

# Cayton Primary School

Mill Lane, Cayton, Scarborough, North Yorkshire, YO11 3NN

**Inspection dates** 22–23 September 2015

**Overall effectiveness** **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
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

- A strengthened senior leadership team has successfully improved teaching. Outcomes, thereby, have risen in Key Stages 1 and 2 as well as in the Early Years.
- Governance is effective. Governors' deeper understanding of their duties and responsibilities has increased their effectiveness and their impact on school improvement. They relentlessly challenge leaders to procure the best possible outcomes for all groups of pupils.
- Teaching is good. Teachers use a creative curriculum to plan exciting topics that interest and engage pupils. As a result, pupils enjoy lessons and are thoroughly involved in their learning.
- Assessment procedures are robust. Ambitious targets are set for all pupils and the progress of each individual is carefully monitored.
- The number of pupils making more than expected progress across all subjects has risen accordingly.
- Pupils are proud to attend Cayton Primary School. They are well-mannered and behave very respectfully towards each other and adults. A friendly and caring, family-feel ethos is prevalent.
- The early years provision offers a vibrant, welcoming environment where children quickly settle to well-practised routines. This affords the youngest children a positive start to their education and enables them to progress well.
- Disabled pupils and those with special educational needs are well supported by experienced staff. Strong links with parents and specialists mean that progress is good and needs are met.

### It is not yet an outstanding school because

- The delegation of leadership from the effective senior leadership team is not firmly established in every subject area.
- The impact of teaching assistants is not uniformly effective across all classes.
- There is potential to raise the achievements of the most able.

## Full report

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

- Ensure that responsibility for the day-to-day leadership and management of subjects is delegated to a wider group of staff in order to:
  - support career progression and succession planning in a more systematic way by building on the strengths and capabilities of the wider staff team
  - allow all subject leaders to be more routinely involved in decision making.
- Monitor the impact and deployment of teaching assistants more closely to ensure that the best practice is identified and shared across the school by:
  - introducing more robust performance management systems for support staff to enable accurate assessment of practice and to identify strengths and areas for development.
- Raise further the achievement of the most-able children from Reception through to the end of Key Stage 2 by:
  - ensuring that all, rather than most, teachers are attuned to the need to provide suitably demanding work for this group of pupils.

## Inspection judgements

### Effectiveness of leadership and management is good

- Working in partnership, the headteacher and his deputy have worked diligently to address the areas for improvement identified at the last inspection. Together they have monitored teaching more closely, put stringent performance management systems in place, delivered targeted training and professional development opportunities, and introduced non-negotiable, consistent school-wide systems. These actions have driven improvement in teaching and outcomes for pupils.
- Senior leaders have made effective use of the support offered by the Esk Valley Teaching Alliance. Exchange visits to schools within the partnership, joint training and sharing of good practice is regular and ongoing. The local authority has brokered the support of a National Leader in Education. This has enabled leaders to hone their leadership skills and improve teaching and learning.
- Senior leaders and governors have an accurate view of the strengths and next steps for the school. Their evaluation is honest, and planning for improvement correctly identifies the areas now requiring consideration. Consequently, the school can continue to develop from a position of strength.
- The English and mathematics leaders impact significantly on outcomes in their areas of responsibility. They look carefully at school information and use evidence astutely to identify individuals and groups of children across the school who need challenge or support to achieve their potential. In so doing, the proportions of pupils making or exceeding expectations in English and mathematics across the school has increased to match or surpass pupils nationally.
- The special educational needs coordinator uses a wealth of experience to focus on the early identification of pupils with particular needs. Good communication with staff, parents and pupils then allows accurate, bespoke planning and support packages to be put in place rapidly for this group. Because of these effective actions, gaps for pupils with special educational needs are closing in Key Stages 1 and 2.
- Curriculum leaders have been afforded worthwhile opportunities to contribute to school improvement. They have worked closely with staff from other schools in the Esk Valley Teaching Alliance to share and observe good practice. This investment has been valued and these leaders are grateful for the chance to secure improved outcomes for all pupils in their individual areas of responsibility, particularly in English and mathematics. Other subject leaders, however, have not experienced the same high level of professional development.
- Young leaders are integral to school improvement. The pupil council, for example, take their responsibilities seriously and are gratified by the differences they have made to the environment. A particular success for them was to negotiate the installation of wave flush toilets and rapid hand-driers for the new toilet blocks. They are rightly proud of their achievements and are dedicated to bettering themselves and their school.
- **The governance of the school**
  - The new chair of governors is highly ambitious for all groups of children. Her drive and ambition have invigorated governance. Governors have sought to refresh their skills and undertake formative training. Thus, the governing body is more ably shaping and supporting the school's direction.
  - A national leader of governance from the Esk Valley Teaching Alliance partnership has successfully supported governors in their development. Knowledge, skills and understanding of their role and responsibilities have developed well. Governors now routinely challenge school leaders rigorously and monitor rates of progress and outcomes effectively.
  - Governors make a conscientious effort to keep up to date with educational matters, for example by heightening their awareness of the government's Prevent Strategy, and Keeping Children Safe in Education principles. This impacts positively on their ability to challenge school leaders to maintain rigorous procedures in terms of safeguarding and protecting children. Furthermore, they are able to discuss topical concerns from a position of knowledge with parents, staff and pupils alike.
- The arrangements for safeguarding are effective.

