

# Whitby, East Whitby Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	121328
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	327456
<b>Inspection dates</b>	22–23 April 2009
<b>Reporting inspector</b>	Bernard Jones

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	220
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Ellie Norman
<b>Headteacher</b>	Mr Tony Mok
<b>Date of previous school inspection</b>	27 February 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Stainsacre Lane Whitby North Yorkshire YO22 4HU
<b>Telephone number</b>	01947 602202

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<b>Age group</b>	3–11
<b>Inspection dates</b>	22–23 April 2009
<b>Inspection number</b>	327456

**Fax number**

01947 821744

<b>Age group</b>	3-11
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

This is an average sized primary school. All pupils come from White British backgrounds. The number of pupils entitled to free school meals is above average. The school serves a community that has high levels of social and economic disadvantage. The percentage of pupils with learning difficulties and/or disabilities is well above average. Young children are provided for in the Early Years Foundation Stage in the Nursery and the Reception class.

The school has gained the local authority Special Educational Needs Inclusion Quality Mark, the Activemark 2008 and the Healthy Schools Award.

There is a privately managed Nursery on site which was inspected separately and receives a separately written report.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This good school uses its resources effectively to provide good value for money. Parents are fulsome in their praise about the time and care taken by teachers to ensure good personal development. They particularly appreciate the outstanding success the school has in developing pupils' sense of responsibility towards themselves and others. They see the results of this reflected in their children's positive attitudes and their good behaviour.

Achievement is good across the age range. Standards are broadly average by the end of Year 6 and this represents good progress in relation to pupils' below average starting points. The school's leadership has been recently successful in identifying weaknesses in writing and in problem solving in mathematics and in putting in place effective interventions to raise standards in these areas.

A strength of the school is the high quality pastoral and academic care and guidance that all pupils receive. This has a clear impact, seen in pupils making informed choices about living healthily and safely. By Year 6 they are mature and ready to move on to secondary education. Assessment procedures are excellent and help to inform the careful tracking of pupils' progress that helps their good achievement. For example, where pupils' progress slows, positive interventions are made that help to bring them back on track to meet their challenging targets.

The quality of teaching and learning is good overall and includes some that is outstanding. A strength in the teaching is the way teachers help pupils to understand how to improve their work. Teachers manage their classes very efficiently so that there is a good atmosphere for learning. However, it is not always clear in teachers' planning what they expect different ability groups to achieve in lessons. The curriculum is good overall and some aspects are excellent, for example, the linking of subjects and the wide variety of extra-curricular activities. Good links with local schools and the community further enrich the curriculum.

Leadership and management are effective and have ensured good provision and good achievement, resulting in an improving school. The headteacher, senior staff and governors make an effective contribution to ensure a clear direction for the school's development, based on raising achievement. However, subject leaders do not monitor and evaluate the progress made by pupils when they observe colleagues' lessons, which lessens their impact in driving up standards. The effectiveness of the school's response to the previous inspection and the success of recent initiatives to raise standards reflect a good capacity to improve further.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Provision for the Early Years Foundation Stage is good. A strong and effective team of teachers and nursery nurses know their children's needs well and together they ensure their children get a confident and secure start to their learning in school. This is appreciated by parents who say their children always want to get to school each morning. Children work and play happily together as a result of a successful focus on developing personal and social skills. They settle quickly into school life because adults support them extremely effectively. Teachers plan carefully to create a good range of activities in a rich and stimulating environment. For example, some children loved drawing the 'mucky moo cows' they met on a recent farm trip and others enjoyed playing as Farmer Brown counting out his eggs and driving his red tractor. These activities excite and link children's learning, giving valuable opportunities to enrich their language

learning experiences. Children enter Nursery with skills that are well below expected levels, significantly so in communication and language and personal, social and emotional development. They make good progress by the time they leave Reception. Although skills remain below expected levels, their attitudes and interest in learning are more positive than might be expected considering their low starting points. These qualities support children's next steps particularly well. The high quality care and good teaching are significant factors in the good progress children make, preparing them well for their next steps of learning. Assessments are secure and developing well, ensuring each child's next steps are clear. Good leadership and management have identified the need to improve outdoor learning to ensure it matches the quality of the range of activities indoors.

