

Cayton Community Primary School

Inspection report

Unique Reference Number	121358
Local authority	North Yorkshire
Inspection number	380221
Inspection dates	11–12 January 2012
Lead inspector	Roger Gill

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	187
Appropriate authority	The governing body
Chair	John Blackburn
Headteacher	Mr S John
Date of previous school inspection	12–13 May 2009
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Introduction

Inspection team

Roger Gill
Nancy Walker

Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors could not take into account any responses to the on-line questionnaire (Parent View) in planning the inspection because, as yet, none has been posted. Fifteen lessons, or part lessons, were observed, amounting to about five and a quarter hours in total, taught by seven teachers of which three were joint observations with the headteacher. Meetings were held with groups of pupils, members of the governing body and staff. Inspectors observed the school's work and looked at a range of evidence, including the school's documents for self-evaluation and safeguarding. They also studied standards in reading, the work pupils were doing in their books and the tracking system used to monitor pupils' progress. Inspectors considered the 120 questionnaires completed by parents and carers as well as those from pupils and staff.

Information about the school

Cayton is a smaller than the average sized primary school. The proportion of pupils known to be eligible for free school meals is lower than the national average. There are very few pupils from minority ethnic heritages, and no pupils speak English as an additional language. A below average proportion of pupils has disabilities and special educational needs including those pupils that possess a statement of special educational needs. The school recently received the School Sports Activemark and Inclusion Quality Mark. The school meets the current floor standard, whereby the government sets minimum expectations for attainment and progress. There is a privately run pre-school class on site, which is inspected separately by Ofsted. A report for this provision can be found on the Ofsted website.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall Effectiveness	3
Achievement of children	3
Quality of teaching	3
Behaviour and safety of children	2
Leadership and management	3

Key Findings

- This is a satisfactory school. Attainment is average by the end of Year 6, which represents satisfactory progress from pupils' starting points. Some important advances have been made in the last three years, which is why pupils, parents, carers and staff are rightly pleased about the quality of teaching and behaviour. Nevertheless, the standard of education is not better than satisfactory because pupils' progress is not quick enough and attainment in English and mathematics is only average.
- Children make satisfactory progress in the Early Years Foundation Stage and by the end of Year 2 reach average levels. Methods to raise standards in reading at the end of Year 2 to above average are underdeveloped.
- Pupils enjoy learning because teaching, although still satisfactory, is improving. There are no longer pockets of inadequate teaching and so progress in lessons is more even across the school. The practical style curriculum and additional opportunities in terms of residential trips, sports coaching, the arts and links with schools abroad allow pupils to develop spiritual, moral, social and cultural qualities satisfactorily as rounded individuals who act safely and behave well.
- The school attempts to eliminate gaps in learning for various groups of pupils. Pupils with disabilities and special educational needs succeed satisfactorily but others such as higher attainers and boys, in their writing and mathematics, progress unevenly from year to year.
- Efforts are more effective currently because a rigorous system to assess pupils' learning and achievement has been introduced, teaching has been revitalised and senior leadership involves subject leaders well in monitoring standards and providing advice to teachers. Even so, owing to the relative newness of some initiatives, information from assessment is not used with sufficient precision to consistently set demanding targets designed to raise attainment even further and accelerate progress for all groups.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise standards and increase the rate of progress to good by the end of Year 6 in English and mathematics by:
 - making boys fully aware of their next steps in writing and mathematics
 - providing more demanding work in all classes for higher attainers
 - ensuring that basic skills in reading, writing and mathematics are practised and developed across the curriculum equally well in all classes.
- Raise standards in reading to above the national average by the end of Year 2 by:
 - fully implementing a systematic approach to the teaching of letters and their sounds
 - improving the range of books available to pupils.
- Ensure that leadership, at all levels, uses the information from assessments of pupils' learning with greater precision to increase the impact of teaching by:
 - providing targets for teaching designed to quicken progress to good for all groups of pupils and raise attainment to above average
 - make sure that training for governors is implemented fully so that they can judge accurately whether effective use of assessment data is made by teaching.