## Quality of teaching, learning and assessment is good

- Good teaching and learning is going from strength to strength. Senior leaders and teachers work collaboratively and are jointly committed to embedding consistent practices; 'twenty sentence types', for example, allows pupils in all classes to expand and improve their writing in a steady and reliable manner. Better quality writing that is built upon, year-on-year, is engendered.
- Teachers make accurate assessments. They measure pupils against national benchmarks, meet frequently with senior leaders to discuss individual and group achievement and strive to make certain that no child is left behind. In this way, the proportion of pupils making good or better progress has risen.
- Teachers' consistent approach to marking and feedback ensures that pupils are clear about the steps needed to improve their work. Pupils are given regular response times in lessons, allowing ample opportunities to embed their learning.
- Assessment procedures are well thought out by the school and take due regard of the national changes to assessment. Working in partnership with other schools locally is ensuring the validity and reliability of their systems. This forward thinking has equipped the staff well to manage the changes and ensures that pupils are meeting the higher demands expected of them.
- Pupils benefit from teaching that takes account of their individual strengths and learning needs. All have faith in their own capabilities, as one pupil put it, 'if you try hard, you can learn anything'. Teachers make sure that they plan tasks and learning opportunities that take account of pupils' interests and use stimulating resources to excite interest and develop a life-long love of learning.
- The rapport between pupils and staff is plain for all to see and manifests itself in an environment that exudes harmony and warmth. Mutual respect abounds and a culture of caring is obvious. Pupils thereby are confident to express opinions and offer alternative viewpoints in a nurturing environment.
- Writing and mathematics have improved across the school. Having been a focus for improvement since the previous inspection, teachers have given greater attention to promoting specific skills. For example, the use of focus authors in each class enables pupils to 'borrow' writers' ideas, and daily problem-solving tasks challenge and deepen pupils' mathematical thinking. Published and school information show these strategies have worked.
- More recently, teachers have focused their attention on pupils' reading skills and the comprehension of texts. Previously, Key Stage 2 reading results were disappointing. The frequency of opportunities to read widely and for pleasure in class has increased and pupils are encouraged to read often at home. The quality of tasks in guided reading sessions is monitored closely by leaders. Outcomes have improved and a lasting love of reading is fostered.

## Personal development, behaviour and welfare are good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. The well-being of each pupil is important to staff, and all pupils are habitually acknowledged in a caring and positive manner. Pupils, too, greet staff and each other in a respectful and considerate way, all of which contributes to the friendly, happy ethos.
- The achievements of pupils are recognised and celebrated in assemblies that promote self-belief and self-worth. Pupils are keen to see their successes displayed and are made to feel special. Confident children who believe in themselves are the result.
- Positive attitudes and a good work ethic have been inculcated in pupils. Pupils' response to subtle signs from adults, to stop, look and listen, for example, is speedy and respectful. All pupils are working in an environment that keeps them safe, promotes positive attitudes, enables all pupils to be heard and makes the best possible use of the teaching and learning time available.
- Pupils share in democratic decision-making processes and recently contributed to the design and layout of aspects of the new building project that will enhance the current provision and accommodate the expected rise in pupil numbers. Alongside senior leaders, they are eagerly yet patiently awaiting the results of their planning. Pupils' safety has been of paramount importance throughout the building works.
- Pupils are knowledgeable about the different forms of bullying but are certain that this harmful behaviour is not tolerated in their school. They strongly agree with each other that any incidents of bullying would be dealt with swiftly and are unanimous in their belief that 'we're an anti-bullying school'. Careful attention to personal development is helping to shape responsible, fair-minded citizens of the future.

