

# Cayton Community Primary School

Mill Lane, Cayton, Scarborough, YO11 3NN

**Inspection dates** 16–17 October 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This school requires improvement. It is not good because

- The quality of the teaching is inconsistent across the school, and not enough teaching is good or better. As a result, from their individual starting points, not enough pupils make more than expected progress.
- Achievement in mathematics is not showing sufficient improvement since the previous inspection. Attainment is below national expectations.
- The use of assessment information is not consistently applied to ensure that activities match the needs and abilities of all pupils, including the most able.
- In some lessons, teachers take too long to introduce tasks, and the work provided is not sufficiently stimulating. As a result the impact on progress is reduced.
- Teachers do not always provide pupils with informative comments and guidance on how pupils can improve their work.
- Although there is clear evidence of improvement, the initiatives introduced by leaders have not yet addressed all the identified areas for development.
- The governing body does not undertake its monitoring role with sufficient vigour, and does not challenge the school over its performance sufficiently.

### The school has the following strengths

- Children have a good start in the Early Years Foundation Stage.
- School leaders are tackling some weaknesses effectively, with the result that pupils' overall attainment has risen in Key Stage 1, standards in English have risen and the quality of teaching and pupils' behaviour have improved.
- Pupils behave well, are keen to learn, enjoy school and feel valued and safe.
- The good relationships between staff and pupils are a strong feature of the school.
- Parents are very positive, and supportive of the school.
- Disabled pupils and those with special educational needs make good progress as a result of the targeted support they receive.

## Information about this inspection

- Inspectors observed teaching and learning in all year groups, totalling 11 lessons, taught by seven teachers, and the visiting sports coach, of which two were joint observations with the headteacher.
- Inspectors held discussions with groups of pupils, staff, the Chair and Vice-Chair of the Governing Body, and a representative from the local authority.
- Inspectors observed behaviour at break times, and listened to groups of pupils from Years 2 and 6, reading. They looked at work in pupils' books, and in displays around the school.
- The inspection team also looked at a wide range of documentation, including the school's view of its own performance, records of the school's checks on teaching, information on pupils' current progress, minutes of governing body meetings, and records relating to behaviour, attendance and safeguarding.
- Inspectors took account of 13 responses to the online questionnaire (Parent View), and also took note of the school's most recent survey of parents' views. Additionally the responses of 17 staff, who returned inspection questionnaires, were considered.

## Inspection team

Peter Bailey, Lead inspector

Additional Inspector

Sonya Williamson

Additional Inspector

## Full report

### Information about this school

- Cayton is a smaller than average- sized primary school.
- Almost all pupils are of White British heritage. The proportion of pupils from other ethnic heritages is extremely small.
- The proportion of pupils with special educational needs supported through school action, school action plus, or with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for pupil premium funding, which is additional funding for pupils known to be eligible for free school meals, children from service families, and those who are looked after by the local authority is below average.
- The proportion of pupils who move into or out of the school other than at the usual times is below average.
- The school meets the government's current floor targets, which set the minimum expectations for pupils' attainment and progress.
- There is a privately run day nursery on site, which is not managed by the governing body and is inspected separately.

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

- Improve the quality of teaching to at least good, especially in Key Stage 2, in order to accelerate pupils' progress and raise attainment further, particularly in mathematics, by the end of Year 6 by:
  - making better use of assessment information, in order to plan lessons and inform teaching, so that the work is more appropriately matched to pupils' different capabilities, and further enhances their learning
  - ensuring that the needs of the most-able pupils are fully met
  - involving pupils more in independent and investigative learning
  - increasing teachers' knowledge and expertise in teaching mathematics, particularly problem solving.
- Ensure the consistent use of high quality marking of pupils' work, by:
  - teachers always providing comments that are informative and making sure that pupils fully understand what they must do next to improve their work
  - making sure that pupils acknowledge that they have read and understood comments, and then respond to guidance.
- Improve leadership and management, including governance, by:
  - ensuring that leaders more rigorously check on and review the progress pupils make in lessons
  - governors providing a more robust challenge to leaders about the school's performance and to check vigilantly that statutory duties are implemented.

