

East Ayton Community Primary School

3 Moor Lane, East Ayton, Scarborough, North Yorkshire YO13 9EW

Inspection dates

31 January–1 February 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders' and governors' actions have not secured consistently good teaching, learning and assessment across key stages 1 and 2.
- Pupils' achievement in all classes since the last inspection has not improved enough.
- Although standards are rising, they remain overall below average in reading, writing and mathematics by the time pupils leave school.
- Children make uneven progress across early years. The proportion achieving a good level of development by the end of Reception Year is below that seen nationally.
- Additional funding for pupils who have special educational needs (SEN) and/or disabilities is not yet securing their good progress.
- The most able pupils and those from disadvantaged backgrounds do not make enough progress.
- The quality of teaching varies too much across the school. Teaching is not routinely challenging enough.
- Not all teachers make best use of teaching and learning time. They do not check carefully pupils' learning and progress in lessons. As a consequence, some pupils, especially the most able, are not stretched sufficiently in their thinking, or challenged in their work.
- Although the quality of leadership across the school is improving, not all leaders are equally effective at improving teaching and pupils' achievement in their areas of responsibility.
- The quality of pupils' learning across the full curriculum is too variable. Provision for art, music and French especially requires improvement.

The school has the following strengths

- The new headteacher, with the support of governors, has created a positive learning environment. Staff are committed to improving the school rapidly, and morale is good.
- Governors are ambitious for pupils and know the school well. The capacity to improve the school is growing.
- The school promotes well pupils' personal development. Pupils are well cared for, and feel safe.
- The vast majority of pupils are proud of their school and are eager to learn.

Full report

What does the school need to do to improve further?

- Ensure that teaching, learning and assessment are consistently good or better in the school and result in at least good progress, in all subjects, across all years, by:
 - better meeting the needs of some of the most able pupils, and those from disadvantaged backgrounds, with more challenging work
 - checking regularly the learning and progress of pupils in lessons, and revising work and the timing of activities so that they learn well, including those who have SEN and/or disabilities
 - having consistently high expectations of what pupils can do and achieve
 - providing more opportunities in all years for pupils to use mathematical skills to investigate and solve problems, and explain the solutions and answers they find
 - honing pupils' inference and deduction skills in reading, particularly at key stage 2
 - making the most of opportunities to reinforce key reading, writing and mathematical skills, as well as handwriting and spelling, across all subjects.
- Improve children's experiences across early years so that they lead to at least good outcomes, by:
 - sharing the effective practice in Nursery with staff in the Reception Year
 - enhancing the quality of teaching in the Reception Year, particularly the effectiveness of adults' questioning of, and interactions with, all children to promote exciting and imaginative learning opportunities
 - providing more levels of challenge in indoor and outdoor activities for the most able children.
- Strengthen the impact of leadership and management on pupils' outcomes by:
 - sharpening the skills of all leaders in checking precisely the effectiveness of teaching on pupils' progress across the school.
- Ensure that the provision made for all subjects across the curriculum is of an equally good quality, with appropriate attention paid to the development of pupils' subject-specific skills and understanding, especially in art, music and French.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Since the previous inspection, the quality of education provided by the school has lapsed. The local authority and governing body have taken stringent steps to address this decline, strengthening teaching, and leadership at all levels.
- A new headteacher has taken up post, and a new chair of the governing body has been appointed. New ways of working for governors have been introduced. In addition, there have been significant changes in senior and middle leadership.
- To date, these new arrangements have not provided sufficient impetus to drive forward the required improvements in teaching, learning and pupils' progress at a fast enough rate.
- While senior and middle leaders undertake various monitoring activities, these are too often unfocused. For example, visits to lessons and the checking of pupils' work do not consider sufficiently the impact that teaching has on pupils' specific gains in learning. Leaders do not effectively take into account the progress made by the most able pupils, those from disadvantaged backgrounds, and those who have SEN and/or disabilities. Leaders' actions, therefore, do not have a discernible impact on improvement.
- Not all subject leaders monitor their areas of responsibility meticulously. As a result, inconsistencies in teaching and learning remain.
- Leaders and governors, nonetheless, are providing staff with good-quality professional development and training. Expertise from the local authority, and strong partnership working with Thornton Dale Church of England Primary School and East Whitby Community Primary School, have been instrumental in strengthening teaching, learning and assessment in all year groups. The impact of this work is taking effect. The quality of teaching is improving and standards are rising, albeit too slowly and inconsistently.
- The newly appointed headteacher demonstrates high aspirations for staff and pupils. He has an accurate view of the strengths of the school and priorities for further development. He is committed to improving teaching in all classes, and accelerating all pupils' rates of progress.
- These ambitions are shared by senior and middle leaders and governors. Leaders are beginning to use the school's assessment system to pinpoint sooner weaknesses in teaching and learning. Not all leaders, however, have sufficient and dedicated time to pursue rapidly enough, and successfully address, such weaknesses.
- Leaders recognise that they have not evaluated rigorously enough, to date, their use of additional funding, particularly across Years 1 to 6. While the support and resources that leaders have secured have been appropriately targeted, they have not been checked for impact on a sufficiently regular basis. Leaders know that some differences still persist in some classes, in terms of rates of progress and outcomes, for disadvantaged pupils, and pupils who have SEN and/or disabilities. They have prioritised these areas for improvement.
- Leaders and governors ensure that the primary physical education and sport premium funding is used effectively. There is a clear emphasis on improving pupils'