- Visits and visitors expose children effectively to the wider world and prepare them well for life in modern Britain, whereas pride in the more immediate community is also developed. Celebrating the local environs and rich history around them, one topic about smugglers and the Robin Hood coast captivated and excited children. Pupils also recently elected to raise funds for a local charity supporting 'young carers'. Discrimination and prejudices in society are openly discussed and tackled head-on.
- Attendance is in line with national expectations, and incidences of absence are quickly responded to by staff. There is compelling evidence that persistent absenteeism has been addressed successfully.
- Healthy lifestyles are encouraged by the school through the effective delivery of good quality physical education sessions and topics whereby healthy living is explored. However, the school needs to further support families and children to extend this knowledge and understanding into the practical choices they make at snack times and lunchtime. Lunchboxes and snacks from home too often contain unhealthy options.
- Leaders make sure that the extra money received for physical education from the government sport's funding is used wisely. Expert coaching in swimming and extra after-school sports clubs are offered to the benefit of staff and pupils. Teachers have acquired new skills by working alongside trained sports coaches, and pupils are more confident, skilled participants.

### Behaviour

- The behaviour of pupils is good. In formal and less formal situations, pupils conduct themselves in a considerate and caring manner. Lunchtimes capture this especially clearly as older pupils eat companionably with their younger friends, supporting them to manage the difficult business of using cutlery correctly and serving themselves. A delightful and real family feeling ensues, equipping pupils with a wealth of social and personal skills.
- Parents agree that children behave well in the school. Several comments about the sensible manner in which pupils leave and enter the school at either end of the day endorse this opinion. The community sees pupils as an asset.
- Pupils say that behaviour is good and they describe their school as an exciting, happy and safe place to learn. It is rare that anyone feels left out and there is confidence that pupil councillors will help those in need. Pupils say that all adults in school can be relied upon to comfort or support them. Hence, happy pupils enjoy coming to school, attendance is good and a positive learning environment is well established.
- Very occasionally, pupils exhibit learning behaviours in some lessons that are less robust. During these infrequent times, children may chat off-task or lose concentration. This occurs when teachers are less alert to the possible need for challenge and extension tasks for ability groups, especially the more able.

### Outcomes for pupils

are good

- Higher expectations of what pupils can achieve, combined with good teaching, have improved outcomes for pupils. Even the youngest children are encouraged to use ambitious, technical vocabulary as depicted by the Year 1 class knowledgeably discussing surrealism in art.
- Outcomes for pupils are rising year on year in all subjects. Leaders have accurately identified lower than expected achievement and tackled pockets of underperformance. Standards of mathematics and writing in Key Stage 2 notably show improvement. The most-able pupils, though carefully monitored, at times require further challenge.
- The majority of children in the early years make good progress from their starting points. Those children who enter the reception class with skills below those typically expected for their age make particularly good progress. Occasionally some children could be further challenged to excel and exceed expectations.
- Key Stage 1 provision has sustained good performance over the last three years. Results show a strengthening picture of pupils' progress and achievement in reading and mathematics over time. Outcomes in writing are slightly above those seen nationally. This is due to accurate assessment and good teaching and learning.
- Key Stage 2 results needed to improve and they have. Attainment is now broadly in line with national averages across all subjects. Leaders recognise that every effort will need to be made to sustain this position, especially in reading and English spelling, punctuation and grammar. This means they are now well placed to secure the highest outcomes.
- Extra money given by the government to support those pupils eligible for free school meals has been

used effectively. Gaps between this group and their peers have narrowed and in some cases reversed. Tailored programmes, delivered by skilled staff, support and challenge individuals and groups to achieve their potential.

- Disabled pupils and those with special educational needs make good progress from their starting points. Additional support is skilfully targeted and helps them catch up. By the time they reach Key Stage 2, many of these pupils are matching or exceeding the progress of their peers.
- Parents comment positively on the outcomes for children. Several parents with children in the youngest classes commented that their child had 'grown up a lot over the year' and 'made a lot of progress'. Home and school opinions match.

