

East Whitby Community Primary School

Stainsacre Lane, Whitby, North Yorkshire YO22 4HU

Inspection dates	8–9 December 2015
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The many systems the headteacher has put into place to improve the school have now borne fruit. Achievement has risen to the point where it is good and the morale of staff is high.
- The governing body offers a high degree of challenge and support to the school.
- The quality of teaching, learning and assessment is consistently good right across the school. Training for teachers is of high quality and staff are eager to improve themselves further.
- Pupils' behaviour, including their personal development and welfare, is outstanding. Behaviour both in and out of the classroom is impressive and pupils' deep care for each other is beyond that normally found in schools.
- The improvements made in the early years mean that children now make good progress in Reception and are well prepared for Year 1.

It is not yet an outstanding school because

- The most able are sometimes not as well challenged as pupils of other abilities.
- Pupils' comprehension skills in reading need additional improvement to ensure achievement rises further.
- The school development plan does not outline clear milestones which would enable the governing body to accurately check progress at any time in the year.
- School leaders do not analyse the achievement of different groups of pupils as sharply as they might.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching further, so that it becomes outstanding, by:
 - offering more challenge to the most-able pupils across all subjects
 - further embedding the work on developing pupils' comprehension skills so that achievement in reading rises, particularly in Key Stage 1.

- Improve the impact of leadership and management so that they become outstanding by:
 - ensuring there are clear milestones on the school development plan so that the governing body can judge effectiveness of leaders' actions at any stage in the year
 - sharpening the analysis of the achievement of all groups of pupils.

Inspection judgements

Effectiveness of leadership and management is good

- The systems the headteacher put into place when he was appointed in April 2014 have now had time to make a positive difference to the quality of teaching and to achievement, both of which have improved to the point where they are good. The headteacher has been able to galvanise the enthusiasm of staff, who are fully supportive of the improvements which have been brought about by the changes he has made.
- A good system to track pupils' progress quickly identifies any pockets of underachievement. This enables leaders to take prompt action and identify gaps in pupils' learning. Moreover, staff are held closely to account for the progress of their pupils. A comprehensive calendar of monitoring is in place to make sure the quality of teaching is as good as possible.
- The management of teachers' performance is rigorous, with pay directly related to the quality of their teaching and the progress pupils make.
- Middle leadership is strong. Subject leaders have good subject knowledge and make sure pupils' skills are carefully developed throughout their time at school.
- The quality of the school's self-evaluation and its development plans are of good quality. The school has identified the right areas for improvement and all staff understand what must be done to improve teaching and raise achievement further. However, in the development plans, there are no staged milestones, which makes it difficult for governors to hold the school to account for its success at any stage in the year. Moreover, self-evaluation and development planning are not precise in identifying intended outcomes of groups of pupils, such as boys and disadvantaged pupils.
- The pupil premium funding is used well to provide effective additional support for pupils in the classroom. This has resulted in gaps in achievement narrowing between them and others nationally.
- The curriculum is strong. In particular, there are rich opportunities for pupils to apply their mathematics and English skills in subjects such as science, history and geography. School trips enhance the curriculum significantly. Personal, social and health education is high on the agenda, and contributes very well to pupils' understanding of fundamental British values and their spiritual, moral, social and cultural development. The additional funding provided for sports and physical education is well used to purchase expertise from outside the school. This is helping teachers to improve their subject knowledge and ensuring there is high-quality teaching of physical education.
- The local authority has supported the school well on its journey to becoming good. In particular, an early years consultant has helped to improve outcomes for children in Reception and the nursery.
- **The governance of the school**
 - The governing body supports the work of the headteacher well. Governors are a frequent presence in the school and take the time to talk to pupils, visit lessons and talk to staff to ensure they have the best and most up-to-date information possible.
 - The governing body has ensured that the quality of performance management is strong. Governors have 'raised the bar' in relation to what is expected of teachers, who in turn have responded positively to the increased challenge.
 - The governing body has a good understanding of achievement information that the headteacher provides. This includes detailed knowledge of pupils' achievement and teaching currently in the school. This deep understanding enables governors to keep a close watching brief on those year groups that are, as a result of a legacy of weak teaching, at risk of underachieving.
- The arrangements for safeguarding are good. All current government requirements are met and appropriate checks are made on adults who work in the school. The site is safe and secure.