understanding of the importance of physical health and well-being. Leaders make sure that pupils take part in a wide range of sporting endeavours and understand the value of competition, teamwork and perseverance.

- The headteacher has worked successfully with staff to establish a warm and inclusive ethos across the school. A happy atmosphere permeates the environment. Daily collective worship, links with the local church, visitors from the local community and visits further afield contribute appropriately to pupils' strong spiritual, moral, social and cultural well-being.
- Leaders' work to ensure that pupils understand British values, such as democracy, tolerance and respect, is part and parcel of this ethos. Pupils speak enthusiastically about their roles as school councillors, assistant librarians, sports captains and playground buddies. They are proud of the contributions that they make towards the local parish council's decisions about community issues, and are keen to raise funds for local and national charities.
- The headteacher recognises that the provision made for all subjects across the curriculum is not yet of an equally good quality. This is especially so in art, music and French. Work is under way to enhance teaching and learning beyond formal reading, writing and mathematics lessons, and to develop fully the wider range of pupils' subject-specific skills and understanding.
- Staff ensure that pupils' daily school life is regularly enriched. Leaders plan educational visits to London, and opportunities for pupils to take part in local traditional skipping days, World Book Week and astronomy evenings. They invite local artists and authors into school. Physical education experiences with a specialist coach, topic-related and residential trips, and a range of after-school clubs, including for ukulele and film, are just some of the regular activities that are available. These opportunities make sure that pupils value and celebrate their local heritage, as well as helping to expand their horizons.

Governance of the school

- The appointment of a new chair of the governing body and the introduction of the governors' school improvement committee since the last inspection have helped to develop the levels of challenge that governors provide to the school's work.
- Governors bring a range of skills to their roles. Increasingly, they undertake their responsibilities conscientiously and confidently.
- Governors are ambitious for all pupils and families. As a consequence, governors are determined to ensure, as a matter of urgency, high-quality teaching and learning and the acceleration of rates of progress for all pupils.
- Governors receive regular information from school leaders and the local authority about the school's performance. Governors are also regular visitors to school. As such, they are clear about the school's strengths and priorities for further development.
- Governors place a high priority on keeping pupils safe. Governors ensure that the recruitment of staff is thorough, and that staff and governors' training is up to date and relevant.
- Governors are committed to their role. They take part in governors' training offered by

the school, and online training. This demonstrates their dedication to self-improvement.

