

# Cayton Community Primary School

## Inspection report

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Unique Reference Number	121358
Local authority	North Yorkshire
Inspection number	327466
Inspection dates	12–13 May 2009
Reporting inspector	Amraz Ali HMI

The inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

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Type of school	Primary
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number on roll	
School (total)	188
Appropriate authority	The governing body
Chair	Mr John Blackburn
Headteacher	Mr Stafford John
Date of previous school inspection	February 2006
School address	Mill Lane Cayton Scarborough YO11 3NN
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## Introduction

This pilot inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. The inspectors visited 12 lessons and held meetings with a governor, staff and groups of pupils. They observed the school's work throughout the day including lunchtimes and playtimes. They looked at the school development plan, schemes of work and lesson plans, pupils' work books, pupils' reports, the school's assessment data, individual education plans, minutes of governors meetings and 70 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' achievement, particularly for lower attaining pupils and boys, and especially in English
- the degree to which teaching and the curriculum meet the needs of all pupils, particularly lower attaining boys
- the extent to which staff and parental concerns about the behaviour of pupils have been addressed to ensure that learning or the well-being of pupils is not adversely affected
- the incisiveness and rigour of the school's self-evaluation and its capacity for sustained improvement.

## Information about the school

The school serves the village of Cayton and surrounding hamlets. It is a smaller than average size school, with a slight predominance of boys. Socio-economic circumstances are broadly average, but an above average proportion of pupils leave or join the school throughout the year. Almost all pupils are of White British heritage and the proportion of pupils with learning difficulties and/or disabilities is below average. Very few pupils have a statement of special educational need. There is Early Years Foundation Stage provision for children in a Reception class. As part of the transition arrangements the school has a pre-Reception class in the spring and summer terms for some children who will start in the Reception class in September.

On the site there is a private day Nursery, Buttercups Pre School. This is not managed by the governing body; it was not inspected as part of this inspection. It was inspected shortly afterwards and a separate report for this provision is available on the Ofsted website.

There have been several changes to staff since the previous inspection, including the appointment of a new headteacher.

## Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate

Overall effectiveness

3

Capacity for sustained improvement

3

## Main findings

Cayton School provides a satisfactory quality of education for its pupils. The satisfactory curriculum has strengths in the way in which it is helping to secure some good outcomes for pupils, notably the extent to which they adopt healthy lifestyles and stay safe, as well as their good behaviour. Strong partnerships with the local community and other local schools are benefiting pupils.

Children start in Reception with skills that are wide and varied, but overall generally match those typical for their age. As a result of their satisfactory learning and progress through the school, pupils reach standards that are broadly average overall by Year 6. However, learning and progress vary from year-to-year and between subjects. This unevenness is linked to variability in the quality of teaching, which is satisfactory overall, but with a core that is good and sometimes better. Typically standards at the end of Year 2 are broadly average. Current standards, as reflected in recent assessments, also indicate broadly average, although there is some evidence of improvements in mathematics at the higher Level 3. Standards at the end of Year 6 have varied widely over the previous three years, for example, standards in the 2008 tests were average in mathematics but were well below average in English. The main reason for this relates to writing, where fewer pupils than expected reached the higher Level 5 and few boys reached the expected Level 4. While this was satisfactory progress for these pupils overall, it reflects some weaknesses in the progress that is being made in writing across the school, particularly for boys. Pupils with learning difficulties and/or disabilities receive appropriate and sometimes good support which enables them to make similar progress to other pupils.

All teachers establish good relationships with pupils and have clear expectations, consequently pupils' attitudes to learning are good overall. In the best lessons, work is well-matched to pupils' interests and needs, activities are often practical and learning is brisk, ensuring that pupils make good progress. But this is not always the case and some work fails to interest pupils, particularly writing tasks for boys. Additionally, tasks sometimes lack appropriate challenge for all ability levels and the pace of learning slows and some pupils lose interest. In a minority of lessons, pupils spend too much time listening to their teachers and not enough time on their tasks or working in groups.

Although parents and staff have had some concerns about the behaviour of pupils in the recent past, pupils generally behave well, both in lessons and around the school. This is testament to the way that the whole school community has worked together

to tackle misbehaviour; reviewing the approach to managing and rewarding behaviour. Part of this strategy has involved the use of fixed term exclusions, which has resulted in a particularly high number over the previous 18 months. Inspection evidence indicates that the school's strategy has been successful and the use of exclusion has declined; this is confirmed by pupils who say that they have noticed improvements and they are clear about the expectations of the school.

