



# Whitby, East Whitby Community Primary School

Inspection Report

Better  
education  
and care

**Unique Reference Number** 121328  
**LEA** North Yorkshire  
**Inspection number** 280985  
**Inspection dates** 27 February 2006 to 28 February 2006  
**Reporting inspector** Mr Ralph Higgs CfBT Lead Inspector

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

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<b>Type of school</b>	Primary	<b>School address</b>	Stainsacre Lane
<b>School category</b>	Community		Whitby
<b>Age range of pupils</b>	3 to 11		North Yorkshire YO22 4HU
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01947 602202
<b>Number on roll</b>	246	<b>Fax number</b>	01947 821744
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs K Moss
<b>Date of previous inspection</b>	6 March 2000	<b>Headteacher</b>	Mrs M Holdsworth

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## **Introduction**

The inspection was carried out by three additional inspectors.

## **Description of the school**

This large primary school is situated in the seaside town of Whitby, North Yorkshire. It serves a community that has high levels of social and economic disadvantage. The number on roll is declining but is stable at present. Almost all pupils are from white British backgrounds. Attainment on entry is low and the proportion of pupils with learning difficulties and/or disabilities is above average. The school holds an excellence award for its provision for pupils with learning difficulties and/or disabilities.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school, which gives good value for money. The care, guidance and support it provides are outstanding. Inspectors confirm the school's view of its overall effectiveness. The headteacher provides good leadership that has resulted in rising standards and strengthening achievement. The quality of teaching is good and the curriculum meets pupils' needs well, particularly for those with learning difficulties and/or disabilities. Pupils' progress is closely monitored. Consequently, they make good progress from nursery onwards and reach standards by Year 6 that are broadly average.

Provision in the Foundation Stage is good. A stimulating curriculum and good teaching ensures that children make a good start in the nursery. They continue to make good progress in Reception, although few attain the expected standards.

Pupils' personal development is good. They behave well and have positive attitudes to learning. Their knowledge of how to keep healthy is outstanding. Pupils feel safe, well looked after and enjoy coming to school. They attend regularly and their punctuality is good. Parents are pleased with these qualities and have confidence in the school.

Senior leaders evaluate the school accurately and know what needs to improve. These include involving pupils more in the assessment of their learning, the greater use of information and communication technology (ICT) for learning across the curriculum, and ensuring the same high level of support for gifted and talented pupils as for those with learning difficulties and/or disabilities. The school has dealt successfully with weaknesses from the last inspection and clearly has the capacity to further improve.

### What the school should do to improve further

- Improve pupils' understanding about how well they are doing and their involvement in deciding what they need to do to improve their work.
- Use ICT to extend learning in all subjects.
- Monitor the progress of gifted and talented pupils more closely and ensure they consistently receive appropriate provision.

## Achievement and standards

### Grade: 2

Standards at the end of Key Stage 2 are broadly average. Recent results in national tests in Year 6 were average in English and significantly below average in mathematics and science. However, the standards of current work in mathematics and science are higher, and are close to the national average. Standards in English have been sustained. More pupils are now reaching above average standards in these subjects. This rise in standards in Key Stage 2 successfully builds on an upward trend in attainment in Key Stage 1, and reflects the determined efforts of the school to improve the teaching of mathematics.

Children enter school with well below average attainment and many have weak social skills. They make good progress in nursery and Reception, and adapt well to the demands of school, though do not reach the standards expected by the end of the Foundation Stage. They build well on this good start to reach broadly average standards by the end of Key Stage 1. Progress in Key Stage 2 is at least satisfactory and improving. Pupils' progress is closely monitored and more challenging targets have recently been set for those in Year 6, especially in mathematics, as some are making quicker progress than predicted. Boys make good progress and girls do as well as expected. Pupils with learning difficulties and/or disabilities make good progress from their starting points.

## **Personal development and well-being**

### **Grade: 2**

The personal development of pupils is good. They mostly work enthusiastically and behave well. They develop good work habits, independence and the skills to prepare them well for their adult lives. Pupils' positive attitudes and enjoyment of school are reflected in satisfactory attendance and good punctuality. Their awareness of their health is outstanding and, for some, eating habits at home have been transformed by what they have learnt at school. The many sporting activities in school ensure regular exercise. They are alert to potential dangers that they may face.

Pupils' social, moral, and cultural development is good. They help establish rules to guide their behaviour in school and co-operate well on group tasks. Pupils accept responsibility to help those in need and are rightly proud of their many money raising efforts for the needy of other countries. They have a strong sense of community and play an active role in many local events. They often express their ideas because they know that teachers listen to them. When producing letters to send to the Town Council about a new marina, one pupil suggested, 'Why don't we share our ideas and put the best ones together!' Pupils are proud to be members of the school council. They understand that they have been elected to represent others and to improve their school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good throughout the school and there was some outstanding teaching seen. As a result, pupils mostly achieve well. Lessons are carefully planned to suit all ability levels and have a good pace. The needs of pupils with learning difficulties and/or disabilities are very well met as they receive high levels of support. However, those with special gifts or talents could be given even higher challenges to extend some of their learning and offered greater opportunities for independence and creativity.

