



# Cayton Community Primary School

Inspection Report

**Unique Reference Number** 121358  
**LEA** North Yorkshire  
**Inspection number** 280994  
**Inspection dates** 15 February 2006 to 16 February 2006  
**Reporting inspector** Mrs Judy Jones CfBT Lead Inspector

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

<b>Type of school</b>	Primary	<b>School address</b>	Mill Lane
<b>School category</b>	Community		Cayton
<b>Age range of pupils</b>	5 to 11		Scarborough, North Yorkshire YO11 3NN
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01723 582910
<b>Number on roll</b>	189	<b>Fax number</b>	01723 582927
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Eileen Vickers
<b>Date of previous inspection</b>	31 January 2000	<b>Headteacher</b>	Mr John Henderson

<b>Age group</b> 5 to 11	<b>Inspection dates</b> 15 February 2006 - 16 February 2006	<b>Inspection number</b> 280994
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

The school serves the village of Cayton and surrounding hamlets. Virtually all children come from white British families and the proportion of children with learning difficulties and/or disabilities is below average. Around a fifth of the children come from outside this area and there is a relatively high turnover of children. Their attainment when they enter the Reception class is below average. The school has a pre-reception unit in the spring and summer terms for children who will start Reception class in September. The unit is based in the Reception area and children attend for a number of afternoons a week.

The school is working towards the Healthy Schools Award and there has been a change of headteacher since the previous inspection.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school in which children make good progress in lessons and in their personal development. Systems for evaluating all aspects of the school's work are thorough and effective, and in nearly all respects inspectors agree with the school's judgements.

Teaching is good and this leads to good achievement. Children enter the Reception class with below average skills and their progress through to Year 6 is good. This is borne out by assessments and tests in Years 2 and 6 where results overall are average. Many children achieve higher test results in Year 6 than expected. The curriculum is well balanced with good emphasis on literacy, numeracy and other basic skills, and art is an additional strength. There is however a need to plan the teaching of mathematics in greater detail to ensure a consistently accurate approach to the teaching of mathematics.

Care, guidance and support are good overall with some outstanding features; they encourage children to develop in maturity and thoughtfulness. However, some children with behaviour difficulties do not receive enough support in lessons.

The school is well led by an experienced headteacher and deputy. Governors do a good job as critical friends and the school is well respected and contributes substantially to the community. The school has good capacity to improve and in view of children's good achievement and relatively low costs, it gives good value for money.

Provision and standards in the pre-reception unit are good.

### What the school should do to improve further

- Refine the mathematics teaching scheme to include specific guidance for the teaching of mathematics to ensure its consistency.
- Provide more support in classrooms for children who have difficulty conforming to the school's expected code of behaviour.

## Achievement and standards

### Grade: 2

Standards in the school are in line with national expectations, both by the end of Year 2 and the end of Year 6. Achievement is good; children achieve well in relation to their attainment on entry and make good progress through the school. Their knowledge, skills and understanding are developed well and the progress of all children is measured and monitored carefully. By Year 6 children write and spell accurately and have a good grasp of basic number processes such as multiplication tables. They use information and communication technology (ICT) confidently across the curriculum, for example in collecting data for science experiments. Children's ability to express themselves clearly in speech and writing develops well.

Children have pride in their work and this is evident in the careful way they present their work. The school has focused on standards of writing in all years and this has led to significant improvements.

Children in the Foundation Stage and Reception class make good progress across all areas of learning. They learn key skills well and it is very evident that they enjoy their learning.

## **Personal development and well-being**

### **Grade: 2**

Provision for the personal development and consideration for all children's well-being is a strength of the school. The children make a strong contribution to school life through the active school council. They take their responsibilities very seriously and the school acts on their suggestions. For example, the councillors chose equipment for the playground thoughtfully, rejecting anything they thought would lead to silly behaviour by a few. All children agree that the school council works hard on their behalf.

The school is working towards the Healthy Schools Award and children have a good understanding of issues relating to their health and safety. They understand the importance of eating healthily and many come back for second helpings of the school's very good lunches.

Cultural development is good. In particular the recently opened art centre enables children to experiment with sculpture and textiles in a way that is impossible in the confines of the classroom

Children like school and attendance is good. Behaviour is mostly good. Where the behaviour of a minority is unacceptable, staff use positive behaviour strategies to good effect, but at times more classroom help is needed for these children.