The school has demonstrated that it has satisfactory capacity for further improvement. The leadership and staff know the school well and, although sometimes overgenerous in their self-evaluation, they have identified areas of weakness and begun to tackle them. The planning for school improvement is wide ranging and arrangements for monitoring somewhat over complicated. They do not always identify sharply enough the most important and urgent areas for improvement. Improvements to the school's systems for tracking the progress of pupils are well thought out but in some areas remain underdeveloped, for example, in the way in which the progress of specific groups of pupils is checked carefully. Similarly, the school has much information about the attendance of pupils, but has yet to analyse this and its impact on learning and progress.

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

- Improve standards and progress in writing across the school, particularly for boys by:
  - using a thematic approach more to practise writing in different subjects
  - selecting materials and activities that are of greater interest to boys and by providing more practical and purposeful activities
  - improve the marking and feedback given to pupils about their writing.
- Improve the quality of teaching and learning so that it more is consistently good by:
  - sharing the good and outstanding practice and identifying training needs of teachers
  - ensuring that activities are more practical and provide greater challenge to the full range of abilities.
- Improve the effectiveness of the school's self evaluation and improvement systems by:
  - tracking and analysing the progress of groups, more particularly in relation to boys, girls, higher attaining and lower attaining pupils
  - providing governors with more detailed information about pupils' standards and progress
  - streamlining the school improvement plan to sharply focus on the most important and urgent areas for improvement
  - closely monitoring absence and its impact on learning and progress.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

3
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While pupils' learning and progress in most lessons is satisfactory overall, there is a core of lessons where learning is good and sometimes outstanding. However, this varies too much and in some lessons learning and progress are, on occasion less than satisfactory. Pupils are well-motivated, usually work hard and largely enjoy what they do. Children arrive in Reception with skills that are generally typical for their age and they get off to a flying start with their education and make good progress. Pupils' achievement is satisfactory overtime and they reach broadly average standards by the end of Year 6. However, this varies between subjects. Recent assessments and pupils' work show that standards across the school and specifically in Year 2 and Year 6 are average. There have been some improvements to progress and learning in reading at Key Stage 1, along with some signs of higher ability pupils attaining better in mathematics. Inspection evidence shows that pupils are making at least satisfactory and sometimes good progress in mathematics across the school. However, writing across the school remains a weakness and progress for some pupils stalls, particularly boys.

Pupils say that they feel safe and are happy in school. They generally behave well, both in lessons and around the school and treat each other with kindness and respect. For example, older pupils look after younger ones if they fall over in the playground. Healthy School's status and the Activemark award reflect pupils' strong commitment to healthy living. Pupils are knowledgeable about the importance of a healthy diet and they show great enthusiasm for sporting and outdoor activities. Their contribution to the school and the wider community is satisfactory. The recently recruited school council represents pupils from all year groups. They are keen to improve the school, such as, by developing the school grounds. Pupils have some responsibilities within school, for example, helping in assemblies and at lunchtimes. They are considerate of those pupils with learning difficulties and/or disabilities and willingly help them if they have difficulties with tasks. However, although pupils are involved in the 'Cayton in Bloom' initiative, they make limited contributions to the community beyond the school.

Pupils' spiritual, moral, social and cultural development is satisfactory overall. While they have a good understanding of right and wrong and get on well together, their awareness of the diverse cultures and communities in Britain today and major world faiths, although satisfactory, is underdeveloped. Although attendance is usually broadly average, it has recently been adversely affected by the some illness associated with a small number of pupils and some holidays in term-time. Pupils' satisfactory progress and sound grasp of basic skills prepares them appropriately for their future education.

