



# Whitley and Eggborough Community Primary School

## Inspection Report

**Unique Reference Number** 121423  
**LEA** North Yorkshire  
**Inspection number** 281011  
**Inspection dates** 18 January 2006 to 19 January 2006  
**Reporting inspector** Mrs Lesley Clark CfBT Lead Inspector

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

<b>Type of school</b>	Primary	<b>School address</b>	Learning Lane
<b>School category</b>	Community		Whitley
<b>Age range of pupils</b>	4 to 11		Goole DN14 0WE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01977 661247
<b>Number on roll</b>	155	<b>Fax number</b>	01977 661247
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr David Gibbons
<b>Date of previous inspection</b>	27 November 2000	<b>Headteacher</b>	Mrs M Taylor

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 18 January 2006 - 19 January 2006	<b>Inspection number</b> 281011
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## Introduction

The inspection was carried out by one additional inspector.

## Description of the school

This is a small school serving an area of social and economic disadvantage. The school is growing rapidly in size. Much higher than average proportions of pupils enter or leave the school at times other than the usual. Forty per cent of pupils in Year 6 joined the school in the last two years. The proportion of pupils with learning difficulties and/or disabilities is below average but the proportion with statements of special need is above average. The majority of pupils are of white British heritage. When children start school their standards are below average, particularly in language, literacy and communication.

## 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 with outstanding features. It gives good value for money. The school's self-evaluation is too modest in many respects. Pupils' behaviour is outstanding, they have excellent attitudes to work and their attendance is above average. Pupils achieve well in relation to their standards when they enter the school. Provision and learning are good overall in the Foundation Stage with outstanding provision for children's personal, social and emotional development. This means they learn effectively. The good provision for pupils' personal development and well-being results in a happy, purposeful atmosphere in school. The school 'dragon', known as 'Chas' (Caring, Helping and Sharing), typifies the school. Parents are very pleased with the education their children receive and pupils think 'The school is strict but fair and we have a lot of fun.' The curriculum is good and the decision to teach English through other subjects is proving successful. Care, support and guidance are also good. The school recognises that the next stage is to involve pupils in checking their written work against small achievable targets so as to improve punctuation and spelling. Leadership and management are good overall with outstanding leadership by the headteacher. Governance is good and the skills of individual governors are used well to assist the school. The school has made good improvement since its last inspection and is well placed to continue to improve.

### What the school should do to improve further

- Continue to raise standards in writing through involving pupils in checking their work against small, achievable targets.

## Achievement and standards

### Grade: 2

Pupils achieve well throughout their time in school and in mathematics their achievement is outstanding. This is better than the school's assessment. When they first start school most children have poor language and communication skills and their development in other areas of learning is below average. They make good progress because they are well taught. Their progress is outstanding in personal, social and emotional development reflecting the extremely good provision for children to work and play constructively, choosing from a wide range of interesting and stimulating indoor and outdoor activities. By the start of Year 1 most work at expected levels for their age though several are still not confident speakers. This good progress continues in Years 1 and 2. In 2005 results in national tests were broadly average, but with particular strengths in reading and mathematics. Pupils put on a spurt in mathematics in Years 3 to 6 because they are taught outstandingly well in small groups. By the end of Year 6 standards are above average in mathematics and science and close to average in writing. Pupils do well in science because they learn through investigation. Some of pupils' writing has repeated mistakes. Pupils meet the challenging targets set for

them and those with learning difficulties and/or disabilities or who are looked after achieve as well as others.