Safeguarding

- The arrangements for safeguarding are effective.
- Staff have a good understanding of the school's safeguarding policy and the implications of the government guidance in 'Keeping Children Safe in Education 2016'. They use carefully the advice and information they receive to constantly guide their work.
- Leaders make sure that staff and governors receive regular training and updates in child protection. Staff, therefore, are sensitive to pupils' care and welfare needs.
- Leaders liaise closely with the relevant external organisations, including the Local Safeguarding Children Board and local authority child protection personnel.
- Leaders ensure a safe environment for pupils through regular and detailed risk assessments.
- The school's records show that links with individual families, particularly where pupils live in vulnerable circumstances, are well established.
- Staff make themselves available throughout the school day and beyond to ensure that pupils and families receive the support they need.
- Arrangements for recruiting new staff are detailed, and the school maintains an up-to-date, accurate record of all appointments.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching is too variable across key stages 1 and 2. Not all adults have sufficiently high expectations of what pupils can do and achieve. Pupils' rates of progress and learning across the curriculum, therefore, are inconsistent over time.
- Some teachers do not take sufficient account of pupils' prior learning and existing knowledge and skills. Work planned and presented, therefore, does not always match pupils' needs with sufficient precision. This results in some of the most able pupils not being stretched and challenged enough.
- Some teachers and teaching assistants do not check carefully how well pupils are learning in lessons. This is particularly the case for some pupils from disadvantaged backgrounds and for those who have SEN and/or disabilities. Staff do not move some pupils on to more demanding work when they are ready. As a result, they do not make the progress they should.
- Most teachers have good subject knowledge. Teachers' expectations about pupils' handwriting and the presentation and organisation of their work in books across all subjects, however, are not high enough. When poorly presented work is accepted, for example in art, some pupils' readiness to make a greater effort begins to slip.
- The teaching of mathematics has improved recently. Teachers' confidence and subject knowledge have developed well. This is having a positive impact on pupils' progress

and achievement, particularly in calculating.

- The teaching of reading is also improving. Across the school, pupils say how much they enjoy the regular opportunities to read, both individually and to one another. The teaching of inference and deduction skills, however, is variable. Not all adults make sure that pupils explain, in full, the assumptions they make when searching for clues about character and plot development in the texts they read.
- While the teaching of basic writing skills is largely secure, not all children, in all classes, are provided with sufficient opportunities to use these skills regularly to write at length. Not enough care is taken by some teachers and teaching assistants to ensure that enough pupils edit and re-draft their work, to write with sufficient fluency, varied language and expression, accurate spelling, and a range of punctuation for effect.
- Teachers use a systematic approach to the teaching of phonics. The majority of adults in school articulate sounds and letter names carefully and precisely, and encourage pupils to do likewise. Most pupils make at least expected progress in this area of learning.
- The teaching of physical education and sport is good. Pupils participate willingly in a wide range of competitive individual and team sports, and many are motivated to attend extra-curricular recreational opportunities.
- The teaching of some subjects, beyond reading, writing and mathematics, requires improvement. Although teachers plan more experiences for pupils to carry out scientific investigations and to learn about scientific concepts such as gravity, forces, types of resistance, living things and their habitats, outcomes at the end of Year 2 and Year 6 are below average. The teaching of art, music and French is inconsistent, largely due to teachers' variable levels of expertise and confidence in these subjects.
- Good relationships exist between teachers, teaching assistants and pupils. These foster positive attitudes to learning and encourage many pupils to try their best. Often, pupils engage keenly with tasks and activities.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils' welfare is a priority. Leaders work successfully with other agencies, including the local authority and social care, when they identify any pupils who may be at risk.
- Many lessons, and the well-planned educational visits and extra-curricular opportunities, enhance pupils' awareness of the world around them, and particularly stimulate pupils to think about their local community.
- Visits to local churches, museums and galleries, as well as visits to school by local farmers, councillors, community police officers and healthcare professionals, help to prepare pupils well for life in modern Britain. These experiences promote a good appreciation of the views of people from different backgrounds.
- Pupils have a good understanding of the concepts of freedom and democracy and of Britain's parliamentary system. They are proud of how well these opportunities enable

them to contribute to the school's community.