Quality of teaching, learning and assessment is good

- The quality of teaching across the school has improved considerably. This is evident because pupils who previously made poor progress are now catching up. High-quality training for teachers is high on the agenda and is combined with regular, detailed checks on the quality of teaching.
- Mathematics teaching is strong. There are good opportunities for pupils to apply their mathematics skills to solve problems. Pupils learn the basics systematically, such as their times tables. Where pupils struggle with mathematical concepts, teachers help pupils by using apparatus and practical resources, such as in a Year 1 lesson where pupils handled money and pretended they were buying Christmas presents on a budget.
- The teaching of writing is good. Pupils are given good opportunities to write interesting, extended pieces of writing, often inspired by school trips. Spelling, punctuation and grammar are now given high importance in lessons. While test results in 2015 showed that spelling was a weaker area, this is now improving as a result of this added emphasis.
- The teaching of reading has improved, particularly in Key Stage 2 where some teaching of reading is inspirational. In one lesson, pupils explored the concepts of simile and metaphor, later analysing how these techniques were used in Ted Hughes' poem *Winter*. Pupils' understanding of imagery in poetry was impressive as a result.
- The use of assessment information is strong. Everything possible is done to ensure that assessment is accurate, through teachers working together to compare their assessments and working with other schools in the area. This means that, on the whole, pupils receive work that is neither too difficult nor too easy. However, inspectors found that on occasions there is scope to challenge the most able.
- Teachers mark pupils' work well in accordance with the school's policy in showing how pupils can improve their work and how they should respond to the marking. This is key in helping many make rapid progress.
- Modern foreign languages are taught well. In one lesson, Year 1 pupils were learning colours in French, putting together simple sentences. Their accent was impressively authentic as a result of the teacher's good subject knowledge.
- Science is well taught across all year groups, with good opportunities for practical experiments. No opportunities are missed for pupils to practise their literacy and mathematics skills through science. Similarly, in other subjects such as geography and history, which are taught through set topics during the year, teachers ensure pupils' literacy skills are well developed.
- Teaching assistants give good support to pupils but also know how to make sure pupils are not supported so much that pupils become over-reliant on them.

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Teachers pay good attention to pupils' conduct and develop their respect for each other. Teachers model the behaviours they expect of pupils. In all classes, teachers have thought carefully about how pupils will develop their understanding of fundamental British values. For example, in Key Stage 1 pupils are helped to understand about making decisions together and accepting others' beliefs. Inspectors were impressed by how much teachers cared for their pupils. They praise pupils at every opportunity and, in turn, pupils respond with exemplary behaviour. This also means that pupils' spiritual, moral, social and cultural development is excellent.
- Pupils say that bullying is a rarity and that, where it does happen, staff are quick to respond to ensure it is nipped in the bud. All pupils questioned by inspectors and who responded to the questionnaire said they felt safe and secure from threats of bullying and intimidation.
- Pupils have a very good understanding of how to stay safe when using the internet as a result of support from teachers and visitors to the school who have spoken to pupils in assemblies.
- Pupils take a keen interest in health and safety. The 'safety squad' tours the school with the headteacher and local authority officers, pointing out potential risks. The work of the school council is excellent, resulting recently in a full project to design and install a multi-use games area (MUGA) to enhance sports in the school.

Behaviour

- The behaviour of pupils is outstanding. What marks it out as being beyond good is how considerate pupils are towards each other and how they remind each other of how to behave without having to be prompted by adults. This does not just happen by chance. Teachers have worked hard to create an ethos in the classroom where mutual respect, tolerance and cooperation are very much the order of the day.
- In lessons, pupils apply themselves diligently to their work because 'teachers go out of their way to make things interesting'.
- The school has strong procedures for monitoring behaviour. Patterns of behaviour are analysed in depth and the rare incidents that occur are dealt with promptly.

