable pupils has a disproportionate impact on overall figures.

Outcomes for pupils

Good

- Overall, across the school, all groups of pupils are achieving well in reading, writing and mathematics.
- In 2016, Year 1 pupils performed better than those nationally in the phonics screening check. The proportion of disadvantaged pupils meeting the expected level was also much greater than that of other pupils nationally.
- At the end of key stage 1 in 2016, the proportions of pupils reaching expected standards were in line with or above national averages in all subjects. Proportions reaching greater depth in writing and mathematics were similar to national averages but slightly below in reading. Inspection evidence confirms that pupils currently in key stage 1 are making good progress from their starting points.
- By the end of key stage 2 in 2016, from different starting points, pupils' rates of progress and attainment in reading and mathematics were below those seen nationally. Progress and attainment in writing were close to national averages.

- At the end of key stage 2 in 2016, the progress of pupils who have special educational needs and/or disabilities was similar to or better than that of other pupils nationally in all subjects.
- The end of key stage 2 outcomes in 2016 were markedly different from the much stronger outcomes evident over time. Unavoidable staffing turbulence, coupled with a significant proportion of low-attaining pupils joining Year 6 at the start of the 2015/16 academic year, were contributory factors to this picture. Despite this, leaders made every effort to provide additional support and teaching. Much progress was made within the year for these pupils, several of whom attained marks very close to the standard threshold.
- Detailed school assessment information for current pupils shows that, in all year groups in key stage 2, pupils are making good progress and are working in line with or above age-related expectations. Work in books and observations of teaching also confirm this.
- Older pupils have a strong commitment towards learning and are very proud of their contribution to school life. These positive attitudes will serve them well when they move to their next schools.
- The school promotes reading well by holding special reading event days and through the introduction of inter-class competitive challenges for pupils to read and review books. Pupils all say that, as a result, they are reading more often and enjoying a wider selection of books.
- Most-able pupils read confidently and take delight in describing the books they have devoured. One Year 6 pupil announced that she was trying books by Edgar Allen Poe and was enjoying the challenge. The least able pupils read well-chosen books to adults at school frequently and are making secure progress.
- Pupils' written presentation and handwriting vary across the school. Sometimes, basic errors in spelling, punctuation and grammar for all groups, including the most able pupils, slow down progress.

Early years provision

Good

- Children join the Reception class from several pre-school settings. Effective transition arrangements enable staff to assess learning needs well in planning provision. As a result, children settle in quickly to routines and are eager to learn.
- Children join the Reception class with abilities that are broadly typical. Quite a few are further ahead and are already meeting end-of-year expectations. Proportions reaching a good level of development have been well above national averages and have risen year on year since 2013.
- All children, including disadvantaged children, make good progress. Those who have special educational needs and/or disabilities make progress in line with other children because staff match support to their needs well. Leaders make good use of help from external agencies.
- There is a strong focus on key language skills to develop young readers and writers.

This is reflected in the standards of work seen in children's books that indicate good progress in language and number.

- Leaders and staff plan a range of purposeful learning activities that support all curriculum areas. Carefully structured role-play scenarios, such as the emergency hospital ward, enhance children's imagination as a starting point for creative work.
- The teaching of phonics is effective. Children already identify almost every letter sound and enjoy singing the letter blends to different tunes. Their vocabulary knowledge helps them to be confident in saying that 'doil' or 'toin' are nonsense words.
- Children work and play in a kind and caring manner. They become absorbed in a range of purposeful activities, sustaining their interest. As a result, focused teaching of key skills to small groups proceeds without interruption.
- Children are well prepared for the move to Year 1 because their learning attitudes are so positive and because there is good liaison between early years and main school staff.
- The early years leader promotes effective teamwork and keeps a close eye on the success of teaching and learning. She knows the children well, understands where further improvements can be made and is clear where she can extend staff expertise.
- Very good relationships exist between home and school to aid curriculum planning and clarify intervention work for children who need additional support. Parents value highly the advice, support and information they receive from staff.
- All welfare requirements and safeguarding arrangements are secure. There are clear procedures for medicine administration, first aid and liaison with parents over accidents or illness. The setting is secure and tidy.
- Staff tailor activities for the least able children in reading but could extend the most able children more to move beyond standard age expectations. The early years leader acknowledges this as an area to address.
- The indoor learning environment is attractive, bright and stimulating, with children's work displayed to good effect. However, the outdoor areas are less enticing and there are few opportunities for role play, in contrast to those presented indoors.

School details

Unique reference number	121423
Local authority	North Yorkshire
Inspection number	10000722

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	223
Appropriate authority	The governing body
Chair	David Gibbons
Headteacher	Julie Snead
Telephone number	01977 661247
Website	www.whitleyandeggboroughcpschool.co.uk
Email address	headteacher@whitley.n-yorks.sch.uk
Date of previous inspection	24–25 May 2012

Information about this school

- This school is smaller than the average-sized primary school.
- Approximately 90% of pupils are of White British heritage. The next significant group is Gypsy, Romany, Traveller at 3%, with no other significant ethnic group representation.
- The proportion of current pupils known to be eligible for the pupil premium is just lower than average.
- There are similar numbers of boys and girls in the school.
- The proportion of pupils who have special educational needs and/or disabilities is much lower than the national average. The proportion of pupils who have a statement of special educational needs or an education, health and care plan is just above the national average.

- The school population is less stable than the national average.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment in reading, writing and mathematics by the end of Year 6.
- There have been changes in staffing and leadership since the time of the previous inspection. The long-serving deputy headteacher retired in August 2016 and a new deputy headteacher took up her post in September. Five other teachers have left the school. Three newly qualified teachers took up their positions in September 2016.
- The school has an established learning mentor and additional teaching assistants were appointed in 2015 and 2016 to provide support for vulnerable pupils.
- When the on-site children's centre was closed in 2015, the school took this over to house the early years unit.
- The school provides before- and after-school care daily, which is managed by the governing body.
- The local authority has provided support to senior leaders and staff on a regular basis.
- The school is the lead school for the RAISE Alliance of schools working with Leeds Beckett University and the University of Hull in providing School Direct teacher training.
- The school plays an active role within the local alliance of schools.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- Inspectors visited 20 lessons or part-lessons across all classes to assess teaching and learning.
- Inspectors listened to pupils reading from Years 3, 4, 5 and 6.
- Inspectors sampled work in English, mathematics and a range of other subjects. Inspectors conducted meetings with senior leaders, middle leaders, subject leaders, the governors and a representative from the local authority.
- Inspectors analysed information from a scrutiny of school documentation. This included published data about pupils' progress and attainment, previous inspection reports, external reports by the local authority and the school's latest assessment information.
- Inspectors viewed school improvement plans, the school's own evaluative judgements, information about the performance of current pupils, curriculum outlines and school monitoring information. Inspectors also looked at governing body minutes and safeguarding documentation.
- The views of parents were taken into account through several informal discussions with them and by analysing responses from the 44 parents who completed the online questionnaire, Parent View. The inspection team also received the views of a parent in a letter.
- The views of pupils were taken into account by analysing responses from the 46 pupils who completed the online pupil survey and through two planned meetings with a group of pupils from Years 5 and 6 and a group of pupils from Years 3, 4, 5 and 6.
- The views of staff were taken into account by analysing responses from the eight staff who completed the inspection questionnaire. Written responses were also received from five further staff members.

Inspection team

James Reid, lead inspector	Ofsted Inspector
Chris Cook	Ofsted Inspector
Rajinder Harrison	Ofsted Inspector

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