### **What the school should do to improve further**

- Ensure that teachers plan more clearly to show what they expect different ability groups in their classes to achieve.
- Develop the skills of subject leaders so they can monitor and evaluate more accurately the impact of teaching in their subjects.

## **Achievement and standards**

### **Grade: 2**

In Year 2 standards are below average in reading, writing and mathematics. However, this represents good progress in relation to their starting points and reflects appropriate interventions to bring pupils back on track with their targets where there has been any slowing of progress. Pupils currently in Year 6 make good progress overall, reflecting the successful achievement of last year's group and the improving trend since the previous inspection. This group of pupils has a much higher than normal number with learning difficulties and/or disabilities. Their earlier attainment was below average and they have achieved well to reach broadly average standards in English, mathematics and science. Any underachievement is quickly identified because the school uses regular assessment very effectively to chart progress and intervene where necessary. As a result, pupils throughout Years 3 to 6 usually meet the challenging targets set for them. The school ensures that all pupils are given equal opportunities to succeed. Pupils with learning difficulties and/or disabilities achieve well. They receive good provision from teachers and experienced assistants that helps ensure their continued good progress, particularly in literacy and numeracy skills.

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

### **Grade: 2**

Pupils' personal development and well-being is good. It has some outstanding elements. The strong and successful emphasis placed on developing social and emotional skills results in confident pupils, who are eager to grasp the many opportunities to take responsibility for their school and the wider community. They believe strongly that they are listened to and can influence change. For example, the 'safety squad' say they 'care for safety' and 'get things fixed'. This involvement in their own personal development is outstanding. Pupils feel safe in school and trust adults to 'quickly sort out' any problems that arise. Spiritual, moral, social and cultural development is good. A strong sense of right and wrong together with a clear understanding of their own rules and responsibilities results in polite, well-behaved pupils, who enjoy their learning. Attendance is satisfactory and the school works hard to improve this area. Pupils have an excellent understanding of the importance of leading a healthy lifestyle. They

know how to eat and drink healthily and recently enjoyed working with the school cook on designing their favourite meals. All pupils are able to develop key life skills well, preparing them for the world of work.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Pupils benefit from consistently good quality teaching and some that is outstanding.

Teachers prepare their work in great detail, but it is not always apparent in their written plans what precisely they expect different groups within their classes to achieve. Classrooms are very well organised and excellent routines help lessons proceed smoothly. Teachers vary the ways of introducing new work very effectively and keep pupils on target because of their good use of information about the progress pupils make. As a result, pupils are fully engaged and their interest held. Teachers' assessments are accurate and where teaching is particularly effective, they encourage pupils to judge their own work and that of others, which reinforces pupils' learning. There is a mutual respect between all staff and pupils. Pupils like their teachers and respond by working hard in lessons. They show that they value and enjoy learning. Homework is used effectively, particularly to develop pupils' basic literacy and numeracy skills.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is planned carefully to meet the needs of all learners and ensures equality of opportunity for all pupils. While it is effective, it has yet to make its full impact on raising pupils' achievement to the highest levels. It meets statutory requirements and is very well planned to make meaningful links between subjects through studying broad topics. This creative approach focuses on the development of key skills, by using them in a variety of subjects. It has proved to be an effective way to reinforce basic skills in literacy, numeracy and information and communication technology, while fostering in each child a love of learning. The curriculum is enhanced by an extensive range of educational visits and visitors and the teaching of French and German. There is an excellent variety and number of extra-curricular activities including sport, music and the arts, which receive wide support. The high quality displays indicate a richness in pupils' experience. They also ensure an interesting and lively environment for learning. Pupils enjoy residential visits in Years 4 to 6. These focus on different aspects of their development, such as teamwork skills that boost self-esteem and opportunities for outdoor and adventurous activities.

