



East Ayton Community Primary School

Inspection Report

Unique Reference Number 121377
Local Authority North Yorkshire
Inspection number 292096
Inspection dates 10–11 October 2006
Reporting inspector Jim Griffin

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

Type of school	Primary	School address	3 Moor Lane
School category	Community		East Ayton, Scarborough
Age range of pupils	4–11		North Yorkshire YO13 9EW
Gender of pupils	Mixed	Telephone number	01723 862132
Number on roll (school)	199	Fax number	01723 865533
Appropriate authority	The governing body	Chair	Mr Tim Watts
		Headteacher	Mr Ian Fleming
Date of previous school inspection	12 November 2001		

Age group 4–11	Inspection dates 10–11 October 2006	Inspection number 292096
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average size school, with a class for each year group. It mainly serves the villages of East and West Ayton, but also takes children from a wider area. Less than one tenth of pupils are entitled to free school meals, which is around half the national average. Almost all pupils are of White British heritage and all children have English as their first language. The proportion of children with learning difficulties and/or disabilities is well below average. It recently gained Healthy School status.

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 where pupils achieve well. The leaders are fired by a common belief in providing a well-rounded education for all pupils. As a result, pupils make rapid gains academically and in their wider personal development. Parents are rightly very positive about what the school provides and achieves. There has been good improvement since the previous inspection. The school is well placed to improve further. It provides good value for money.

Pupils make good progress overall from a below average start, because of effective teaching and pupils' very positive attitudes to learning. The best progress is made in the Reception class and in Years 3 to 6. Progress is slower in the infant classes but remains satisfactory and standards are broadly average at the end of Year 2 as a result. By the end of Year 6 standards are usually significantly above the national average, consistently so in mathematics and more recently in writing. The school has clear plans to improve the relatively weaker performance in science.

The school's care for pupils and their wider personal development are real strengths. Parents find that staff are approachable and helpful when difficulties or concerns arise and they or their children need additional support. Pupils' excellent attitudes to work and good behaviour make a major contribution to the very pleasant atmosphere in school. Pupils have a real and growing voice in the school. They know about the importance of healthy eating and exercise, to make them feel fit and happy. Older pupils enjoy taking on responsibilities, such as playground leaders or watching over younger children at break and lunchtimes.

Overall, the curriculum is good and planned to give pupils a worthwhile range of learning experiences. It contributes much to their wider understanding of their own and others' cultures. The range of extra-curricular opportunities, in sport and music, is outstanding.

Leadership and management are good. The school has accurately judged its effectiveness and identified most of the key areas for improvement. There is a high level of teamwork and common purpose among the staff. Subject leaders have become much more influential and effective since the previous inspection. The use of assessment data by teachers to plan lessons is good. However, senior leaders are not yet using the wide range of assessment data to predict longer-term performance or as a key element in the school's journey towards excellence. As a result, opportunities are missed to identify at an early stage where improvements or changes in approach could further improve pupils' progress. Governance is good. Governors know the school well and provide a good level of support and challenge for staff.

What the school should do to improve further

- Increase the overall pace of pupils' learning in the infant classes.
- Make better use of assessment data to predict longer-term performance and to identify, as early as possible, where improvements are needed.

Achievement and standards

Grade: 2

Pupils, including those with learning difficulties and/or disabilities, achieve well. Standards are nearly always significantly above average by the end of Year 6 apart from a blip year in 2006 when standards were broadly average. Pupils make good progress overall, because of good teaching and outstanding attitudes to learning. Most children enter the Reception class with knowledge and skills that are slightly below those expected for their age. They make good progress in the Reception class. Pupils make satisfactory progress overall in later infant classes, to reach broadly average standards in reading, writing and mathematics by the end of Year 2. Progress accelerates in Years 3 to 6. Achievement is consistently good in mathematics and also more recently in writing. As a result, above average proportions gain the higher Level 5 in these subjects. The school has clear plans to improve the somewhat weaker progress in science. The school is likely to meet its appropriately challenging targets in 2007.

Personal development and well-being

Grade: 2

Good behaviour and outstanding attitudes to learning make a major contribution to pupils' good achievements. Pupils have a high opinion of the school and what is done to help them. Others in the group fully agreed with a Year 6 pupil, who said, 'Teachers are very special and will do anything for us.' Pupils in Year 5, 'the class with altitude', distil the ethos amongst pupils of 'flying high to achieve our best'. Pupils' spiritual, moral, social and cultural development is good, including their exposure to cultures other than their own.

Pupils cooperate and help each other. They make a positive contribution to the life of the school and the local community. Pupils are friendly, polite and most are sensible and mature for their age. They show a high level of confidence and initiative; for example, raising funds through making soup and selling a recipe book for local and international charities. They understand that eating healthy food, such as fruit, and taking regular exercise and regular drinks of water, keep them fit and healthy. Dining in the school hall is a very pleasant and sociable experience, partly due to the care taken to dress the tables with tablecloths and flowers. Good standards in basic literacy, numeracy and computer skills, prepare pupils well for their future economic well-being.