- Pupils and adults are happy in each other's company at break- and lunchtimes. Pupils are well mannered and welcoming of visitors.
- Pupils said how much they feel safe in the school, and how they are well cared for. They are confident that staff will help them with any problems that may arise.
- Pupils know how to keep themselves safe. They recognise the importance of keeping safe online, and the caution they need to show about people they do not know beyond the school's gates.
- Pupils understand different types of bullying and try to prevent it from happening. Pupils say that when infrequent incidents of bullying occur, they are dealt with quickly and successfully by staff.
- Physical education lessons, as well as daily collective acts of worship, ensure that pupils are aware of the importance of leading a healthy lifestyle, including regular exercise and a balanced diet.
- Pupils in all years benefit from well-organised opportunities to meet their new teacher, visit their new classroom and learn about their new learning experiences as they move through the school. Year 6 pupils are equally well prepared for transition to secondary school.

Behaviour

- The behaviour of pupils is good. Inspection evidence indicates that the school operates as a harmonious community.
- The vast majority of pupils show a good awareness of the expectations that adults and their peers have of their behaviour. Pupils cooperate well, and follow teachers' instructions and expectations consistently in all year groups.
- Most pupils show positive attitudes to learning and work cooperatively in lessons. They listen to each other's points of view, and help one another with their work.
- Some pupils, in some classes, do not take sufficient care with the presentation and organisation of their written work in all subjects.
- Leaders successfully promote the importance of regular attendance. As a result, the vast majority of pupils come to school regularly and arrive on time.
- Leaders continue to work determinedly with a very small minority of families who do not ensure that their children attend school as often as they might.

Outcomes for pupils

Requires improvement

- Pupils' outcomes require improvement because pupils' progress in key stages 1 and 2, in reading, writing and mathematics, over time, is too variable. Adults do not take enough account of pupils' starting points, or check carefully their learning and progress in lessons, to challenge pupils sufficiently to ensure that all make good progress. This is particularly the case for pupils who have SEN and/or disabilities, those from disadvantaged backgrounds, and the most able.

- Key stage 1 outcomes in reading and mathematics, while improving, are not rising rapidly enough, and were below national averages in 2017. Outcomes in writing, while improving, were no better than average. Given the Year 1 starting points, too few pupils made good progress overall by the end of Year 2.
- The proportion of pupils reaching the expected standard at the end of key stage 2 in reading, writing and mathematics was below the national average in 2017. In all three subjects, the proportion of pupils achieving greater depth was below average. From pupils' starting points, these outcomes represent rates of progress that require improvement.
- Evidence in pupils' books and work in lessons demonstrate that not enough of the most able pupils, including those from disadvantaged backgrounds, make good progress over time. Inconsistencies in teaching and learning, including a lack of challenge and expectation, mean that not enough of the most able pupils are stretched in their thinking and challenged to reach the higher standards of achievement that should be expected of them.
- Current pupils' progress in reading, writing and mathematics remains inconsistent. Pupils' books from key stages 1 and 2 show that not enough pupils from typical or better starting points are working at age-related expectations or striving to reach greater depths of learning. The school's own assessment information shows that not all pupils make good enough progress to reach their end-of-year targets.
- Inspection evidence shows that pupils do not spend enough time practising their basic mathematical skills, and using them to solve mathematical problems. Too few pupils can readily explain how they have worked out calculations, and why they have chosen certain approaches to solving problems.
- In writing, too few pupils develop sufficient dexterity to improve their initial choice of language and punctuation to achieve even greater effect for different audiences and purposes. Pupils' abilities to sequence their ideas skilfully in well-constructed sentences and paragraphs, and their accuracy in spelling, are too variable from class to class.
- Year 1 and 2 phonics outcomes fluctuate. This is due to inconsistencies in teaching over time. Many pupils, nonetheless, acquire phonics skills to help them to pronounce unfamiliar words accurately, and develop general fluency and confidence in reading as they move through the school. More and more pupils read for pleasure, both in school and at home. Older pupils could talk readily about their favourite authors, giving reasons for their preferences.
- The teaching of science is not yet consistently good enough across all years. As a result, by the end of key stages 1 and 2 in 2017, standards were below average. Teachers' levels of expertise and confidence vary in subjects across the rest of the curriculum. This is especially so in art, music and French, where pupils' skills and understanding require much improvement.
- Opportunities are missed to reinforce pupils' reading, writing and mathematical skills, as well as their care with handwriting, and accuracy in spelling, across most subjects.
- Good-quality physical education experiences, however, develop strong levels of teamwork, stamina and physical agility on the part of many pupils.