### *These are the grades for pupils' outcomes*

Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	3

<sup>1</sup>The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How well do pupils achieve and enjoy their learning?	3
To what extent do pupils feel safe?	2
How well do pupils behave?	2
To what extent do pupils adopt healthy lifestyles?	2
To what extent do pupils contribute to the school and wider community?	3
Pupils' attendance <sup>1</sup>	3
How well do pupils develop workplace and other skills that will contribute to their future economic well-being?	3
What is the extent of pupils' spiritual, moral, social and cultural development?	3

## How effective is the provision?

The quality of teaching and learning is satisfactory overall, with a sizeable core that is good. However, this varies from some lessons that are outstanding to a small minority that are inadequate. Good relationships and clear expectations of behaviour are strong features in all lessons. So too are the practices of sharing learning objectives and success criteria with pupils. In the very best lessons, pupils are fully engaged and they achieve very well. Tasks are varied, interesting and practical. Pupils are given opportunities for collaboration, cooperation and independent work which results in their good progress. In some lessons, however, learning is not always as effective. Some tasks, particularly those that involve worksheets do not interest pupils, particularly boys when writing. While, planned tasks generally meet the needs of most pupils, they sometimes fail to provide appropriate challenge for all ability levels and this slows the progress of these pupils.

While there were some good examples of support for pupils from teaching assistants, practice varies and on some occasions, additional adults are not deployed effectively enough to ensure good learning for all pupils. There have been some improvements to the way that the school uses and undertakes assessments of pupils' work. While there are some good examples of this, such as, in the way that older pupils know their targets for improvement, and review them within lessons, the impact of this work is inconsistent. Teacher's marking is positive and encouraging. Pupils understand that if the learning intention has been highlighted 'they have got it' and are pleased with the progress that they have made. Comments are particularly effective where the next steps are identified to help pupils produce better quality work in the future and there are some good examples of this in writing. However, practice is inconsistent and many pupils' understanding of how to improve their writing is limited to the need to improve their handwriting, presentation and quantity of work produced.

Although satisfactory overall, the curriculum has good aspects. For example, the recent focus on the social and emotional aspects of learning is positively benefiting pupils' personal development, in particular their behaviour and attitudes to learning. There is a wide range of extra-curricular clubs and opportunities for adventurous activities on residential visits. Recent work, linking subjects together to provide more opportunities to consolidate and extend learning, particularly in writing, is not sufficiently embedded to enable all pupils to make faster progress. Mathematical skills are developed well in some age-groups, where practical investigations are planned to meet pupils' needs. However, in other age-groups there is too little

emphasis on this approach. While there is regular and effective use of interactive whiteboards, the use of information and communication technology (ICT) as a tool for learning is underdeveloped.

The good pastoral care is shown in the support for pupils with learning difficulties and/or difficulties, who are provided with clear guidance and help, often from capable teaching assistants. Outside agencies are used well to provide additional support. Procedures to improve pupils' behaviour and support for those with behavioural difficulties have been improved. As a result, behaviour overall has improved. Members of staff are proactive in handling any pupils with emotional or behavioural difficulties, so that the education of other pupils is not affected.

*These are the grades for the quality of provision*

The quality of teaching	3
The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

## How effective are leadership and management?

Senior staff know the school well and all are united and determined to do their best for pupils. The greatest success of the headteacher and his team has been in improving pupils' behaviour and attitudes to learning at the school. There are some good features in the work of senior leaders. However, the current arrangements for 'curriculum review, evaluation and monitoring', through a three-yearly cycle, means that literacy and numeracy are not reviewed sufficiently enough to bring about effective change quickly enough. The school improvement plan is detailed and wide-ranging, covering almost all areas of the school's work. However, it lacks sufficient focus on the most important and pressing areas for improvement, such as writing.

The school's policies and procedures for ensuring equality of opportunity are sound and for safeguarding are good; consequently, all pupils are fully included in the life of the school, feel very safe and generally make the progress that is expected. However, there are some acute differences in the progress made by boys and girls, which has not always been monitored closely enough to identify and respond to these differences. Effective steps are taken to ensure that the school is a safe, healthy environment and regular checks are made to minimise risks. Good procedures are followed and well-documented for educational visits.

The governors are fully committed to supporting the work of the school and are very keen for Cayton to be a good school. They generally know the school's strengths and weaknesses. They state that they are willing to challenge the work of the school more and that this would be helped by the provision of more detailed information about the standards and progress being made by pupils. The school leaders know the community well and have begun to put strategies into place to promote community cohesion, such as establishing a link with a school in a different part of the country. However, some of these strategies are at an early stage of development. There are many successful partnerships which are benefiting pupils,



for example, the school's work with the 'sports partnership' is helping to provide specialist sports coaches. The school provides satisfactory value for money.