An external review of governance should be undertaken in order to assess how assess this aspect of governance may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils' achievement requires improvement because in Key Stage 2 they do not make rapid enough progress as the quality of teaching is not consistently good. From their different starting points, not enough pupils make better than expected progress through Key Stage 2.
- When children enter the Reception class their skills vary greatly from year to year. As a result of effective teaching, almost all children make good progress by the end of the Reception Year. By the time they join Year 1, the majority of pupils have reached a good level of development in their learning.
- Pupils make good progress in Key Stage 1. Attainment at the end of Year 2 has improved consistently over the last three years, and in 2013 was above the 2012 national average.
- In Key Stage 2, while pupils' attainment has improved in reading and writing, attainment in mathematics improved little over the last three years, and remains below average. This is particularly because of pupils' lack of skills in problem solving. Although progress through Key Stage 2 has been broadly in line with the national expectation, the proportion of pupils who have made more than expected progress is below average.
- Pupils supported by the pupil premium funding benefit from the additional support, and a range of other activities beyond the classroom. Their progress and attainment, including that of pupils known to be eligible for free school meals, is similar to other pupils in the school, and in some classes, it is better.
- Disabled pupils and those with special educational needs make good progress from their starting points. This is because support is well targeted and matched to their individual needs. Their progress is carefully checked and provision well managed by the special educational needs coordinator.
- The teaching of reading is now more effective, because it is well organised and staff are more skilled in the teaching of phonics (the sounds that letters make). Pupils' performance in the Year 1 phonics screening check is above average. The additional support of teaching assistants is having a positive impact on pupils' progress. Pupils read regularly throughout the school, they use expression well, and have a good understanding of what they read. They express an enjoyment in reading for pleasure and information. Year 6 pupils talked enthusiastically about reading and the books and reading materials they prefer.

### The quality of teaching

### requires improvement

- The quality of teaching requires improvement, particularly in mathematics in Key Stage 2, because it is not having sufficient impact on increasing pupils' progress and raising their attainment. In some lessons, activities are not closely enough matched to pupils' needs, especially for the most able. In weaker lessons, pace is often lacking and some pupils, as a result, lose interest.
- Often, teachers require pupils to spend too long listening to the lesson introduction. There are few opportunities to involve pupils actively in their learning, nor to enhance pupils' cooperation and interaction in group-based activities.
- In lessons that require improvement, particularly in Key Stage 2, pupils have too little time to complete tasks and cooperate in learning together. This hinders their progress and development as independent learners. In mathematics, the teaching of problem solving is not strong enough. There are also limited opportunities for pupils to check on their own and others' work in order to enhance their understanding of how their performance can improve.
- While teachers make more accurate assessments, this information about pupils' progress is not used consistently well enough by the teachers, and teaching assistants, to plan work for pupils,

particularly the most able, that builds on what they already know in order to support their progress.

- Where teaching is stronger, tasks are well matched to pupils' abilities, and questions are well used to challenge and develop their thinking. In these lessons, teachers make it very clear to pupils what they are expected to learn and require pupils to focus on whether they have achieved these outcomes when they review what they have learnt. This was seen in a Year 4 literacy lesson, for example, where pupils wrote stories about being in a cave. They used a wide range of descriptive words to create stories that were full of expression. All pupils were involved and interested in learning, reflected maturely on their efforts and, as a result, made good progress.
- Teachers mark pupils' work regularly. The best marking consistently gives pupils advice on how to improve. However, the quality of marking across classes, especially in Key Stage 2, is too variable. Sometimes it is not made clear to pupils how they can improve their work, nor are they given opportunities to reflect on teachers' comments and to respond to them.
- In the Reception class, teaching is at least good. In the lessons observed, and in children's work, teachers and teaching assistants use a wide range of strategies that enable children to explore and learn through problem solving and investigation. Accurate planning and assessment of children's needs effectively contribute to children's good progress.

