

East Ayton Community Primary School

Inspection report

Unique Reference Number	121377
Local Authority	North Yorkshire
Inspection number	339927
Inspection dates	25–26 November 2009
Reporting inspector	Fiona Gowers

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	193
Appropriate authority	The governing body
Chair	Dr Louise Thompson
Headteacher	Mr Ian Fleming
Date of previous school inspection	0 October 2006
School address	3 Moor Lane East Ayton Scarborough YO13 9EW
Telephone number	01723 862132
Fax number	01723 865533
Email address	153flem@tiscali.co.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons or part-lessons and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at a range of documentation, including policies, the school development plan and analysis of the school's records on pupils' progress and attainment. The inspection team received and analysed questionnaires from parents, pupils and staff.

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

- the progress made by all groups of pupils, particularly in English at Key Stage 2
- the extent to which pupils contribute to the school and wider community
- whether there is a sufficient level of challenge for all groups of pupils in lessons
- whether there have been enough improvements in key areas, to suggest there is a sustained capacity for further improvement, in view of the many changes the school has undergone since the last inspection.

Information about the school

The school is slightly smaller than the average primary school. The proportion of pupils eligible for a free school meal is low. Most pupils are of White British heritage and very few speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below average. Provision for the Early Years Foundation Stage consists of one Reception class. The school has gained the Activemark, Artsmark, Football Association Chartermark and Healthy Schools Award. After-school care is offered by an independent provider on the school site. This provision is subject to a separate inspection. The school has undergone a significant period of staffing changes since the last inspection and the number of staff working in the school has declined.

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

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. It has particular strengths in the quality of care provided for pupils. This helps them feel happy, safe and secure. Attendance is consistently above average and many parents say how much their children enjoy coming to school. A group of pupils summed up the views of others when they told inspectors: 'our school feels like one big happy family. Every time we step inside it feels like home!'

The quality of teaching is satisfactory. Pupils make sound progress overall so attainment is broadly average by the end of Year 6. Some teaching is of good quality and is well supported by effective marking. This leads to faster rates of progress in some classes because the work is well matched to the needs of different groups of learners and pupils understand how they can improve their work. The monitoring of teaching is not rigorous enough to ensure consistency throughout the school. This has led to a significant variation in the quality of teaching and marking, and inconsistent rates of progress.

School leaders know the school well. Planning identifies appropriate priorities for improvement. However, plans do not generally describe the intended outcomes clearly enough. This can make it difficult for school leaders, staff and governors to check that their work is having the desired impact on the school's performance and that new initiatives are consistently developed.

The school has been faced with a turbulent period since its last inspection. Although this has made it difficult to fully embed all new initiatives, there has been enough improvement in key areas to confirm the school's satisfactory capacity for sustained improvement. Advances are represented by attainment, which has risen gradually in the Early Years Foundation Stage and Key Stage 1. Moreover, attainment in English at Key Stage 2 is rising following a dip in performance and the school has maintained its strong caring ethos. Improvements made have been largely due to the commitment and hard work of school leaders, staff and governors.

What does the school need to do to improve further?

- Accelerate the progress made by all groups of pupils by ensuring that:
 - the work provided is sufficiently challenging and is accurately matched to every pupils' needs
 - the monitoring of teaching by school leaders effectively builds on the strengths of teaching and eradicates any weaknesses.
- Provide pupils with clearer guidance on how to improve their work further by improving the quality and consistency of marking in line with the best practice.

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- Sharpen the focus of school improvement planning so that school leaders, staff and governors can more effectively monitor the impact of new initiatives against clear criteria.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit from an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Pupils' good behaviour and warm relationships with staff create a positive learning environment. They are keen to please and work hard in lessons. Pupils generally make the progress expected, given their starting points. In the best lessons, work is sufficiently challenging. Pupils become engaged in their learning as they are encouraged to think hard and explore ideas for themselves. However, pupils do not make as much progress as they could in some lessons because learning activities are not always well matched to their individual needs. Too often pupils of differing abilities do work at the same level, so inevitably some pupils find the work too hard and others are not stretched and challenged enough. Pupils with special educational needs and/or disabilities make satisfactory progress overall. However, some of these pupils are beginning to make better progress owing to the well structured additional support provided.

Although attainment is beginning to rise amongst the younger pupils, standards at the end of Key Stage 2 remain broadly average. This is because higher standards amongst the younger pupils have not had time to work their way through. In addition, school leaders have not always ensured that all pupils are sufficiently challenged as they move through the school.

Other key features of pupils' outcomes include:

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	3
	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of teaching is satisfactory overall, although there are examples of good teaching. Typically, teachers make the purpose of the lesson clear and provide a range of activities to reinforce pupils' learning. Classrooms are calm and orderly, because adults help to raise pupils' self-esteem and pupils' behaviour is managed well. Pupils make the best progress when accurate assessments link learning activities to their particular needs. Helped by teachers' constructive marking, pupils have the opportunity to reflect on their own work and consider how they can improve further. In other lessons, however, the activities do not fully match the range of ability within the class and pupils do not have such a clear view of how to improve their work, because the quality of marking is inconsistent.