*These are the grades for leadership and management*

The effectiveness of leadership and management in communicating ambition and driving improvement	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

## Early Years Foundation Stage

Children are happy and settle in well to the Reception class because of the good links with pre-school providers and the pre-Reception class. Parents appreciate the care provided for their children. Children's skills and abilities vary from year-to-year, though they are generally typical for their age. Children make good progress, whatever their individual starting points and achieve well in all areas of learning because the quality of teaching is good. A particularly strong feature is the way in which children are able to access work, designed to challenge and extend them. For example, some chose to complete number problems which included numbers beyond 100. The well-resourced, bright and stimulating learning environment, both indoors and outdoors, helps children to make speedy progress both academically and in their personal, social and emotional development. Activities encourage children to work independently and to develop their learning through discussion by working with others. For example, a small group of children checked each other's recognition of words independently and recorded words they knew and those they did not. Children behave very well and are enthusiastic about their learning because of the appropriate balance of adult-led activities and those that children undertake independently. Occasionally, the whole class is taught together for sounds and letter practice, but this does not always meet the needs of the different ability groups appropriately. Teaching and leadership of the Early Years Foundation Stage is good. Provision has improved since the previous inspection, such as in the effective development of the curriculum and systems to track children's progress.

Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2
Overall effectiveness of the Early Years Foundation Stage	2

## Views of parents and carers

Ofsted invited all the registered parents and carers of pupils registered at Cayton Community Primary School to complete a questionnaire about their views of the school. If a parent has more than one child at the school, we ask them to record an answer against all the questions, for each of their children.

In total, there are 188 parents and carers registered at the school. The inspection team received 70 completed questionnaires. Most offered support and appreciation for the school. However, of the criticisms offered, most related to concerns regarding behaviour and/or the provision for pupils with learning difficulties. The inspection evidence should reassure parents that pupils' behaviour is now good. Pupils state that they feel safe and well cared for, and that if they have any concerns about bullying they are confident that these will be dealt with. The inspection team judged that the provision for pupils with learning difficulties and/or disabilities is satisfactory overall and the progress of pupils with learning difficulties and/or disabilities is similarly satisfactory.

	Always	Most of the time	Occasionally	Never
Overall I am happy with my child's experience at this school	35	31	2	2

## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2007-8, 15% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2007-8, 49% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007-8, 32% of schools were judged satisfactory.
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 pupils. Ofsted inspectors will make further visits until it improves. In 2007-8, 5% of schools were judged inadequate.

## Common terminology used by inspectors

Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Achievement:	the progress and success of a pupil in their learning, training or development. This may refer to the acquisition of skills, knowledge, understanding or desired attributes. Attributes include qualities or personal competencies which are important to the development of the pupil; for example personal, social, cultural, emotional or health.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 headteacher, to identifying priorities, directing and motivating staff and running the school.



15 May 2009

Dear Pupils

Inspection of Cayton Community Primary School, Scarborough, YO11 3NN

Thank you all so much for welcoming us to your school when we visited recently to find out how well you are doing. We enjoyed speaking to many of you and seeing you in lessons and playing so sensibly outside. You told us that you enjoy coming to your school and we could see why you enjoy the many activities that are on offer, all the space outside and the many sports activities that you do.

We judged your school to be providing you with a satisfactory quality of education. This means that some things are going well and there are some things that could still be better for you. The youngest pupils at your school get off to a great start in the Reception Class. The headteacher and all the staff help you to make satisfactory progress in your work. You are keen to learn and to do your best. All the adults help you to become sensible and responsible young people. We were impressed by how polite and helpful you were.

All the staff and governors are keen for you to get the best education possible. I have agreed some ways with your headteacher which can make things better for you. This includes improving the progress that you make in writing, particularly for boys. I would like more of your teaching to be more consistently like the best teaching that we saw and I have asked the teachers to plan more practical activities that are matched to the full range of your abilities. I have also asked the school to improve the way that they plan to improve things and to check on how well improvements are leading to better progress for all of you.

You have your part to play too, especially by attending well and keeping up the good behaviour that we saw.

Yours sincerely

Amraz Ali  
Her Majesty's Inspector

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