Main Report

Achievement of children

Pupils' satisfactory learning and the broadly average standards attained are evident in the records of the progress they make over time and in the lessons seen during the inspection. Sometimes they make good progress when learning is well tuned for pupils' different abilities. In Year 6, for example, a mathematics lesson devoted to mixed and improper fractions contained a spread of different challenges, so demands on higher attainers and pupils' with special educational needs were equally apt. Moreover, teaching by the teacher and the assistant was equally effective. This kind of well-balanced learning is not yet the norm across the school. Higher attainers do not always receive demanding enough work and boys sometimes lack precise guidance in how to take small steps towards success, particularly in their writing.

Standards are rising and the pace of progress is improving but advances are not yet quick enough partly because initiatives are relatively new. Gaps in boys writing and mathematics are closing but there is still more to do. Pupils with special educational needs and/or disabilities progress satisfactorily largely because their needs are identified clearly and adult support is effective.

While attainment in reading by the end of Key Stages 1 and 2 is about average, it is not as high as it could be. Enjoyment of books, stories and the sounds letters make is promoted with enthusiasm in the Early Years Foundation Stage much to the appreciation of parents and carers, some of whom are very complimentary about the kind of learning that takes place there. However, between Reception and the end of Year 2 there is not enough attention, in-depth, to a systematic teaching of letters and the sounds they make and books for children to use for practice are not always at an appropriate level, which has a limiting effect on the pace of progress made.

Parents, carers and pupils are justified in saying that pupils are making better progress than previously but more work needs to be done before progress is consistently good. Several parents/carers report that teaching is better now that it has been revitalised. For example, the oldest pupils eyes lit up when talking, proudly, about erupting volcanoes that they had made, which overflowed because, 'fizzy pop and mint sweets' caused a magma rush.

Quality of teaching

The satisfactory and improving teaching across the school is benefiting pupils. However, there is insufficient good teaching to overcome previous inadequacies in teaching so that some gaps in learning are taking time to close. While the majority of parents, carers and pupils acknowledge the recent improvements in lessons, some pupils find that occasionally tasks are too easy or too hard, targets are not ambitious enough and advice about improvements are imprecise. The inspection findings agree with this mixture of positive and negative views.

Lessons that have a satisfactory outcome overall sometimes lack sufficient drive for higher attainers. For example, this was evident in a Year 1 letters and sounds session and in Year 2 mathematical activities. Similarly, some older pupils in Key Stage 1 were asked to sow five seeds in each of six pots and work out how many seeds had been planted altogether. They all succeeded in the task but not enough discussion was planned to develop a deeper understanding of multiplication among the groups. Across Key Stage 2, mental arithmetic sometimes does not engage boys well enough and pupils who are meant to be writing at a higher level than their peers are not exactly clear about the criteria involved. Sometimes teachers spend too long on introductions at the expense of hands-on learning.

Nevertheless, good teaching is on the increase as exemplified, for example, by the stained glass windows made in Year 2. Pupils worked closely with a skilled craftsman, collaborating well with one another and produced fine examples all of which enhanced their spiritual, social and cultural development. The curriculum is satisfactorily planned in terms of basic skills in reading, writing and mathematics. Moreover, it has a good impact on pupils' personal qualities through adventurous activities undertaken on residential trips, the emphasis on discussing abstract ideas, such as love, and pupils' links with schools abroad in Sweden, New Zealand and Nepal. The curriculum is not yet good because the skills learnt in reading, writing and mathematics are not practised sufficiently well across all the classes. Some pupils produce good examples of writing, for example, in history or science while others are only expected to provide short answers on worksheets.

Behaviour and safety of children

Pupils, parents and carers are rightly convinced that behaviour is generally good in and around the school. Pupils are vocal about the way behaviour has improved in the last three years. Moreover, attendance has improved from in line with the national average to above average. Some pupils who found it hard to concentrate hard in lessons and who in the past misbehaved talk now of greater engagement in lessons owing to the guidance provided and the more practical, enjoyable activities. Now, lessons flow smoothly because pupils usually behave well, cooperate in groups and listen attentively to their teachers. Bullying in any form is rare, as affirmed by pupils and their parents/carers and by scrutinising behavioural records over time. When bullying does happen, it is usually the result of minor disagreements in the playground, which are dealt with swiftly by staff to the pupils' satisfaction.