Outcomes for pupils

are good

- In 2015, standards in all subjects in Year 6 were broadly similar to those found in other primary schools. The progress pupils had made over time was good in mathematics and in writing. In reading it was weaker, mainly because while pupils could read words and sentences well, they lacked understanding of what they had read. In 2015, the most able in Year 6 made good progress in all subjects.
- Inspection evidence shows that pupils currently in the school are making good progress in reading as a result of the things the school has put in place to make sure pupils enjoy their reading and take more of an interest in reading for pleasure. However, this is currently having a better impact in Key Stage 2 than in Key Stage 1 where pupils do not yet have enough opportunities to develop their reading skills. Pupils' progress in writing and mathematics continues to improve.
- The proportion of pupils who reached at least the expected standard in the Year 1 phonics check declined in 2015 because these pupils did not have enough time to recover from some weak teaching when they were in the early years. Now that phonics teaching has improved significantly in the early years, far more pupils are on track to reach the required standard in the current Year 1.
- In 2015, disadvantaged pupils in Key Stage 2 made similar progress to other pupils nationally. However, in writing, fewer disadvantaged pupils exceeded expected progress than others in the school. Inspection evidence shows that this gap is closing as a result of a very sharp system of identifying pupils who begin to slip off target.
- Disabled pupils and those who have special educational needs now receive good support alongside their peers in the classroom. They are rarely withdrawn from lessons and are now making faster progress and reach higher standards across all subjects.

Early years provision

is good

- Leadership of the early years is good. The curriculum is structured so that children have ample opportunities to learn key skills in literacy and mathematics through play, both indoors and outdoors. Assessments are made very often, but do not clearly show the next steps for children. Increasingly, parents come into the school and read or play with children. Leaders have a good understanding of the strengths and weaknesses and have appropriate plans in place to raise achievement further.
- The quality of teaching in the early years is good. During the inspection, adults were heard asking questions to children which made them develop their vocabulary well. The outdoor area is used well: for example, children were on a treasure hunt, looking for pictures of Christmas puddings with numbers written on them. One group of children learned about how ice melts and forms water as they 'rescued' plastic animals frozen in ice. The teaching of phonics (how sounds relate to letters) has much improved due to training and support from senior leaders.
- Children's behaviour in the early years is good. They have good manners, help to tidy up after themselves and take turns when playing. They have good attitudes to learning and proudly showed the inspector their writing and games they had made up during the day.
- Outcomes for children are now good after several years when boys' achievement in literacy had been lagging behind that of girls. The focus on speaking has led to more exciting opportunities for writing across all areas of learning. Adults ensure there are practical activities to engage boys with speaking, such as using small voice recorders so children can talk in full sentences into them. This means that when they leave the Reception class, children are well prepared for the demands of Year 1.

School details

Unique reference number	121328
Local authority	North Yorkshire
Inspection number	10002065

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

Type of school	Primary
School category	Community
Age range of pupils	3-11
Gender of pupils	Mixed
Number of pupils on the school roll	226
Appropriate authority	The governing body
Chair	Dr Janet MacDonald
Headteacher	Simon Smith
Telephone number	01947 602202
Website	www.eastwhitbyschool.co.uk
Email address	admin@eastwhitby.n-yorks.sch.uk
Date of previous inspection	16–17 October 2013

Information about this school

- This is smaller than the average sized primary school.
- The proportion of pupils supported through the pupil premium (additional money provided by the government to support disadvantaged pupils and looked after children) is above average.
- The proportion of pupils who are disabled or who have special educational needs is similar to other schools around the country.
- Most pupils are of White British heritage and so the proportion of pupils who speak English as an additional language or who are from minority ethnic groups is below the national average.
- Their headteacher took up his post in April 2014.
- The school meets the government's floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- Inspectors observed learning in all classes and scrutinised pupils' work across a range of subjects. The headteacher accompanied inspectors in many of these activities.
- Inspectors talked with pupils both in meetings and around the school at lunchtimes and playtimes. They also held discussions with senior and middle leaders. The lead inspector met with a representative from the local authority and with several members of the governing body.
- Various documents were scrutinised by the inspection team, including the school's checks on the quality of teaching, development planning, school policies and child protection records. Prior to the inspection, the lead inspector looked at information on the school's website.
- Inspectors considered the 22 responses to the online parent questionnaire (Parent View). Additionally inspectors met various parents at the start of the school day.

Inspection team

Robert Jones, lead inspector

Ofsted Inspector

Anne Vernon

Ofsted Inspector

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