

# Whitley and Eggborough Community Primary School

## Inspection report

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Unique Reference Number	121423
Local authority	North Yorkshire
Inspection number	327484
Inspection dates	1–2 July 2009
Reporting inspector	Clive Moss HMI

The inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

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Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	187
Appropriate authority	The governing body
Chair	Mr David Gibbons
Headteacher	Mrs J Snead
Date of previous school inspection	January 2006
School address	Learning Lane Whitley Goole DN14 0WE
Telephone number	01977 661247
Fax number	01977 661247
Email address	headteacher@whitley.n-yorks.sch.uk

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## Introduction

This pilot inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. The inspectors visited 14 lessons and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at the school's data on pupils' attainment and progress, records relating to pupils receiving additional support, school policies and action plans, reports on the school by outside agencies, health and safety records, results of school surveys of pupils' and parents' views, held conversations with parents at the school and by telephone, and analysed 36 parent questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The impact of support for pupils at risk of underachieving, including support for pupils with special educational needs.
- The effectiveness of the school's monitoring and evaluation of its work, including monitoring the progress made by pupils and their attainment.
- The consistency and accuracy of teachers' assessment and its use to improve pupils' progress, including in the Early Years Foundation Stage.
- The impact of the school's work to promote community cohesion.

## Information about the school

The school is smaller than average, but the number of pupils has risen by almost one quarter since the last inspection, resulting in some large class sizes and mixed-age groups and pressure on the school's accommodation. The number of pupils with special educational needs has also risen significantly since the last inspection, by more than one third: the proportion is now above average and as much as one half in some classes. Almost all pupils are of White British heritage. The school serves a relatively advantaged population, with the proportion of pupils eligible for free school meals approximately half the national average, but the proportion is increasing and is higher in Years 1 to 3. A much higher than average proportion of pupils enters and leaves the school at times other than the usual. Of the pupils currently in Year 6 57% have been at the school for less than four years. There have been significant changes in staffing since the last inspection. The school has achieved the Activemark standard and been reassessed successfully twice. It has also achieved Healthy Schools status. Early Years Foundation Stage Provision is in the Reception class. A private provider operates after-school care on the school site. This is subject to a separate inspection and a copy of the inspection report can be found on the Ofsted website.

## Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate

Overall effectiveness

2

Capacity for sustained improvement

2

## Main findings

The school provides a good education for its pupils. Pupils make good progress and reach broadly average standards of attainment by the end of Year 6. They enjoy their learning. This is shown in their responses to lessons, their comments to inspectors and in the results of surveys carried out by the school and the pupils themselves. Relationships at the school are very good. Pupils are cared for, guided and supported well and have, for example, access to two members of staff trained as counsellors. Pupils are well aware of how to get help, if they need to, and show great faith that their concerns will be responded to, even if those concerns have simply been placed in the school's 'worry box'. As a result they are happy and feel safe at the school. They show curiosity and a keenness to be involved in investigative and practical work and physical activities. They show pride in and take care with their written work. The quality of teaching is good. Pupils say that they usually enjoy lessons, although the work is occasionally dull. The good practice in assessment and the use of assessment data evident at the school is not used consistently in all lessons, so that the level of challenge presented to pupils varies occasionally. This affects their concentration, levels of interest and, consequently, progress.

A rich, broad and varied curriculum captures the interest of pupils very well. Pupils show good ability to relate learning from different subjects helped by effective use of themed learning events, such as 'money week', which combine lessons with a variety of other activities. There is a wide range of well attended extra-curricular activities and clubs, with many opportunities for sports and physical activities which are much enjoyed by the pupils, who take part in large numbers. Displays around the school show pupils' many, varied sporting achievements. The curriculum includes many opportunities for pupils to learn about other cultures, but not enough currently for pupils to gain direct experience of communities more diverse than their own.

The headteacher, governors and senior staff have shown determination in bringing improvements at the school and are supported well by the rest of the staff. They have made good progress in tackling the area for improvement at the last inspection and concerted action to improve the quality of teaching is leading to increasing proportions of pupils making good progress academically. Attendance has improved from the already strong position at the time of the last inspection, with a good reduction in persistent absence, which is now half the national average. The school's capacity for further improvement is good. Senior leaders know the school's strengths and weaknesses and evaluate the quality of its work accurately. Clear systems result in the day-to-day management of the school running smoothly. The school has not

yet completed the action plans required to support its scheme for promoting equalities.

