

# Inspection of a good school: Whitley and Eggborough Community Primary School

Learning Lane, Whitley, Goole DN14 0WE

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Inspection dates:

17 and 18 May 2022

## Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

## What is it like to attend this school?

Pupils demonstrate the school's CHAS values of caring, helping and sharing in lessons, at playtime and when speaking to adults. They engage weekly in the Whitley Woodland Project. This supports learning opportunities in the outdoors.

Pupils behave calmly. Pupils are polite and articulate. They say that the way teachers deal with rare unacceptable behaviour is fair. Pupils know what bullying is and say that teachers are good at sorting it out if it happens. They know to tell a teacher if they have a problem. Children in the early years play games together, take turns and share resources well.

Leaders continue to shape the school's Mission curriculum. Leaders have an accurate understanding of the current areas that need developing.

There are a range of activities planned to improve pupils' confidence, self-esteem and resilience. For example, pupils attend residential, take part in dance workshops and deliver 'gifts of kindness' to local residents. Pupils have opportunities to listen to careers advice from different employers to inspire and shape their future.

Pupils have many opportunities to be leaders. They complete a job application form to apply for this extra responsibility. They can be an eco-warrior, librarian, sports or digital leader. Some pupils are well-being champions, offering support to other pupils to stay healthy and happy.

The majority of parents and carers who responded to Ofsted's questionnaire reported that their child felt safe and happy at the school.

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

Leaders began reviewing the Mission curriculum in 2019, prioritising mathematics, reading and writing.

Leaders have recently introduced a new phonics programme. This ensures consistency and fidelity in phonics teaching. Teachers group pupils by their phonics ability across early years and key stage 1. This ensures that pupils are appropriately challenged. Every six weeks, teachers assess the sounds pupils know. Leaders use this information to identify pupils who need more help to keep up. They have extra support like pinny time, individual tutoring and afternoon phonics sessions. This ensures that pupils catch up by the end of key stage 1 and start key stage 2 with secure phonics knowledge. Teachers select pupils from each class to be a star reader. This promotes a love of reading. Teachers read to pupils every day. Leaders check to ensure that these books are age-appropriate.

Teachers use a scheme to teach mathematics from early years to Year 6. This scheme is progressive and builds pupils' knowledge and skills, especially in problem-solving and reasoning. It has ensured that teachers are more confident in delivering mathematics. Learning is consolidated through the 'daily 10'. These are 10 mathematical questions at the start of every day. Pupils like this as it helps to get their minds set on mathematics. Teachers skilfully challenge pupils' mathematical explanations. There is high ambition for all pupils in the mathematics lessons. Pupils say that teachers give them a choice of which question to start on; each one gets increasingly harder. Pupils who are struggling to retain key mathematical facts access tutoring sessions after school. Teaching assistants also lead same-day mathematics interventions. Teachers ensure curriculum access for pupils with special educational needs and/or disabilities in various ways, for example using visual prompts, putting things into a context that pupils can relate to, providing additional adult support, pre-teaching key vocabulary or supporting with extra resources.

Leaders know their wider curriculum thinking is still developing. Leaders have not yet mapped the essential knowledge pupils need to build each year. For example, in history leaders have not thought what essential knowledge pupils need at the end of the local study unit in Year 4 to prepare them for new learning in Year 5. Leaders should ensure that subject leaders identify the essential knowledge they want pupils to have at the end of each unit so that the curriculum is progressive.

Leaders have established the skills they want pupils to have from early years to Year 6. Each area of the wider curriculum has a skills progression document. However, these skills are not identified in teachers' planning. As a result, leaders do not know if all the skills are being taught every year.

Leaders have an online assessment system in place that class teachers complete termly for the wider curriculum. However, the statements in the assessment system do not currently match the skills progression documents. Leaders should ensure that the assessment system aligns with the skills and knowledge document.

The governors and local authority know that leaders have bought in a range of new schemes recently to support curriculum development.

Leaders are using a scheme to teach their personal, social and health education (PSHE). This contains units such as 'Celebrating Difference' to teach about protected characteristics and equalities and 'Keeping Myself Safe' to teach an age-appropriate understanding of peer-on-peer abuse. Pupils say that everyone is respectful to each other.

In discussion with the headteacher, the inspector agreed that science and art deep dives may usefully serve as a focus for the next inspection.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff have received training to understand the indicators of harm. Leaders have identified pupil access to social media sites beyond their chronological age as a growing concern. To address this, leaders have ensured that online safety regularly features in the PSHE curriculum.

Leaders will consult the local authority safeguarding help desk and ask for advice when considering involving external agencies. Each class has a worry monster that pupils can leave messages in if they want to share a concern. Teachers respond to these swiftly. However, pupils say that they prefer to ask an adult for help if they need it.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Leaders have not identified the essential knowledge they want pupils to remember in some wider curriculum units. This means that pupils are not always building on what they already know. Leaders should ensure that they have identified the essential knowledge for each unit of the wider curriculum.
- Leaders have not mapped the progressive skills across the units for each year group. This means they cannot check if pupils have covered all the skills in readiness for the next stage of learning. Leaders should ensure that they have a way to check the skills coverage each year.
- Leaders do not have an assessment system, across the wider curriculum, that links to the skills progression documents. As a result, teachers are not assessing the skills taught. Leaders should ensure that the assessment system aligns with the skills and knowledge taught. Leaders should check the use of the system to ensure that it informs future planning.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in January 2017.

## 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	121423
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10211160
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	213
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Elizabeth Ridley
<b>Headteacher</b>	Sarah Jackson
<b>Website</b>	<a href="http://www.whitleyandeggboroughcpschool.co.uk">www.whitleyandeggboroughcpschool.co.uk</a>
<b>Date of previous inspection</b>	11 January 2017

## Information about this school

- This is an average-sized primary school.
- There have been significant changes to the leadership team since the last inspection.
- There are no alternative providers used by the school.

## Information about this inspection

- This was first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, curriculum leaders, staff and pupils. Meetings were also held with representatives of the governing body and the local authority.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector met with curriculum leaders, spoke to pupils and teachers, visited lessons and looked at their work. The inspector heard pupils read.
- The inspector examined safeguarding records, attendance figures, curriculum plans and policies.

- The views of parents were considered from the 45 responses to Parent View, Ofsted's online questionnaire.
- The views of staff were considered from meeting with them and from the 22 responses to Ofsted's staff questionnaire.
- The views of pupils were considered from meetings with them and from their response to Ofsted's pupil questionnaire.

### **Inspection team**

Alison Stephenson, lead inspector

Her Majesty's Inspector

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