Attendance is satisfactory although it was previously good. It has declined over the last two years because too many parents take children away on holiday in term time.

Quality of provision

Teaching and learning

Grade: 2

The overall quality of teaching and learning is good, although the pace of pupils' learning in the infant classes is relatively weaker. Teachers share lesson objectives with pupils and set clear expectations, so pupils know what is required in terms of work and behaviour. Very good relationships, with clear boundaries in classes, create a positive, supportive atmosphere for learning. As a result, pupils feel confident to answer questions and join in discussions. They listen well and value each other's contributions. Teachers use a good variety of teaching styles. Good use is made of computers, artefacts and role-play, to interest and inspire pupils. For example, excellent use of computers, a lighted candle, feathers and leaves, enabled Year 2 pupils of all abilities to create imaginative and highly original similes with remarkable fluidity and enthusiasm. Work is generally well matched to the needs of all learners. The experienced teaching assistants operate effectively throughout the school and support pupils' learning well. They have a clear understanding of how and when to support individuals and groups of pupils.

Assessment information is generally well used to match work effectively to the needs of all groups of learners. There is much good marking that helps pupils to improve their work, but this is not yet the case in all classes.

Curriculum and other activities

Grade: 2

The curriculum is good with some outstanding features. Provision for children in Reception is good. Imaginative use of the outside area, such as in a 'Bear Hunt' for shapes around the school buildings, ensures a good breadth of learning opportunities throughout the day.

Pupils rightly praise the outstanding range of clubs for junior pupils in a wide range of sports and music. Residential visits for Years 4 and 6, visiting theatre groups, artists, dancers and musicians provide exceptional enrichment opportunities. The innovative use of the local business and academic communities to support cross curricular themes, such as river and marine study and Skywatch, underlie the 'vibrant and colourful opportunities for learning', praised by parents. Good quality provision for pupils' personal, social and health education and citizenship helps pupils develop the skills and understanding that are important for their emotional well-being.

Pupils with learning difficulties and/or disabilities progress well because of the good provision and effective intervention strategies in place to support them. To minimise dips in pupils' progress, more careful planning of the transition between the key stages is rightly under further consideration.

Care, guidance and support

Grade: 2

The caring ethos, safe environment and friendly relationships reflect the good pastoral care and support given to pupils. The school works well in consultation with parents, outside agencies and health professionals to meet pupils' needs. Parents are rightly pleased with the level of care their children receive.

Child protection procedures are well known to staff and risk assessments are in place. Pupils acknowledge this by saying, 'we feel safe in school' and 'there is always someone to turn to for help'. Parents comment on the ease with which their children settle into the Reception class and 'the very real sense of community in the school'. Arrangements to support pupils' academic progress are good, but involvement of pupils in setting and reviewing their targets varies quite widely across the school. Pupils' views are regularly sought in Circle Times and through questionnaires, but some work is still needed to make a success of the new school council.

Leadership and management

Grade: 2

The high quality leadership and management have a direct impact on pupils' good academic progress and personal development. The leadership of the headteacher is good. He is rightly passionate about providing a well rounded education for pupils. For example, the outstanding range of experiences that pupils enjoy outside the classroom is a great tribute to his approach. He has a clear vision for the development of the school, which is shared by staff. The school improvement plan identifies most of the right priorities. However, some of the associated targets are not explicit enough to maximise the plan's impact on pupils' progress.

The role of core subject leaders has developed well since the previous inspection. They are encouraged by the headteacher to think originally and seek imaginative solutions. They positively influence the work of other staff and their subject action plans have led to significant improvements, as in writing standards, for example. As a result, leadership and management are effective and the school has good capacity to bring about further improvement.

The monitoring of the work of staff and pupils is satisfactory. The performance management of staff is well established and has a positive impact on their ability to contribute to wider school improvement. However, there is not yet a consistent emphasis on evaluating pupils' learning or the progress made by particular groups in lessons, as part of lesson observations. In addition, the wealth of assessment information is not yet used effectively, by senior leaders, to predict longer term performance or to highlight as early as possible what needs to be changed so as to ensure pupils' very best progress.

The contribution of the governing body is good. Governors provide a good level of support and challenge for the school, based on a clear and accurate grasp of its performance.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

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

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school and for being so friendly and helpful. It was very useful to hear how much you like your school. We really enjoyed our visit and want to share with you what we discovered. We think you go to a good school.

What we liked most about your school:

- your teachers teach and look after you well and give you extra help if you need it
- you are happy and feel safe in school
- you are exceptionally keen to learn, behave well and get on very well with each other
- the people in charge of the school are good at their jobs and know what they need to do to make the school even better for you
- your parents and carers are very pleased you come to this school
- junior pupils have outstanding opportunities to develop their skills in a wide range of sports and music.

What we have asked your school to do now:

- make sure you learn as fast as you can in Classes 1 and 2
- make better use of the information about how you are getting on, so that your school has the best chance to be an excellent one.

You are a credit to your school. Keep working hard and making the most of your time in school. We wish you every success in the future.