## What does the school need to do to improve further

- Ensure that the good practice already at the school in assessment and the use of assessment data is used consistently by:
  - using assessment data to plan lessons that provide a more consistent level of challenge to pupils and using assessment of pupils' progress during lessons to ensure the level of challenge is sustained in all lessons
  - providing more opportunities for pupils to improve their learning through self- and peer-assessment.
- Provide opportunities for pupils to gain experience of communities that are more ethnically, religiously and socially diverse than their own, with a view to providing the first of such experiences in the next academic year.
- Complete the requirements for promoting equalities by drawing up action plans to support the school's equalities scheme, within the next six months.

## Outcomes for individuals and groups of pupils

2
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Pupils make good progress in lessons. Although pupils' attainment dipped significantly in 2008 this was untypical and the school's own data, including early results from tests in 2009, indicate that pupils are on track to meet the school's targets. The school's data show also that pupils make better and generally good progress the longer they have been with the school. There are no significant differences in the progress made by different groups of pupils at the school, including those with learning difficulties and/or disabilities.

Pupils at the school mature into reflective young people with a good awareness of the needs of others. They demonstrate good knowledge about how to stay safe and their response to the school's efforts to promote healthy living is excellent. For example, almost one half of the pupils cycles to school daily and they use appropriate safety-wear. They choose healthy food readily, including snacks, and have been actively involved in helping their families provide healthy packed lunches for those pupils who prefer them. The school's health council is very active in promoting healthy living. Pupils behave well. They are very cheerful, polite and helpful to each other and visitors to the school. The school has used the social and emotional aspects of learning (SEAL) programme well. The programme has led to pupils being more able to discuss problems and issues openly and responsibly, resulting in better relationships. Along with the school's behaviour code, 'Caring, Helping and Sharing' (CHAS), the initials of which form the name of the school's dragon mascot (a source of much pride for the pupils), SEAL has had a significant influence on pupils' attitudes and behaviour. Pupils say there is little bullying at the school and the school council has been very active in engaging pupils in improving how the school deals with behaviour. Pupils say also that occasional misbehaviour is dealt with effectively. Exclusions are rare and there are very few instances of racism.

Pupils' attitudes and their willingness to take on responsibilities make an important contribution to the positive relationships and smooth running of the school. Pupils take very seriously their responsibilities as school councillors, 'bench buddies', 'health and safety officers' and as monitors for various tasks, and are keen to be involved in helping to improve the school. They talk with considerable pride about the contributions they have made and the influence they certainly have. They make a good contribution to their local community, for example, having been closely involved in dealing with car parking issues around their school and in taking much appreciated harvest festival gifts to elderly people. Pupils show good levels of financial awareness as a result of lessons that enable them to learn about money management and also by being involved with the school council in managing a budget. Above average attendance and good punctuality mean that, along with their positive attitudes, pupils are well-prepared for their future well-being.

*These are the grades for pupils' outcomes*

Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	2
How well do pupils achieve and enjoy their learning?	2
To what extent do pupils feel safe?	2
How well do pupils behave?	2
To what extent do pupils adopt healthy lifestyles?	1
To what extent do pupils contribute to the school and wider community?	2
Pupils' attendance <sup>1</sup>	2
How well do pupils develop workplace and other skills that will contribute to their future economic well-being?	2
What is the extent of pupils' spiritual, moral, social and cultural development?	2

## How effective is the provision?

In the best teaching seen during the inspection, teachers used very good subject knowledge to ensure well targeted questions to pupils, structured activities and carefully selected resources to provide good levels of challenge that build pupils' knowledge and understanding progressively. In these lessons, the pace of learning was rapid and opportunities were provided for pupils to use speech to rehearse and improve work before committing to writing. Pupils demonstrated good listening skills and levels of concentration. Lessons were managed well, with quick and smooth transitions between activities.