Teachers have high expectations of their pupils and manage them well. They receive very good support from teaching assistants. Pupils are expected to think and to express

their views. Teachers are good listeners and pupils know that their contributions will be valued. A strength of the teaching is the skilful way that learning in one subject is often developed further in others. For example, studies of the River Esk contribute to literacy, mathematics and science, as well as geography. Consequently, pupils see a purpose to much of their learning.

High quality assessments allow teachers to gain a clear idea of the levels reached by their pupils, who are told what they need to do to improve. Older pupils keep a check on their own progress and set themselves targets, but this is not yet a consistent feature across the school.

## **Curriculum and other activities**

### **Grade: 2**

The school rightly judges the curriculum it offers to be good. It is well planned, complies with national requirements, and meets most pupils' needs well. There is a strong emphasis on developing pupils' literacy, numeracy, social skills and self-esteem. Lessons in personal, social and health education and citizenship and extra sports coaching, ensure a good focus on staying safe and keeping healthy. The use of themes linking the teaching of some subjects motivates pupils by giving purpose to their work. However, provision for ICT, whilst satisfactory, is not used fully to enhance learning across the curriculum. Also, whilst the curriculum successfully meets the needs of pupils with learning difficulties and/or disabilities, it does not provide as well for those who are gifted and talented as there are limited opportunities to extend their learning.

The many worthwhile activities provided include the use of a wide range of visitors and visits, including residential visits for older pupils. These greatly enrich learning. Clubs and activities at lunchtimes and after school extend opportunities for achievement.

## **Care, guidance and support**

### **Grade: 1**

Care, guidance and support are outstanding, and is provided by a strongly united and very caring staff team. Pupils are helped to feel special and to do their best. This is why some individuals who have not settled at other schools find a home here. If they have problems, all pupils know they can go to the staff for support. The school holds a local authority quality mark for excellent learning difficulties and/or disabilities provision. All the regulations to keep pupils safe and secure, including those for child protection, are fully observed.

Detailed records enable pupils' progress to be closely tracked, although the progress of gifted and talented pupils has only recently begun to be specifically monitored. Pupils are made aware of their standards and are set targets to help them improve. Frequent checks are also made of their personal development. Considerable efforts are made to involve parents in their child's learning. Health education is outstanding and has a strong impact on pupils' choices. They are very well prepared for the next stage of their education.

## Leadership and management

### Grade: 2

Leadership and management are good. The headteacher, ably supported by senior managers, has led the school well, with a strong focus on raising standards and on ensuring that everyone in the school's community is equally valued. All staff work effectively together to realise the school's aims. Teachers have responded strongly to the expectations to lead and manage change in their areas of responsibility. This has brought about improvement in all areas identified by the last inspection whilst strengthening the provision for pupils' personal development and well-being.

The school is well managed and runs smoothly. It has an established and experienced staff which feels well supported. Resources are sufficient and effectively deployed, particularly the use of additional teachers and teaching assistants to help raise standards and to provide support for vulnerable pupils. The accommodation is spacious, and provides a stimulating environment. The budget is managed efficiently.

Despite a significant turnover of governors in recent years, a sound and improving partnership has been established with the governing body. Governors are keen to support the school and are aware of the need to continue to develop their role. Otherwise, systems of self-evaluation are robust and have a number of good features, including the canvassing of the views of parents and pupils. This enables senior leaders to identify accurately the school's strengths and weaknesses. Weaknesses are tackled purposefully through a detailed school improvement plan. Partnerships with external agencies are extensive and used productively. Consequently, the capacity to sustain improvement is strong.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for the welcome you gave the inspection team during our recent visit. We were impressed by how friendly you are and the pride you take in your school. The information and views you gave helped us a great deal to understand your school. These are the main things we found out during the inspection.

Your school provides you with a good education. The care the school provides is outstanding and helps you feel special and do your best.

We agree with you that school is enjoyable because lessons and out of school activities are interesting. Teachers carefully plan activities and topics for you to learn, so you can improve your work and acquire useful skills. Your behaviour is good and you work enthusiastically in lessons. You get on very well with one another and with adults, and are keen to take on responsibilities and support each other. This reflects a strong community spirit. You know how to keep safe in and out of school. Your knowledge of how to keep healthy is outstanding and, as you told us, it is making a difference to your lives. We were impressed by the interest you take in the wider world and your willingness to share your views and act upon them.

Although your headteacher, governors and staff are working hard to improve your education, there are a few things that could be done even better. You make mostly good progress but your school could help you learn even better. Your teachers will be helping you more to check your progress, to use computers more for learning and ensure that if you have special gifts or talents you will be given extra challenges.

Once again, thank you for talking to us and being helpful during the inspection.