

The Caythorpe Primary School

High Street, Caythorpe, Grantham, NG32 3DR

Inspection dates 10–11 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- Pupils learn well because teaching is consistently good.
- The vast majority of pupils make good progress from their starting points.
- Standards have risen throughout the school. Attainment by Year 6 is now generally above average.
- All the adults pay good attention to pupils' individual needs, including for pupils who are supported by extra funding, disabled pupils and those who have special educational needs, and those who join the school later than the usual time.
- Behaviour around the school and in classrooms is good. Pupils are enthusiastic about their learning and work well together.
- There is a caring, friendly, family atmosphere in the school and pupils feel valued and safe.
- Leadership and management are good. Rigorous action and training have resulted in improved teaching and have led to the good gains in pupils' achievement.
- Staff with specific responsibilities now take on a much more effective role in the management of the school.
- The governing body provides improved, strong support and challenge to school leaders.

It is not yet an outstanding school because

- Teaching is not yet leading to outstanding outcomes for pupils.
- Teachers do not always explain clearly to pupils what it is they are expected to learn from the activities they undertake.
- There are insufficient opportunities for pupils to develop fluent mental calculation skills.
- Pupils are not given enough opportunities to solve mathematical problems and practise writing skills in other subjects.

Information about this inspection

- The inspector spent six hours observing 16 sessions led by 11 teachers or teaching assistants.
- Meetings were held with members of the governing body, the school's leaders, staff, and pupils.
- A telephone discussion was held with a representative of the local authority.
- Many opportunities were taken to talk to the pupils and listen to them reading.
- Observations were made of the school's work, pupils' current work, photographic evidence and documentation relating to the pupils' progress, attainment, provision, leadership and safeguarding.
- The inspector took into account the 24 responses to the online questionnaire (Parent View). She also noted the responses to the 12 completed staff surveys.

Inspection team

Ruth McFarlane, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average, rural village school.
- Almost all of the pupils are of White British heritage. Far fewer than average are from minority ethnic groups and none speak English as an additional language.
- The proportion of pupils known to be eligible for additional funding (the pupil premium) is below average.
- An above-average proportion of pupils are supported through school action, but a below-average proportion are supported at school action plus or have statements of special educational needs.
- A higher proportion of pupils than typical join the school at other than the expected times.
- The school has achieved a number of awards for its provision, including the Basic Skills Award and the 'Rooted in Reading' Award.
- The school is in informal partnership with two groups of schools to broaden provision and to provide joint training for staff.
- At the time of the inspection, the substantive deputy headteacher was leading the school, having been appointed as acting headteacher during the temporary absence of the headteacher.
- A breakfast club and after-school care are provided by the school.
- The school meets the government's floor standards, which set minimum standards for pupils' progress and attainment.

What does the school need to do to improve further?

- Raise pupils' achievement to outstanding by:
 - ensuring that teachers always make clear to pupils what it is they are expected to learn from the activities they undertake
 - providing more opportunities, in the full range of subjects, for pupils to practise and build up their literacy and numeracy skills
 - enabling pupils in all classes to develop improved fluency and proficiency in mental calculation.

Inspection judgements

The achievement of pupils is good

- When children join the school, their skills are usually as expected for their age. However, this varies from year to year. In some year groups, ability levels are below what is expected.
- Pupils achieve well from these varied starting points. Standards have risen and are now generally above average.
- Pupils' progress in classes has varied widely in the past. Leaders and managers acted quickly to tackle this after the previous inspection. Pupils now make good progress throughout the school as a result of some very effective teaching.
- Children settle quickly in the Reception class because adults' expertise in dealing with young children is well developed. Good teaching helps the children to become good learners and develops curiosity and imagination in their learning.
- Good learning was seen in a free-choice activity where children stuck magnetic letters, from an activity to link sounds with letters, to the metal legs of the tables in the classroom. As one child remarked, 'The table leg is metal: that's why the magnet sticks.' Such experiences equip children well to continue with their learning in Year 1.
- Pupils develop good basic skills of linking letters and the sounds they make and, as a result, are well placed to develop confidence in reading and writing. Good progress has led to average standards in reading in Year 2. By the time pupils reach Year 6, reading standards are above average. Pupils read a range of fiction and non-fiction with fluency and interest.
- Pupils enjoy 'playing with' numbers and problem solving, but their mental agility in mathematical calculation is not well developed. In particular, younger pupils do not have the same opportunities to develop fluent mental calculation as pupils in Years 5 and 6.
- Pupils much enjoy the exciting 'themed learning', where subjects such as geography, history and science are linked together to help them develop good skills for life. However, pupils throughout the school do not have enough opportunities to practise their writing or numeracy skills through these themes and this has held them back from the highest levels of progress.
- Pupils who enter the school later than the usual starting points and those who are known to be eligible for extra funding also do well. Discrimination is not tolerated and all pupils are given equal opportunity to flourish. A range of interventions and extra facilities enables good individual attention to their needs. Good relations are fostered through a broad range of one-to-one and small-group sessions.
- Disabled pupils and those who have special educational needs, whether supported at school action, school action plus or with statements of special education needs, also make good progress. This is as a result of careful monitoring and the effective support provided, including well-trained and skilful support from other adults in the classroom.

