

The Caythorpe Primary School

Inspection report

Unique Reference Number	120373
Local Authority	Lincolnshire
Inspection number	367421
Inspection dates	11–12 July 2011
Reporting inspector	Lynne Blakelock

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	138
Appropriate authority	The governing body
Chair	Darren Leafe
Headteacher	Rachael Glendinning
Date of previous school inspection	7 November 2007
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Introduction

This inspection was carried out by two additional inspectors who observed five teachers in ten lessons. The inspectors held meetings with a group of pupils, with representatives of the governing body and with senior and middle leaders. They observed the school's work, and looked at documentation relating to the achievement and attainment of pupils, the quality of assessment practices, the school's planning for the future and a range of policies and procedures. The inspectors analysed questionnaires from staff, pupils and the 52 responses from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- It investigated pupils' achievement in writing through the Early Years Foundation Stage and Key Stage 1.
- It explored the quality of support and teaching for pupils with special educational needs and/or disabilities.
- It determined the impact of assessment practices in accelerating the rate of pupils' progress and increasing their involvement in their learning.

Information about the school

This is a small school. Most pupils are of White British heritage. There are far more girls than boys in some year groups. The proportion of pupils known to be eligible for free school meals is below average. An above-average proportion of pupils have special educational needs and/or disabilities, of which most are moderate learning difficulties. A higher proportion of pupils than typical join the school at other than the expected times.

The school has achieved a number of awards, including Artsmark, Activemark and the Football Association Chartermark. It was awarded the Basic Skills Award for the third time in 2010. The school works closely with the local authority to raise attainment and is in a partnership with seven other schools to broaden provision and to provide joint training for staff.

Major building work has recently been completed, resulting in two new classrooms and an information and communication technology (ICT) suite.

There has been some instability in staffing this year due to long-term sickness.

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. Pupils reach average levels in English and mathematics by the end of Year 6 which demonstrates their satisfactory progress from their varied levels of knowledge and skills on entry to the Early Years Foundation Stage. Children's progress through the Early Years Foundation Stage, however, is good because provision, including teaching, is consistently effective. Through the school, pupils enjoy learning, which is demonstrated in their good behaviour. The satisfactory curriculum gives pupils opportunities to develop a range of skills, both in and outside the classroom, all within a safe environment. Pupils' attendance is average overall. While above average for some, it is pulled down by a small minority.

The headteacher's accurate understanding of the needs of the school, through regular monitoring and ongoing evaluation of actions taken, have led to improvements, such as the proportion of pupils reaching expected and higher levels in mathematics by the end of Year 6. Although teaching has not yet returned to being good, as it was at the last inspection, due to issues caused by instability of staffing, it is satisfactory. More consistent practices are developing, aided by the support from the local authority. Tasks, though, do not always result in levels of challenge that match accurately pupils' needs and promote faster progress, including at higher levels. Sometimes learning lacks the necessary pace to maintain pupils' full engagement. Nevertheless, while many strategies are work in progress, they are having a satisfactory impact overall on raising pupils' levels. This is the case in writing from the Early Years Foundation Stage onwards, aided by appropriate strategies and foci. There are not yet enough opportunities to practise extended writing tasks through the school, which pulled down pupils' writing levels in Year 2. Marking is beginning to play a more important role in learning, informing pupils clearly what they have achieved. Group targets in literacy and numeracy are also proving effective. Once a week, activities at the beginning of literacy and numeracy lessons relate to pupils' targets and ensure their clearer focus on them in the intervening lessons. Similarly, satisfactory teaching and support for those pupils with special educational needs and/or disabilities are being strengthened by specific foci to match individual needs and appropriate targets.

While the school's work is being monitored adequately, staffing of senior and particularly middle management roles is not ensuring comprehensive coverage of the school's work so that it is not able to move forward as quickly as possible. The governing body, although not yet finding out enough for itself, is now challenging the school's performance robustly. This, linked with the headteacher's impact and improvements so far, results in a satisfactory capacity for further improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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What does the school need to do to improve further?

- Raise attainment and accelerate progress, particularly in writing, by ensuring that the quality of teaching and learning are consistently good, through:
 - setting tasks that match pupils' needs accurately, thereby providing a good level of challenge, including for pupils capable of achieving higher levels
 - providing a brisk pace to learning
 - giving weekly opportunities for purposeful extended writing.
- Increase attendance rates to at least 95% by:
 - giving pupils ownership of their attendance by providing them with individual targets
 - making sure that parents and carers understand the importance of good attendance in helping their children to achieve their potential.
- Strengthen the leadership and management of the school by:
 - establishing a larger senior and middle management team to support the headteacher's work, with clearly defined roles and accountability
 - developing the potential of the governing body by ensuring it has a good independent knowledge and understanding of the school's work so that it can help to determine its direction.

