

Inspection of Whitby Heath Primary School

Wyedale, Whitby, Ellesmere Port, Cheshire CH65 6RJ

Inspection dates:	4 and 5 February 2025
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

What is it like to attend this school?

Pupils are extremely happy at this warm, inclusive school. They are celebrated as individuals who are free to express their unique personalities. The strong relationships that they have with adults help them to thrive and feel safe.

The school has very high expectations for what pupils can achieve. Pupils understand these expectations and they rise to them. They achieve highly.

Whitby Heath's school values, for example to 'show kindness and respect for yourself and all others' and to 'demonstrate honesty and responsibility', are beautifully lived out in the exemplary way that pupils behave. Pupils are respectful of each other's opinions and beliefs. From the early years to Year 6, pupils are polite, well-mannered and eager to engage in conversation.

Pupils are offered a vast range of carefully planned opportunities that successfully promote their wider personal development. These activities include a multitude of clubs that they can attend, such as dodgeball, arts and crafts, singing and the lunchtime 'treehouse' club. Pupils talk excitedly about trips to the theatre and the museum and of their residential visits. These experiences nurture pupils' talents and interests and broaden their horizons and aspirations.

What does the school do well and what does it need to do better?

Over the past two years, the school has established new leadership and new curriculums for many subjects. These curriculums are highly ambitious and engaging for all pupils. From the early years to Year 6, the school has mapped out the important information that pupils will learn progressively. This enables them to build a secure body of knowledge over time in many subjects.

The school provides staff with regular high-quality training. Staff deliver the current curriculum expertly, explaining things clearly and using well-chosen activities. They promptly identify and resolve misconceptions in pupils' learning. On the whole, staff use their checks effectively to identify any gaps in pupils' knowledge. The school typically uses this information well to enable pupils to remember their learning over time. However, in a few subjects, pupils do not recall their previous knowledge securely enough. Consequently, they do not have the secure foundations on which to build their new learning.

Reading takes a high priority across the school. Staff deliver the phonics programme skilfully from the start of the Reception Year. Pupils who find reading more difficult receive the support they need to catch up. Most pupils read fluently by the end of Year 2. Older pupils talk enthusiastically about their favourite books and authors. They enjoy the events that the school holds to celebrate reading.

From the moment children enter the Reception Year, their independence is cultivated. Staff model high-quality communication and language through exciting activities. As a

result, children can articulate and explain things exceptionally well when talking to each other or adults.

Pupils' behaviour in lessons and around school is exemplary. The school has successfully developed a culture whereby pupils are highly motivated to learn. This means that there is rarely any disruption to lessons. It also helps to maintain high attendance across the school. If any pupils are absent, the school's pastoral team takes prompt and effective action to overcome this.

The school quickly identifies the needs of pupils with special educational needs and/or disabilities (SEND). Parents and carers of pupils with SEND appreciate the nurturing support that the school provides to them and to their children. Thoughtful lesson adaptations ensure that pupils with SEND thrive in all aspects of their development.

The school has designed a commendable programme to develop pupils' characters. Pupils are proud to hold roles of responsibility such as school ambassadors and sports leaders. The school provides many opportunities for pupils to engage with their community. For instance, they raised money for the local hospice by doing a fun run, and the school choir performs regularly in the neighbourhood. Pupils know the signs of healthy and unhealthy relationships. They understand the fundamental British values. Pupils have a deep understanding of how people can differ, and they pride themselves on showing respect to everyone. They are exceptionally well prepared for life in modern Britain.

Governors know the school exceedingly well and are committed to providing the best outcomes for pupils. They are knowledgeable and very well-equipped to carry out their statutory duties and to hold leaders to account for the quality of education that pupils receive. Governors wholly support both leaders' and staff's well-being. Staff appreciate the tremendous consideration that leaders have of their workload and well-being. They report feeling motivated by enthusiastic leaders who make everyone feel important and valued.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, pupils do not recall their prior learning securely. This hinders pupils' progress through these subject curriculums. The school should refine its processes to check on what pupils know and can confidently remember over time in these subjects.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	111087
Local authority	Cheshire West and Chester
Inspection number	10348048
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	408
Appropriate authority	The governing body
Chair of governing body	Emma Scorer
Headteacher	Stuart Wright
Website	www.whitbyheath.cheshire.sch.uk
Dates of previous inspection	29 and 30 October 2013, under section 5 of the Education Act 2005

Information about this school

- A new headteacher took up post in April 2023.
- The school does not make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection that the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation.

- The lead inspector met with the headteacher, other senior leaders and staff. She also met with members of the local governing board, including the chair of governors.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, art and design, history and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also considered the curriculum in some other subjects.
- The lead inspector observed some pupils from Years 1 to 3 reading to a familiar adult.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors observed pupils' behaviour during lessons and breaktimes. They also spoke with pupils about their experiences of school.
- The inspectors considered the responses to Ofsted Parent View, including the free-text comments. The inspectors also considered the responses to Ofsted's surveys for staff and for pupils.

Inspection team

Ruth Moran, lead inspector

His Majesty's Inspector

Sarah Gower-Jones

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