Teaching assistants are skilled and provide well focused support for pupils, enabling the them to make good progress in lessons. Teachers use detailed and comprehensive information that tracks the progress and attainment of pupils to plan purposeful lessons. They set clear targets for pupils' learning and pupils are able to describe these confidently and clearly. Generally, pupils find lessons interesting and the work suitably challenging. Occasionally, they find the work easy and, on these occasions, their levels of attention decline. This is usually when teachers have not

<sup>1</sup>The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

made sufficient use of assessment information when planning activities, so that, for example, all children are given similar work with insufficient variation to ensure sufficiently challenging work for all. Also, pupils do not have enough involvement in determining how to improve their work, because there are not sufficient opportunities for them to be involved in assessing their own work or that of other pupils in depth. As a result pupils have a general understanding of how well they are doing, but are sometimes vague about how they can improve.

The curriculum provides many and varied opportunities for pupils. As one parent commented, 'I have been very impressed with the variety of activities the school provides in terms of learning opportunities.' A group of Year 5 and 6 pupils were observed giving a presentation to the whole school during an assembly about an outdoor education residential they had experienced recently. Their confidence and enthusiasm produced gasps of admiration from their fellow pupils as they looked at photographs of their friends on zip wires, climbing-walls and in canoes, and many of the audience said how much they were looking forward to getting the same opportunity. Pupils respond exceptionally well to the wide variety of opportunities provided by the school to promote healthy living, both in lessons and through extra-curricular activities. During the inspection Year 6 pupils were taking the cycling proficiency test. Pupils taking the test spoke with enthusiasm about the training they had received and with conviction about its importance.

Arrangements for the transition of children from pre-school into the Early Years Foundation Stage work well and pupils' transition through the school continues smoothly. The many pupils who join the school at unusual times are enabled to settle in quickly. These pupils show as much liking for and enjoyment of the school as others who have been there longer and say that it is easy to make friends. A parent of pupils who had joined the school recently commented that she was pleasantly surprised by the school and happy with the way her children had settled. Careful use of detailed and comprehensive assessment data, along with other information about pupils, ensures that the school identifies pupils who would benefit from additional support at an early stage. The school works closely with external agencies, including health services and social services where appropriate, and is determined in its efforts to obtain additional help where necessary. Appropriate, focused interventions, such as those designed to improve reading skills, increase the progress made by the pupils who receive them. Opportunities are created for the more able pupils to make faster progress by being included in work for older pupils, leading occasionally to early transition to secondary school.

*These are the grades for the quality of provision*

The quality of teaching	2
The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

## How effective are leadership and management?

The governors and senior leaders at the school are well motivated and demonstrate commitment to improving provision at the school. They have improved outcomes for pupils, for example, the quality of pupils' writing, but some of the changes they have made are still relatively recent and have not yet had sufficient time to impact on overall levels of attainment. Improved teamwork amongst the staff is producing increasingly consistent approaches to teaching and, as a result, the proportion of pupils making good progress is increasing. The school takes seriously its duty to promote equal opportunities and has achieved Level 4 of the local authority Inclusion Quality Mark but has yet to complete action plans for race, gender and disability equality.

Systems for monitoring the quality of the school's work are now firmly established and include governors. As a result senior leaders and governors have a good understanding of the areas of strength and relative weakness at the school. Governors are increasingly challenging about the work of the school, insisting, for example, on the setting of non-statutory targets, and have been influential in ensuring sufficient focus on practice to raise attainment in pupils' basic skills. Staff are provided with good support to improve their skills. Policies and procedures for safeguarding are in place which are clearly understood by the staff and include health and safety checks and detailed risk assessments. The school has good links with the local community, including employers, and these enable the pupils to make a good contribution to their local community. The school has prepared an action plan for promoting community cohesion based on a simple analysis of its local community, but this is at an early stage of implementation and yet to have much influence on pupils' learning, for example, in providing pupils with experience of communities other than their own. The school has achieved the Financial Management Standard in Schools. The school's buildings and grounds are well kept, despite the pressure on the accommodation resulting from the significantly increased number of pupils.