Outcomes for individuals and groups of pupils

3

All groups of pupils make satisfactory progress. Tasks mostly take into account the way that both girls and boys prefer to learn and their interests. The school manages efficiently the above-average proportion of pupils who join the school at different times than expected and evidence shows that, aided by prompt identification of their needs and satisfactory support, they make the progress expected of them. While more-able pupils achieve satisfactorily, tasks do not regularly promote higher order skills or their critical thinking skills as fully as possible. Because the purpose of learning is usually very clear and interesting, pupils settle quickly to learning. This was demonstrated in a numeracy lesson where problem-solving activities were based on pupils' skills in counting-on to find the right amount of change. These were at an appropriate level to ensure the satisfactory progress of pupils of all abilities. However, progress was slower than it could have been because activities were not timed and pupils worked without sufficient urgency. Pupils with special educational needs and/or disabilities make satisfactory and sometimes good progress. For example, one-to-one intervention by a teacher, based on filling numeracy gaps, was effective in securing a specific skill, through its very clear structure and reinforcement.

Pupils have a secure understanding of unsafe situations and how to keep safe. Regular procedures, such as fire practices, are backed up by a broad programme of learning through the school. While pupils have a broad understanding of the importance of healthy lifestyles, they show greater enthusiasm for keeping fit than for eating nutritious foods, which the school is addressing. Pupils enjoy having responsibilities. While older pupils develop a wide range of personal and inter-personal skills by, for example, being team

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captains and play leaders, opportunities are less frequent for younger pupils. The school council, for example, is not presently active. Pupils' spiritual, moral, social and cultural development is satisfactory, with their social and moral understanding being stronger aspects. They show interest in learning about the beliefs and values of others. Taking into account their average levels in English and mathematics by the end of Year 6, they are satisfactorily prepared for secondary education.

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	3
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

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

How effective is the provision?

The bright environment and constructive relationships between staff and pupils promote a positive start in lessons. There are strengths to teachers' planning, including an interesting and motivating stimulus to lessons, and a range of activities. They are not, though, always carefully enough planned to provide a good level of challenge for pupils across the full ability range or to promote independent learning. Assessment is a quickly improving aspect of teaching, including marking. Targets are helping to direct pupils' focus on to areas in which they most need to develop their skills, and self-assessment, a regular feature in some lessons, is adding to this. Some questioning is helpful in accelerating progress, although, as with some other practices, there is inconsistency across lessons.

The curriculum focuses primarily on developing and increasing pupils' literacy and numeracy skills and is increasingly enabling them to practise those skills across other subjects. It is also giving a structure to pupils' personal development through themes

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which promote their inter-personal skills satisfactorily. The curriculum is enriched by some specialist teaching, enabled by the school's partnerships. Sports links also help the school provide a broader range of activities. Pupils are enthusiastic about enrichment activities, which include dance workshops, gardening and arts weeks. Similarly, after-school activities are popular and cater for a wide range of interests. Provision for pupils with special educational needs and/or disabilities is overall satisfactory and focuses on specific needs in regular sessions. Provision for pupils with a particular gift or talent is being developed within the family of schools and is not yet a regular feature of the provision.

The school's planning for and coordination of the care of pupils are supported by satisfactory procedures to keep them safe. Its understanding of their needs and circumstances and good communication between staff, and with parents and carers ensure that appropriate and individual support is provided, including for those very few pupils who find it difficult to manage their behaviour. However, the school has not been as pro-active as it could be in raising attendance levels which, although satisfactory overall, are variable across year groups. The breakfast club, a recent addition to the school, provides a positive start to the day's learning. Arrangements for pupils to move into the next class and on to secondary school meet their needs satisfactorily and ensure that all groups of pupils are able to face new challenges with confidence.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: 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	3

How effective are leadership and management?

The headteacher presents a clear, ambitious vision that is shared by the staff. Priorities are totally focused on raising attainment through accelerating progress. Good tracking systems and monitoring of teaching are leading to a greater consistency of practice. The greater accountability of teachers for the learning of pupils in their class has been facilitated by pupil progress meetings which ensure teachers' secure knowledge of the needs of each pupil. Relevant professional development, often with partner schools, and training involving teachers' observations of each other's lessons, are quickening improvement. While senior staffing is being strengthened, middle leaders' roles and their accountability are not yet clearly defined to ensure full monitoring of the school's provision. As yet, for example, ICT provision across the school is not regularly monitored.

Partnerships with a neighbouring headteacher and the local authority have aided the headteacher in driving improvement. Other links contribute to a greater breadth of activities for pupils.

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The school has a clear focus on equality of opportunity for all pupils and its impact, both on pupils' progress and their involvement in school activities, confirms that this is a satisfactory aspect of the school's work.

Safeguarding procedures and practices are satisfactory and are overseen appropriately by the governing body. Governance overall is satisfactory and rapidly improving. The governors have already identified the need for a more specific focus on the school's performance and are increasingly able to challenge its work.