Early years provision

Requires improvement

- The school's information shows that the vast majority of children arrive with skills and understanding that are typical for their age. The proportion reaching a good level of development by the end of Reception Year, however, has declined over time. It has been below average for several years. The provision in early years, therefore, requires improvement.
- Children settle quickly in Nursery and become confident and eager learners. They behave well and show respect for, and patience towards, one another.
- Nursery staff encourage all of the children to help each other with the planned activities. They confidently explore the stimulating resources, both indoors and outdoors, developing positive relationships and communication skills through their imaginative play.
- These positive experiences are less prevalent in the Reception Year.
- Not all of the adults in the Reception class consistently ask questions that encourage children to think for themselves, extend their range of vocabulary, and develop fully their imaginative qualities and investigative skills. Some adults do not check carefully enough how well children are doing, nor identify how they can develop further.
- Some Reception children are not encouraged as well as they might be to derive full benefit from some of the outdoor opportunities and experiences, designed to develop key literacy and numeracy skills. This is especially the case for some of the most able children, who are not always challenged to the full.
- The effective modelling of sounds and actions by adults in the Nursery and Reception Years is variable. This does not lend full confidence to children who are experiencing communication difficulties. The very small number of children who have SEN and/or disabilities are supported appropriately alongside their peers. Pupil premium funding is used adequately to provide the very small proportion of disadvantaged children with additional support and resources.
- The new and recently appointed leader of early years has quickly evaluated the strengths and shortfalls in teaching, learning and assessment. She has put into place a well-conceived plan of action to address rapidly key shortfalls in provision, develop children's skills to the full, and increase the proportion of those who reach, and exceed, a good level of development.
- Early years staff are responding well to the new leadership. Staff are committed to learning from each other and to making the improvements required.

School details

Unique reference number	121337
Local authority	North Yorkshire
Inspection number	10045482
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	234
Appropriate authority	The governing body
Chair	Samantha Hay
Headteacher	Derek Johnson
Telephone number	01723862132
Website	www.eastayton.n-yorks.sch.uk
Email address	admin@eastayton.n-yorks.sch.uk
Date of previous inspection	27–28 February 2013

Information about this school

- The school is smaller than the average-sized primary school.
- The vast majority of pupils are White British. Very few pupils speak English as an additional language.
- The proportion of pupils known to be eligible for support through the pupil premium is below average.
- The proportion of pupils who have SEN and/or disabilities is below average. The proportion of pupils who have an education, health and care plan is below average.
- The school meets the government’s current floor standards, which are the minimum expectations for pupils’ attainment and progress.
- Since the last inspection, there have been significant changes in staffing. A new headteacher and chair of the governing body have been appointed, together with some new senior leaders and teachers.
- Part-time Nursery provision has also been introduced from September 2016.
- The school receives regular support from the local authority, and benefits from strong

partnership work with Thornton Dale Church of England Primary School and East Whitby Community Primary School.

Information about this inspection

- Inspectors visited a wide range of lessons across the school, looking extensively at pupils' work in all lessons. Visits to lessons were also made with the headteacher.
- Alongside school leaders, inspectors reviewed pupils' progress data and pupils' work in books, information about the quality of teaching, documents pertaining to safety and behaviour, and information pertaining to safeguarding.
- Inspectors spoke with pupils in lessons and at break- and lunchtimes, and met with groups of pupils separately.
- Meetings were held with the headteacher, senior and middle leaders, and governors. In addition, a meeting was held with two representatives from the local authority. Informal discussions also took place with a number of parents and carers in the playground prior to the start of the school day.
- Inspectors took account of 78 parental responses to the Ofsted online questionnaire (Parent View), and 38 responses from pupils.
- The views of staff were taken into account through informal and formal discussions, and the five responses to the Ofsted online staff questionnaire.

Inspection team

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