### **Care, guidance and support**

#### **Grade: 1**

The outstanding level of care, guidance and support is clearly reflected in the school's positive and very caring ethos. The very high standard of care is a significant factor in pupils' enjoyment of school, their sense of well-being and the good progress they make. Pupils know they are listened to, cared for and valued as individuals and, as a result, thrive and grow in confidence during their happy time at East Whitby. The school lies at the heart of the community it serves and parents overwhelmingly agree that pupils are well cared for and safe and feel both supported and welcomed into this, 'friendly and caring school'. A strong team of teachers and support staff work closely to help pupils overcome any barriers to learning. Good links with a wide range

of agencies enhance this support further. Safeguarding procedures meet requirements. Child protection procedures are securely in place and arrangements for health and safety are robust. Pupils feel safe in school and if trouble happens, they feel that they can go to trusted adults who will deal with the problem effectively. Parents agree, saying any problems are quickly, 'nipped in the bud' and vulnerable pupils receive the extra care they need. Pupils benefit from excellent academic guidance. Teachers know their pupils' needs very well. Their progress is carefully monitored and tracked and where necessary interventions are put in place to ensure they successfully take the next steps in their learning.

## **Leadership and management**

### **Grade: 2**

The headteacher and senior staff have ensured a clear direction for the school's development where raising standards is central to all the school's activities. Challenging targets are set and drive the school's development. The impact of this approach is seen in pupils' good achievement and good personal development. The school's self-evaluation is accurate. It is based on a realistic appraisal of its strengths and areas for further development. It is informed by regular and rigorous assessment and monitoring of standards that enable pupils to be kept on track to meet their targets. Whole school planning is good and priorities are appropriate to guide further improvement. Governors make a good contribution. They know the school well and are prepared to challenge as well as support the school. Staff with management responsibilities know what they need to do to improve the school further and are highly motivated and keen to do so. All staff share a common purpose and have the necessary attitudes to take the school forward. However, subject leaders do not have the skills in lesson observation to evaluate accurately the impact of teaching on the progress pupils make in their subjects. Provision for the promotion of community cohesion is good. There is a clear impact, seen in tolerance towards others and the harmonious relationships between pupils. They understand well the school's place in the wider community because they are given good opportunities to develop their understanding of different ethnic groups, cultures and religions. Pupils know about the importance of contributing in the school and wider communities and the importance of understanding global issues.



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**Annex A**

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

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

## Personal development and well-being

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

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Inspection of Whitby, East Whitby Community Primary School, Whitby, YO22 4HU

I would like to thank you for being so welcoming and friendly when my colleague and I inspected your school recently. Please thank your parents and carers for all their letters and for taking the time to talk to us. We enjoyed watching and listening to you in your lessons, reading your work and talking to you. We found your school to be good and some aspects are excellent.

You obviously enjoy coming to school and this shows in your good behaviour in classrooms and around the school. I like the way you take on responsibility, for example, the way monitors and the school council make a real difference in the school. You take your duties very seriously and this helps you to mature into very responsible and trusted pupils. You are taught well to take a pride in your surroundings. Classrooms and corridors reflect this with their excellent and vibrant displays. They show that you study a wide range of subjects. You told me that you like your teachers and the way they take good care of you and teach you to think of other people throughout the world. You all make good progress as a result of the good and sometimes excellent teaching you receive. Your school ensures that you learn to live healthily and safely. This helps you to develop into mature young people, ready to progress to your next stage at secondary school.

To make things even better, I have asked your headteacher and teachers to concentrate on ensuring that pupils of all different abilities are clear about what is expected of them in lessons. In addition I have asked that some of your teachers are given time to develop their skills so that they can improve learning in their subject areas even further. You can help by continuing to work hard.