The school is revising the curriculum to ensure pupils build systematically on their skills as they move through the school and to develop more meaningful links between subjects. As a result, the provision in English has improved. A more structured approach to teaching English has been adopted and as a result, the quality and content of pupils' writing is improving. Pupils enjoy the opportunity to learn French and take part in a good range of enrichment and sporting activities. Such activities underpin pupils' strengths in personal development and enhance their levels of enjoyment.

Staff know pupils well and give much time to their care and support. The needs of more vulnerable pupils and those with special educational needs and/or disabilities are identified early. Well targeted support is provided for such pupils and so they are able to do as well as others in school.

These are the grades for the quality of provision

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

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Please turn to the glossary for a description of the grades and inspection terms

How effective are leadership and management?

School leaders have successfully galvanised the support of all staff to ensure that the school has continued to operate smoothly since the last inspection. The well-being of the pupils remains at the heart of all the school does. Governors are very committed and have played a significant part in guiding the school through a period of significant change. They have also been active in the development of a Children's Centre in the school grounds. Leaders keep a careful check on pupils' progress. The information gained is used effectively to target extra support for some pupils in reading and writing. However, the monitoring of teaching is not as rigorous as it should be and does not ensure agreed policies are fully implemented by everyone.

Safeguarding arrangements meet current requirements. In addition, the school ensures all pupils have equal opportunity to access school activities and appropriate policies and procedures are in place to tackle any discrimination should it arise.

The school has a very positive partnership with most groups of parents. Most feel they are kept well informed about their child's learning and that the school helps them to support it. The school makes a satisfactory contribution to community cohesion. Pupils enjoy being actively involved in their local community with events such as bulb planting and charitable fundraising. The school is currently fostering links with a school overseas, to help pupils develop a deeper understanding of other faiths and cultures.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
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

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

Please turn to the glossary for a description of the grades and inspection terms

When they join the school, children's skills are generally in line with those expected for their age. Effective welfare arrangements and positive relationships within the setting help children to settle quickly into school life. Children grow in confidence, work well with others and are clearly proud of their accomplishments. Careful planning and assessment procedures ensure individual needs are well met. Children enjoy a good range of learning activities and staff skilfully intervene to move them on in their learning. A particular strength is the number of activities with a multi-cultural focus provided. For example, the opportunity to correspond with an African artist and paint pictures in the same style, as well as sharing stories and tasting typical African food really brings children's learning alive. Children make good progress and attainment is rising. An increasing proportion of pupils are now reaching above expected levels at the end of the Reception class. Leaders are always seeking ways to improve the provision further and they rightly plan to improve the quality of the learning activities provided outdoors.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
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 of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers are mostly very positive about the work of the school. Parents feel strongly that their children enjoy school and that the school keeps children safe. Typical parental comments referred to the friendly atmosphere in school and the approachable staff. Inspection findings confirm these views. A very small minority of responses referred to concerns about how effectively the school deals with unacceptable behaviour. However, inspectors could find no evidence to support these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at East Ayton Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 57 completed questionnaires by the end of the on-site inspection. In total, there are 193 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	68	16	28	1	2	0	0
The school keeps my child safe	37	65	19	33	1	2	0	0
The school informs me about my child's progress	25	44	28	49	4	7	0	0
My child is making enough progress at this school	28	49	23	40	4	7	2	4
The teaching is good at this school	27	47	24	42	6	11	0	0
The school helps me to support my child's learning	25	44	27	47	4	7	1	2
The school helps my child to have a healthy lifestyle	22	39	33	58	2	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	15	26	34	60	3	5	0	0
The school meets my child's particular needs	28	49	24	42	3	5	2	4
The school deals effectively with unacceptable behaviour	18	32	28	49	7	12	2	4
The school takes account of my suggestions and concerns	17	30	29	51	8	14	1	2
The school is led and managed effectively	24	42	25	44	7	12	1	2
Overall, I am happy with my child's experience at this school	27	47	23	40	5	9	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



27 November 2009

Dear Pupils

Inspection of East Ayton Community Primary School, Scarborough, YO13 9EW

On behalf of the other inspectors and myself, thank you for being so friendly and welcoming when we inspected your school recently. You told us that your school feels like, 'one big happy family' and we could see how much you enjoy being there. You should be proud of the way you behave, because you are very polite and helpful, and you are good at looking after each other. You have a good understanding of how to keep fit and healthy, and you told us how much you like it when it is the turn of your class to choose the school meal on 'Favourite Friday'!

Your school provides you with a satisfactory education. You get off to a good start to your learning in the Reception class. You make at least satisfactory progress further up the school and reach the standards that are expected for your age at the end of Year 6. Many of the younger pupils in particular are beginning to make much better progress. Adults look after you very well so you feel safe and comfortable about asking them for help.

To make your school even better we have asked all the staff to:

- help you make better progress by making sure you are doing work at just the right level, so you have to think hard!
 - make sure that when they mark your work they show you how well you are doing and how you can do even better
 - find ways to make your school even better and to check what they do is successful.
- You can help by working hard and continuing to enjoy your time at school!

Yours sincerely

Mrs Fiona Gowers

Lead inspector

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