The school has good knowledge of the views of parents and surveys these frequently. The surveys carried out by the school show high levels of satisfaction with the work of the school. Along with views obtained by governors, particularly through the parents' forums, these are used to inform decisions made by the school. A minority of parents do not, however, feel well engaged with the school.

### *These are the grades for leadership and management*

The effectiveness of leadership and management in communicating ambition and driving improvement	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2



## Early Years Foundation Stage

Children enter the Early Years Foundation Stage with levels of personal skills, attributes and abilities below those expected for their age, particularly in relation to their communication, language and literacy development. They make good progress as a result of good teaching and learning, so that, by the time they leave the Early Years Foundation Stage, their levels are just below those expected for their age. Procedures for introducing children to the Early Years Foundation Stage are good. Individual children's progress is monitored well. The results of this monitoring are used carefully to plan learning opportunities matched well to children's individual needs, particularly for children with learning difficulties and/or disabilities. Children are encouraged to make decisions and make suggestions for their own learning. They show perseverance in tackling activities that provide them with practical, direct experiences and develop problem solving skills and opportunities to explore emotions. The staff make good use of opportunities for children to learn, both indoors and outdoors. The Early Years Foundation Stage is led well and has maintained a good standard of provision through a period of significant change in staffing over a short period of time.

Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2
Overall effectiveness of the Early Years Foundation Stage	2

## Views of parents and carers

Most parents and carers are supportive of the school and its work. Many think that the school provides a welcoming environment for their children and that the children are happy and do well. A minority of parents and carers raised concerns that often related to the quality of communications with the school, on issues ranging from dealing with behaviour, taking account of parents' views when meeting the particular needs of pupils, pupils' progress and homework.

Ofsted invited all the registered parents and carers of pupils registered at Whitley and Eggborough Community Primary School to complete a questionnaire about their views of the school. If a parent has more than one child at the school, we ask them to record an answer against all the questions, for each of their children.

The inspection team received 36 completed questionnaires. One did not respond to the question about whether overall they are happy with their child's experience at the school. In total, there are 135 parents and carers registered at the school.

	Always	Most of the time	Occasionally	Never
Overall I am happy with my child's experience at this school	10	22	3	0

## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2007-8, 15% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2007-8, 49% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007-8, 32% of schools were judged satisfactory.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. In 2007-8, 5% of schools were judged inadequate.

## Common terminology used by inspectors

Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Achievement:	the progress and success of a pupil in their learning, training or development. This may refer to the acquisition of skills, knowledge, understanding or desired attributes. Attributes include qualities or personal competencies which are important to the development of the pupil; for example personal, social, cultural, emotional or health.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.

3 July 2009

Dear Pupils

Inspection of Whitley and Eggborough Community Primary School, Goole,  
DN14 OWE

Thank you for talking to my colleague and me and making us welcome when we visited your school recently. We spoke with you in lessons, around the school and in groups, looked at your work, read the results of questionnaires filled in by you and your parents/carers and spoke with some of your teachers. Here is a summary of our main findings, which I hope will be of interest to you.

- Whitley and Eggborough Community Primary School provides you with a good education.
- You make good progress from your starting points when you join the school and the standards you reach by the end of Key Stage 2 are about average.
- Your attendance is good and has improved since the last time the school was inspected.
- You behave well and you told us about how you have helped deal with the few problems there have been.
- Most of your parents support the school and many think it is doing a good job, but some of them would like to get more information from the school.
- The school provides a wide range of lessons and other activities that excite you and are helping you to learn more.
- The school provides you with good care, support and guidance, including those of you who need additional help.
- The headteacher and the staff at the school have a good understanding of what needs to be done to make things even better.

I have asked the headteacher and the staff to make sure that lessons provide you with more opportunities to do work that really challenges you and to help you understand better how to improve your work, by being involved in thinking about your own progress. I have also asked them to provide you with more opportunities to understand about different communities to your own. Finally, I have asked the school to complete some particular pieces of work that it has to do. Many of you already make a very important contribution to the school and I am sure all of you will want to do everything you can to support the staff in making Whitley and Eggborough School better still.

Yours faithfully

Clive Moss  
HMI

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