The quality of teaching is good

- Teaching over time is consistently good. As a result, pupils learn well. As a consequence of

decisive action on the part of the headteacher and the governing body, there is no longer any ineffective teaching in the school.

- Teachers have high expectations of pupils. Pupils respond well to the challenges they are set. Lesson plans are generally excellent and clearly identify what the pupils are expected to learn from the activity chosen. However, this information is not always shared effectively with pupils. In lessons where this lack of explanation occurs, progress slows.
- Teachers use the information they have about pupils' prior learning very well to adapt their lesson plans. This includes individual plans for disabled pupils and those who have special educational needs, whose rates of progress are at least as good as their classmates because all adults are aware of, and respond well to, the needs of this group.
- Good support from well-trained additional adults in the classroom enables all pupils, including those who are known to be supported by pupil premium, disabled pupils and those who have special educational needs, to make equivalent progress to their classmates. Recent records show particularly strong progress for these groups.
- Pupils particularly enjoy lessons where there are opportunities for independent learning and activities are fun. In one of the recently planned special 'mental maths' sessions provided for the Years 5 and 6 class, pupils were completely absorbed in finding different ways of using all the digits 0 to 9 to find, say, five multiples of seven.
- There are good resources available to help pupils learn. Information and communication technology resources are used particularly well, including interactive whiteboards.
- Teachers show good and sometimes excellent subject knowledge and pose questions that probe understanding and enable further learning. Teachers were frequently heard asking pupils, 'What would happen if...?' and 'How could you find that out..?' This encourages pupils to think things out for themselves.
- Marking is consistently good in all classes. The system of using green writing to explain how pupils might improve works well and it is clear that pupils have responded to the advice. Teachers use the good information they have about pupils' progress to plan tasks that fit individual needs. This and the brisk pace maintained in lessons, with frequent change of activity, have underpinned the improved progress evident in pupils across the school.

The behaviour and safety of pupils is good

- Pupils behave well in their classrooms and around the school. They are polite and courteous and get on well with each other and all the adults who work in the school. The atmosphere in the school is both respectful and harmonious and no pupils have been excluded.
- Parents and carers, pupils and staff all agree that behaviour is good and that if there are any incidents of inappropriate behaviour they are dealt with effectively. The clear behaviour management policy is understood by pupils and consistently applied by staff. The behaviour of the very few pupils who find it difficult to behave well is managed very effectively to minimise disruption.
- There are very few instances of bullying and pupils are fully confident that the staff take any such occurrences seriously and, as a result, feel safe and secure and well cared for. They understand the different kinds of bullying, including cyber-bullying, and know how to deal with

them.

- Pupils take responsibility sensibly and develop mature attitudes to their learning and in helping the school run smoothly.
- The school's work to improve attendance is having a positive effect. A very few pupils are still working to improve their attendance to average but most pupils attend very regularly and their attendance is above average.

The leadership and management are good

- Effective leadership has led to a significant improvement in teaching and consequently a sustained improvement in pupils' achievement. Planning documents clearly demonstrate an acute awareness of the school's strengths and weaknesses and a drive to improve further.
- Strong support provided by the local authority has galvanised improvements and identified priorities are now ably managed within the school. The local authority's support for the acting headteacher has ensured that the improvement in pupils' progress has not faltered despite the temporary absence of the headteacher.
- Rigorous structures are in place to set targets for teachers, which ensure that the quality of teaching is closely checked. Good support is provided where specific training needs are identified. There are clear records to show that staff training has been particularly effective in improving teaching and learning.
- The curriculum creates enthusiasm for learning through themed cross-curricular work, but this has not yet been checked to ensure that all opportunities to develop pupils' writing and numeracy skills are fully exploited. The daily programme of learning is enhanced by a range of clubs and visits which enhance pupils' experiences. Breakfast club and after-school care provide well-supervised, supportive and nurturing care.
- Reading has improved because leaders and managers have introduced a good phonics scheme. Structured guided reading sessions have encouraged pupils to read widely and deeply. The school has recognised the need for the more intensive development of pupils' mental mathematics skills, but the programme in place is not extensive or comprehensive enough to ensure further improvement of mathematics standards.
- The effective systems for reviewing the progress of all pupils, including disabled pupils and those who have special educational needs, involves staff responsible for English and mathematics regularly checking on the progress that pupils are making so that teachers can adjust their teaching accordingly. This is a key improvement since the previous inspection and ensures that the school actively promotes equal opportunities.
- Good relations throughout the school are fostered carefully and discrimination is not tolerated.
- **The governance of the school:**
 - now provides good support and challenge, much improved since the previous inspection
 - has developed a good first-hand approach to checking on the work of the school, such as safeguarding arrangements, minimising risk and attention to health and safety, as well as checking pupils' experience in the classrooms.
 - is reaping the benefits of working with expert advice and support from the local authority, and

this has helped improve all aspects of the school.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	120373
Local authority	Lincolnshire
Inspection number	405922

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

Type of school	Primary
School category	Community School
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	139
Appropriate authority	The governing body
Chair	Pete Eldred
Headteacher	Rachael Glendinning (Acting Headteacher - Rob Cook)
Date of previous school inspection	11 July 2010
Telephone number	01400 272600
Fax number	01400 273034
Email address	enquiries@caythorpe.lincs.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