## Early years provision

## is good

- Children and parents are warmly welcomed into the school right from the beginning. Leaders and early years teaching staff work conscientiously with local nurseries and pre-schools to make sure that the move to 'big school' is a smooth and positive experience for children and parents. Inspectors found settled, happy children already moving confidently around the indoor and outdoor areas, following school rules.
- Teachers quickly assess the needs and abilities of children on entry. They focus appropriately on the pre-reading and number skills that are required to produce capable readers and mathematicians, meeting the needs of most children correctly. Some, however, who arrive already able to recognise several sounds, write their name and count confidently up to 10, need further challenge.
- The majority of children in the early years make good progress from their starting points. Those who enter the reception class with skills below those typically expected for their age make particularly good progress. Occasionally some children could be further challenged to excel and exceed expectations
- The mutual respect and positive behaviours evident across the school start here. Routines are quickly established so that children feel secure and understand what is expected of them. They are encouraged to develop independence and to take responsibility for keeping their environment tidy. They support each other to do so.
- Precise teaching almost always addresses individual needs accurately. Using a wide range of information about each child from parents, nurseries and observations, staff rapidly target resources and plan experiences that support and challenge each child to achieve their potential. As a result, outcomes for early years children meet national expectations.
- Staff work effectively as a team and this creates a learning culture that is supportive and encouraging. Collaborative planning and sharing of information guarantee that no child 'slips through the net' or is left behind. Consequently, children who need further support or intervention to catch up with their peers are spotted quickly and the curriculum is adapted to meet their needs effectively.
- Children more recently arrive into the early years' class with skills and abilities that are broadly typical for their age. Given this stronger starting point, staff are responding quickly and creating learning opportunities that are suitably demanding. This is supporting a bigger proportion of children to progress rapidly and reach the higher levels of development that can now be expected of them.

## School details

<b>Unique reference number</b>	121358
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10002073

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

<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	193
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Carol Tindall
<b>Headteacher/Principal/Teacher in charge</b>	Stafford John
<b>Telephone number</b>	01723 582910
<b>Website</b>	<a href="http://www.cayton.n-yorks.sch.uk">www.cayton.n-yorks.sch.uk</a>
<b>Email address</b>	<a href="mailto:admin@cayton.n-yorks.sch.uk">admin@cayton.n-yorks.sch.uk</a>
<b>Date of previous inspection</b>	16–17 October 2013

## Information about this school

- Cayton Primary School is a slightly smaller than average primary school.
- The proportion of pupils eligible for the pupil premium is similar to schools nationally.
- There are lower than average proportions of pupils with special educational needs.
- The vast majority of pupils are of White British heritage and there are no pupils currently for whom English is an additional language.
- The school meets the government's floor standards, which set out the government's minimum standards for pupils' progress and outcomes.
- The school has a slightly higher mobility rate than schools nationally.
- The school offers a range of extra-curricular activities before and after school hours.
- A building project is currently underway to provide extra classrooms and to improve the outdoor facilities for pupils. This has been commissioned as a result of extra housing being built within the local community and consequently an expected rise in the numbers of children on roll.

## Information about this inspection

- Inspectors observed 10 lessons taught by seven different teachers. Two were jointly observed by the headteacher and the lead inspector. One was jointly observed by the additional inspector and the deputy headteacher. In addition the headteacher accompanied the lead inspector on a number of short visits to each classroom to observe learning.
- Meetings were held with groups of pupils, the Esk Valley Teaching Alliance, including a National Leader in Education, two governors, including the Chair of the Governing Body and a telephone interview was held with a representative from the local authority.
- The views of 39 responses submitted during the course of the inspection to the online questionnaire for parents (Parent View) were taken into account and inspectors also spoke with parents at the beginning and end of the school day.
- The views of 18 staff respondents were also used to inform this inspection.
- Inspectors looked at school information, observed the school's work and examined a range of documents including the school's own records relating to the performance management of staff, monitoring of teaching and learning, evaluations of practice and those relating to attendance and behaviour.

## Inspection team

Fiona Manuel, Lead Inspector

Her Majesty's Inspector

Lee Owston

Her Majesty's Inspector



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