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

### **Grade: 2**

The school accurately judges pupils' personal development and well-being to be good including their spiritual, moral, social and cultural development. Pupils have a strong sense that 'each day is a learning day'. Their behaviour and attitudes are outstanding. This is because they are given clear guidelines and are taught to respect the needs of others. Pupils say: 'There are lots of things to persuade us to work hard like merit awards and star badges for hard work.' They really like the 'lunchtime tokens which are given if you help someone' because 'these are counted up and the class that has the most gets a free choice'. Year 6, for example, turned a corner of their room into a setting for 'A Midsummer Night's Dream', inspired by acting out their plays based on Shakespeare's text. Pupils work and play harmoniously and develop an increasing sense of responsibility. Older pupils take turns as 'play leaders', organising different games, and all pupils read with children from another age group once a week. Pupils feel safe at school. They learn about healthy lifestyles and the importance of exercise. The school council is currently working on providing a healthy tuck-shop. Pupils say they really like their teachers and lessons like science because experiments are exciting. However, they do not have enough responsibility for checking their learning against small targets so as to improve written accuracy.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is better than the school's self-assessment indicates. It is good with examples of outstanding practice, particularly in the teaching of mathematics where problem solving forms part of every lesson and in personal, social and emotional education in the Foundation Stage where all activities develop children's confidence and enthusiasm for learning. In all classes, pupils are used to demonstrating to others and enjoy 'practising to be a teacher'. This means that learning is both fun and effective. Questioning and discussion are particular strengths and lead to productive learning. The best teaching is characterised by a fast pace and lively approach that keeps pupils on their toes. In mathematics, excellent subject knowledge and flexible organisation ensure that pupils make outstanding progress. In Year 6 help is given when pupils need it so they do not fall behind if they find a particular aspect difficult. Pupils with learning difficulties and/or disabilities are given good quality assistance and most achieve expected standards by the end of Year 6. Marking is good but pupils do not always learn from their mistakes.

## **Curriculum and other activities**

### **Grade: 2**

The school accurately judges the curriculum to be good. The skills of literacy, numeracy and information and communication technology (ICT) are incorporated well. Work is planned so there are many opportunities to write in subjects other than English. The recent initiative to link subjects together so as to make learning more effective and enjoyable is proving successful. Strong emphasis is given to personal, social and emotional development in the Foundation Stage and to personal and citizenship education in Years 1 to 6. Pupils are given many opportunities to learn through discovery, as when Year 2 pupils investigated different forces using playground equipment. Parents are closely involved, helping children in the Year 1/2 class, for instance, to record the adventures of Zak the teddy bear in his diary when he comes home overnight. The curriculum is sufficiently flexible to allow pupils to learn through play whatever their age and is further enriched by a good range of extra-curricular clubs and activities.

## **Care, guidance and support**

### **Grade: 2**

Inspection judgements agree with the school's assessment of good. Child protection procedures are thorough and pupils, including looked after children, are cared for well and make good progress as a result. Pupils with learning difficulties and/or disabilities are given good support and guidance so that they learn alongside others in a group. The school values its community and pupils feel secure because of very good relationships with all staff. The system for monitoring pupils' progress is good and clearly shows how well pupils of different ages and abilities and those who join the school at a later stage, progress. Class councils and the school council give pupils a say in what goes on at school and they feel that they grow in confidence and self-esteem.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good and the headteacher's leadership of teaching is outstanding. The school's self-assessment of achievement and standards, teaching and learning, leadership and management and overall effectiveness is too modest. This school is effectively and efficiently run. Evidence from the school's monitoring and evaluation files clearly supports inspection judgements. The leadership of teaching is outstanding both in practice and in the level of advice and assistance given to inexperienced teachers. This is based on stringent monitoring and analysis of strengths and weaknesses and gives excellent practical support, showing how to avert incipient behavioural problems. The school is forward-looking and is currently developing a new leadership team to spread the responsibility, develop staff expertise and the curriculum by making English central to all subjects in order to raise standards.

The governors have a good range of expertise to help the school achieve its aim to promote pupils' confidence and self-esteem and to raise aspirations. The school improvement plan is a comprehensive document to guide future developments. Financial management is good. Parents' views are sought and taken into account and returns from parent questionnaires indicate 100% satisfaction. The school has a good understanding of what it needs to do to improve and good capacity to improve further because of considerable strengths in the teaching, the leadership of the headteacher, the commitment of the staff team, good governance and the full support of parents.

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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	2	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	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	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>	2	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	2	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 welcoming me to your school and for being so friendly and helpful. I really enjoyed my visit and want to share with you what I thought about your school.

What I liked most about your school:

- I think you behave exceptionally well and really concentrate in lessons and seem to have a lot of fun
- I am delighted that you all get on so well together and this makes your school a very happy and special place
- I think your teachers make your lessons very interesting and give you lots of opportunities to play as well as work
- your parents and carers are very pleased that you come to this school.

What I have asked your school to do now:

- I think that you could improve your writing by checking your mistakes carefully, particularly your spelling and punctuation, and really take care to see that you meet the targets your teachers set for you.

I enjoyed talking to you and watching you learn and wish you well for the future.