### **The behaviour and safety of pupils** are good

- Pupils behave well in school, they are polite and courteous with adults, and treat each other with respect.
- The school's ethos has a strong sense of fairness which permeates through all aspects of the school's work. Relationships between pupils are good. They enjoy breaks and lunchtimes, and play well together.
- The school prides itself on being an integral part of the local community, and is greatly involved in supporting events in the local area, such as Cayton in Bloom, and fundraising for various charities.
- There is a strong culture of older pupils taking responsibility, and helping younger ones. Year 6 pupils enjoy acting as table servers at lunch times. The school council is effective in giving pupils a say in school matters, and they make a strong contribution to the positive ethos of the school. Year 6 pupils were confident about their own achievements, and about moving to the next stage of their education.
- Pupils feel safe in school. They are aware of the ways that bullying can occur, and say bullying is not an issue in school, and name-calling is rare. They express confidence in the staff to address any incidents that may occur. They have a trusting relationship with adults who work in the school, and feel they are cared for very well.
- Parents overwhelmingly agree with their children's view about the care and behaviour in school. Attendance is improving, because the school ensures that pupils' attendance is carefully monitored, and is at least in line with the national average. Effective strategies have been implemented to reduce the level of persistent absence. There have been no permanent exclusions, and only one fixed-term exclusion, over the past three years, because pupils' behaviour has improved markedly.

### **The leadership and management** requires improvement

- Although leadership and management has secured improvements in the quality of teaching, and in pupils' attainment, they are still judged to require improvement because the actions taken to address identified weaknesses have not yet resulted in sufficiently raising pupils' achievement, and improving the overall quality of teaching to at least good.
- The headteacher and other leaders have a clear plan for the future of the school, and are

working with some success to improve the school. There is a shared commitment to school improvement, and the headteacher has set ambitious targets to ensure that all groups of pupils make better than average progress.

- Systems to track and check on pupils' progress over time have been improved, and teachers are more accountable for pupils' progress. However, the school's view of pupils' progress and attainment is not fully accurate.
- The improved tracking system has been successful in identifying any gaps in achievement between those pupils who are, and those who are not, eligible for pupil premium funding. The effectively planned support is ensuring the promotion of equality of opportunity within the school.
- The regular checks made on the quality of teaching have, overall, contributed well to improvements in teaching. However, leaders realise that more rigour is required to ensure that the necessary improvements are made to teaching quality, especially in Key Stage 2 and in mathematics, and in checking on how much progress pupils make during individual lessons.
- Overall, performance management is helping to improve the quality of teaching and thus pupils' achievement. Teachers' pay is linked closely to the impact they have on pupils' achievement.
- The extra primary school sport funding for physical education has been effectively allocated to enhance the current provision by providing weekly sessions of sports coaching to all classes, as well as swimming lessons. These activities make a strong contribution to the pupils' physical well-being and staff are working alongside the coaches to develop their skills, and ensuring the sustainable impact of this funding.
- The school provides well for pupils' spiritual, moral, social and cultural development through its broad and balanced curriculum. This is enriched with a range extra-curricular clubs, and visits, including residential experiences to broaden pupils' horizons.
- The local authority has worked with the school in supporting its improvement since 2011. It considers that the school has made good progress in that the leadership and management are more focused, and the tracking of data is more robust. The local authority views Cayton to be an improving school, and has confidence in the leadership to move the school forward. Inspectors concur with these views and given the improvements already evident in the Early Years Foundation Stage, in Key Stage 1, in teaching overall and in pupils' attainment in English, judge that the school has the capacity to improve.

■ **The governance of the school:**

- The governing body are very committed to supporting the school and pupils, and value its presence in the local community. Governors make sure that their statutory responsibilities are met as regards safeguarding, which meets requirements. They have a good understanding of the management of teachers' performance, and the implication for teachers' salary progression. Governors monitor spending carefully, and the school's finances are well managed, but they are not fully aware of the impact of pupil premium funding on raising the achievement of pupils for whom it is intended. They have received helpful guidance in understanding the school's performance from the local authority, and the school's leaders. However, despite this, their knowledge of the progress that specific groups of pupils make, and how this is linked to the quality of teaching they receive, is not secure. As a result, the governing body does not provide rigorous enough challenge to leaders to improve the school more rapidly.

## 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

<b>Unique reference number</b>	121358
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	425831

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	188
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Blackburn
<b>Headteacher</b>	Stafford John
<b>Date of previous school inspection</b>	11 January 2012
<b>Telephone number</b>	01723 582910
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