Assemblies are used very well to reinforce children's understanding of moral and spiritual issues; children contribute in a thoughtful and positive way.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Children's good progress is secured by good teaching throughout the school. Teachers plan work carefully so that all children do suitably demanding work, and activities are varied and interesting. Teachers expect high standards of work and have clear and sensible rules to make sure the atmosphere in classrooms is orderly and purposeful. There is a strong focus on the use of language, both spoken and written; consequently, by Year 6 children write well and expressively. There is good emphasis on literacy and numeracy and the skills of handwriting are taught particularly well. The youngest children are taught to form letters correctly and careful marking ensures that standards

are maintained. While teachers generally know their subjects well, there is some inconsistency in the way some aspects of numeracy are taught.

Teachers use a good range of strategies to make sure that all children, including those with learning difficulties and/or disabilities, are well taught, and there is very good collaboration between teachers and classroom assistants. The few children with behavioural difficulties are well managed on the whole, but there are times when the shortage of teaching assistants means that these children need more behavioural support than they get.

Assessment is thorough and enables the school to set accurate and challenging targets.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is carefully planned and provides a good range of interesting activities. There is good provision for the key skills of literacy, numeracy and ICT. All statutory requirements are met and the curriculum is regularly reviewed. The curriculum is enriched through links with the community, visitors to the school and visits out of school, including an annual residential visit for Year 6 children. Other enrichment includes a wide range of activities in art and drama which are popular and in demand.

Children currently have two sessions of physical education weekly and a satisfactory range of extra-curricular physical activities is offered to older children.

Thematic days add to children's understanding of other cultures and countries.

The curriculum in the Reception class is based on the Foundation Stage curriculum and is well planned for each area of learning. Children have good provision for outside play and learning.

The school has an active programme of community involvement and good links with industry and local businesses.

## **Care, guidance and support**

### **Grade: 2**

The school evaluates this area of their provision as outstanding. Inspectors agree that there are many strong features but have graded it overall as good. Within its limited budget the school makes provision for the few individual children with challenging behaviour but more support is necessary to enable these children to make good progress at all times and not to demand disproportionate attention from the class teacher.

There is a strong professional commitment by the staff of the school to the guidance and support of children. All health and safety issues are high priority and procedures checked by the governing body. The school is secure and safe and children in the Foundation Stage benefit from their own attractive play area. Children are given targets for improvement based on thorough assessment, and teachers are quick to provide additional help when needed.

Additional specialised help from outside agencies, for example for speech therapy, is well used.

## **Leadership and management**

### **Grade: 2**

The school's good provision and successful outcomes are due largely to the effective way it is led and managed. Issues from the previous report have been dealt with effectively and planning for the future takes good account of likely changes in staffing and in the school population. At present there are fewer teaching assistants than usual, but good use is made of the time when they are available, and extra help, for example from students, parents and volunteers is used well to give additional support for activities such as reading.

Governors know the school well. They are very supportive but have high expectations and are not afraid to challenge the leadership team when they disagree or need clarification.

The school's system for evaluating its work is thorough and involves extensive observation of teaching and children's work. Resulting recent improvements include the adoption of teaching strategies that get children to think about how they learn, and to be more responsible for their own learning.

Children have an effective voice in the school through the school council, and parents are welcomed in the school, for formal and informal discussions and to help. They are consulted and kept informed of changes, but some have not yet fully understood the arrangements for teachers' planning time, in spite of clear information in the newsletters. For example, some parents feel that their children are taught by too many people, but inspectors disagreed and felt the school does all it can to avoid this.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

We would like, through you, to thank all the children in your school for making us so welcome during the inspection. We enjoyed visiting your lessons and assemblies. We also enjoyed talking to you at lunchtime and in the playground. We think you enjoy school, work hard, and make good progress in your lessons. We found you very friendly, helpful and polite.

We think Mr Henderson and the other staff look after you and teach you well. We think they make your lessons fun, and we particularly liked the way they use the interactive whiteboards to make lessons very interesting.

To make the lessons even better we have asked Mr Henderson to check that the plans for teaching numeracy are as helpful as possible to your teachers, and to try to make even more help available in lessons to those of you who need it so that you can concentrate better.