Communication between the school, and parents and carers has improved considerably since the last inspection, in the range of information and opportunities for parents and carers' involvement. In particular, there is a more comprehensive range of information about pupils' progress and their targets. As a result, most parents and carers' feel they are partners in the school's work. Community cohesion is promoted satisfactorily within the curriculum, with stronger practice within the school and local community than nationally and internationally.

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

The clear understanding of the staff of how children learn, shown in carefully chosen activities, results in children's good progress. From the start, regular communication with parents and carers ensures that staff have the necessary information about the children to promote their learning. Information sessions inform parents and carers how to support their children's learning through, for example, their understanding of the value of play.

There is a good balance of teacher-directed learning, and children learning for themselves, with effective stimuli to gain and sustain the interest of boys and girls, and a very clear purpose. Questioning of the children as they learn usually extends their knowledge and

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promotes their desire to learn more. Themes, the basis of learning, are carefully chosen, with the children having their say in the choice. During the inspection, the 'pirate' theme engaged the children fully. It led to a wide range of activities, both inside and outdoors, which promoted their learning across many aspects of learning. Importantly, children's interest in writing and counting were strengthened by the theme because they could see the point of their work. Children enjoy their daily learning of letters and sounds. However, the organisation of groups sometimes makes it difficult for staff to monitor the progress of all the children and provide extra help where necessary. Opportunities for their personal development, which is good, are incorporated into all activities. Children increasingly take responsibility for their actions and are proud to be entrusted with jobs. Safe practices are promoted daily.

Good leadership and management of the Key Stage are based on effective planning and evaluation of activities, with regular assessments of children's learning. Improved links with Year 1 staff ensure that transition of the children into Key Stage 1 is smooth and efficient.

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

Of the responses received, every parent and carer agreed that teaching is good although several comments expressed concern that there have been too many changes in staff over the past year. The inspectors found that, due to unavoidable circumstances, there has been instability in staffing resulting in inconsistencies in the quality of teaching and learning, but that this has been addressed for next year. Almost all parents and carers considered that the school keeps their children safe and supports their learning. A very large majority of parents and carers agreed with all of the other statements. Comments included praise for the rich experiences provided by visits and after-school activities. One response echoed the feelings of several others, that 'each child is valued'. All responses have been shared with the headteacher, while preserving the anonymity of the writer. They include a small number of individual queries which she is keen to address. In particular, while a very large majority of parents and carers who responded, think that behaviour is good, a few expressed concern about a very few pupils who exhibit challenging behaviour. The inspection found that behaviour is managed effectively and does not have a negative impact on pupils' enjoyment of school and their learning.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The Caythorpe 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 inspection team received 52 completed questionnaires by the end of the on-site inspection. In total, there are 138 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	69	14	27	1	2	0	0
The school keeps my child safe	33	63	18	35	0	0	0	0
My school informs me about my child's progress	20	38	25	48	6	12	0	0
My child is making enough progress at this school	25	48	24	46	1	2	0	0
The teaching is good at this school	27	52	25	48	0	0	0	0
The school helps me to support my child's learning	28	54	23	44	1	2	0	0
The school helps my child to have a healthy lifestyle	25	48	25	48	0	0	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)	25	48	24	46	0	0	0	0
The school meets my child's particular needs	30	58	20	38	1	2	0	0
The school deals effectively with unacceptable behaviour	25	48	23	44	3	6	0	0
The school takes account of my suggestions and concerns	22	42	25	48	3	6	0	0
The school is led and managed effectively	30	58	19	37	2	4	0	0
Overall, I am happy with my child's experience at this school	34	65	16	31	0	0	0	0

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



13 July 2011

Dear Pupils

Inspection of The Caythorpe Primary School, Grantham, NG32 3DR

Thank you for welcoming us into your school when we visited you recently. We enjoyed spending time with you in lessons and around the school and hearing your thoughts about what you do and learn. We were pleased to hear that you like school, feel safe and enjoy learning. Your behaviour is good. Some of you, though do not attend as often as you could, which slows your progress.

Your school is satisfactory. You make satisfactory progress, which matches the quality of teaching. The levels that you reach in English and mathematics are average. The headteacher is making important changes to enable the school to improve. As a result, you are spending more time learning through themes, so that you can learn in more depth and for yourselves. There is a good range of after-school activities, which you enjoy and which are helping you to develop new skills.

Your school can be better. I have asked your headteacher to help you to reach higher levels in English and mathematics and help you to make quicker progress by ensuring that all teaching is good. As part of this, the work you are given must be at just the right level for you and there must be a brisk pace to your learning. You do less well in writing than in other areas and I have asked the school to make sure you have an extended writing task each week so that you can practise and refine your skills. Although many of you attend school regularly, a few of you in each year group have too much time off and this slows down your progress. All of the staff work hard. The headteacher is going to make sure that they all have clear roles so that everybody knows how well the school is doing and what needs to be done to make it better. The governors will help with this.

We hope that you will work with the staff to help bring about these improvements by following their advice, working as hard as you can and attending school every day that you can.

Yours sincerely

Lynne Blakelock

Lead inspector

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