The only time that pupils' social development is limited overall is when football, played with tennis balls, is allowed to dominate the space outside for older pupils. Behaviour in coping with this restriction is invariably good but it does prevent other games taking place and limits the influence of play leaders and midday supervisors. Most pupils report that they would like to see a change in the current usage of balls on the playground and senior leadership has this in hand.

Pupils act safely and so feel safe at all times. They are willing to take on responsibilities such as running the tuck shop or being a member of the school council. Moreover, the choir has enjoyed singing on civic occasions in Scarborough. Opportunities for older pupils to be ambassadors in and out of school are satisfactory at the moment but, as they told inspectors, do not involve as many pupils as they would like. For example, jobs as peer mediators used to exist but have not been made available yet this year.

Leadership and management

Leadership has tackled successfully the weaknesses that were preventing the school from advancing quickly enough after the previous inspection by providing, among other things, some effective opportunities for professional development. Inadequate teaching, some poor behaviour and attendance issues have all been dealt with rigorously and effectively. The school is led and managed with ambition and drive in ways that make sure that everyone knows what is working well and what needs to be improved. This is why the staff are wholeheartedly positive about how the school is being led. All this demonstrates that leadership at all levels has a satisfactory capacity for further improvement.

Plans for improvement are clear about actions needed to make the school a good one, but they lack ambition and precision in the detail about targets, intended progress for all groups of pupils and attainment by the end of Key Stage 1 and 2. This is because the new system of assessment and tracking pupils' learning is not yet used with full effect to set the agenda to make sure that standards are above average and progress is good in all cases.

Governors are closely involved in leadership and management and ensure that arrangements for safeguarding meet the government's requirements. Governors have received some useful training in how the school can raise standards even further but rightly admit that more is needed to help them challenge the school over the pace of learning for all pupils. Promotion of equality of opportunity is only satisfactory because the school has not yet been able to close the gap with national averages for all groups. It is particularly effective, however, in tackling discrimination which is not tolerated in any form. This contributes significantly to making this a harmonious community.

The school provides a satisfactory curriculum, which is broad and balanced. It contains some interesting topics but opportunities for pupils to develop basic skills in meaningful ways within these topics vary too much from class to class. Provision for pupils' spiritual, moral, social and cultural development produces some positive results for pupils; outcomes are satisfactory because and are partly counterbalanced by the limitations imposed by the arrangements for play in the Key Stage 2 playground. There are plenty of artistic and cultural experiences for pupils to enjoy. These are enhanced by the school's emphasis on reflection about personal qualities, which as older pupils claim, 'help to improve you as a person'. They are beginning to gain an understanding of global issues but the school knows this aspect of cultural development should be extended and deepened, which is why links with children in Nepal have begun.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its children's needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its children well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its children.
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 children. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the child's work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well children acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which children are learning in lessons and over longer periods of time. It is often measured by comparing the children's attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



13 January 2012

Dear Pupils

**Inspection of Cayton Community Primary School, Scarborough – Y011
3NN**

My colleague and I thoroughly enjoyed our two days inspecting your school. Thank you for making us most welcome. Your enthusiasm, good behaviour and support for the school impressed us a lot. We agree with you that behaviour is good and that you feel safe because adults look after you and bullying is rare.

You go to a satisfactory school that has improved since it was previously inspected in 2009. You make satisfactory progress in lessons but there are also some good features to your learning. You told us and we saw for ourselves some hands-on style learning of which you are proud. Also, the assemblies and lessons devoted to improving your personal qualities are successful in making you kind and thoughtful individuals. Teaching is satisfactory and we agree with you that it has improved over the last three years. Teachers know where you are up to and, because of this, they set relevant tasks for most of you. Standards in English and mathematics are about average by the end of Year 6, which mean that older pupils have done reasonably well. However, there have been some ups and downs along the way. We judge that you could reach higher standards if you made quicker and more consistent progress.

We have asked your headteacher and governors to help you reach above average standards, in English and mathematics, by making quicker progress by the end of Year 6. Furthermore, the teaching of letters and the sounds they make, from Reception onwards, should be improved so that, by the end of Year 2, higher levels are achieved. To do all this, your headteacher, senior staff and governors should use the information about your learning more precisely to set more ambitious targets for you all. You can help by trying hard at all times and continuing to enjoy learning.

Yours sincerely

Roger Gill
Lead inspector

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