

Inspection of a good school: Cayton Community Primary School

Mill Lane, Cayton, Scarborough, North Yorkshire YO11 3NN

Inspection dates:

9–10 October 2019

Outcome

Cayton Community Primary School continues to be a good school.

What is it like to attend this school?

Pupils feel safe and enjoy their time at Cayton Primary. Staff encourage pupils to try hard and do their best. Pupils agree. Even when the work is difficult, they are encouraged to have a go.

Pupils arrive at school eager to learn. This includes the children who have recently joined the Reception class. Most parents and carers are very positive about the school. Many describe it as a great school where their children thrive. Bullying is rare. Pupils are confident that when problems occur, staff help to sort these out quickly.

Pupils value the subjects they study. They enjoy many visits out, such as trips to the local library, the harbour and the beach. Teachers plan these visits to reinforce pupils' learning from the classroom.

Classrooms are calm and well organised. Pupils say they enjoy learning because they get lots of help and support from their teachers and teaching assistants. Pupils develop a love of reading and enjoy borrowing books from the school library.

Children get off to a good start in the Reception class. As they move through the school, they achieve well. Pupils are well prepared for their next school when they leave.

What does the school do well and what does it need to do better?

Leaders make sure that pupils learn a wide range of subjects and can attend an interesting range of after-school clubs. Leaders have prioritised the teaching of reading and writing. All adults want pupils to develop a love of reading. Teachers regularly read to pupils to help build their enthusiasm and interest in books.

Pupils achieve well. Teachers plan the curriculum carefully in English and mathematics. In most subjects, teachers help pupils to know more and remember more. Pupils who fall behind or have specific needs receive extra support to help them catch up. This is often

through working on pupils' difficulties with language and communication.

Leaders have designed a curriculum that captures pupils' imagination. Pupils enjoy topics such as 'Dirty Dealings and Smugglers' Secrets' and 'Incredible Me'. Visits out of school are used to enhance classroom learning. For example, as part of a local history topic, pupils visited Scarborough Castle. Pupils could name different types of castles and their features, such as the portcullis.

In most subjects, leaders think carefully about what they want pupils to learn and they teach this content effectively. This helps pupils to learn more and remember more. However, in a small number of subjects, the curriculum is not as well planned. Some subject leaders have not thought carefully enough about what they should teach and the order in which it should be taught. For example, in history, plans do not clearly build on what pupils have learned in previous years. Leaders are aware of this and are well on their way to improving this.

From their time in the Reception class, children are encouraged to love books. Parents share books with pupils during the 'Bun and Book' sessions. Pupils are taught phonics well and can sound out unknown words. Pupils enjoy reading and picking up books. They particularly like the school library and borrowing books to read in school and at home. Pupils understand the school reading scheme. Occasionally, the books that pupils read, including in the Reception class, are not well matched to the sounds and letters they know.

Pupils behave well in lessons and around school. Learning is rarely disturbed by misbehaviour. All staff have high expectations and pupils respond well. Pupils say that bullying is rare and if there are problems, these are sorted out quickly.

The early years team ensures that children get off to a flying start. Staff have positive relationships with children and parents. Children settle quickly. Teachers focus on early mathematics so that children gain confidence when working with numbers. Effective phonics teaching ensures children make good gains in learning to read from a young age.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Staff know pupils well and take each pupil's welfare seriously. Staff are well trained. They take timely action if they have any concerns over pupils' welfare. Staff work well with external agencies to keep pupils' safe.

Pupils have a good understanding of how to stay safe in different situations. They are kept up to date with issues to keep them safe. For example, Year 5 and 6 pupils explained the importance of staying safe when working online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have prioritised reading across the school. In a small number of cases, the books that pupils read are too challenging. This can make successful reading difficult for some pupils. Leaders need to ensure that the words in reading books match the sounds that pupils already know more closely and that the books older pupils read are more carefully matched to their reading skills.
- The curriculum is generally appropriately planned and sequenced. However, a minority of subject leaders do not systematically support staff to develop their planning and sequencing skills. This means that in some subjects, the planned activities do not build on pupils' existing knowledge and some activities do not always take learning forward. Senior leaders need to ensure that subject leaders have the skills and knowledge they need to influence the quality of education in their subject area.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in September 2015.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and

pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	121358
Local authority	North Yorkshire
Inspection number	10088993
Type of school	Primary
School category	Community
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	198
Appropriate authority	The governing body
Chair of governing body	Carol Tindall
Headteacher	Stafford John
Website	www.cayton.n-yorks.sch.uk
Date of previous inspection	22–23 September 2015

Information about this school

- Cayton Primary is smaller than the average-sized primary school.
- The school is in a semi-rural location on the Yorkshire coast, close to Scarborough.
- The school was judged to be good at the previous inspection in September 2015.

Information about this inspection

- On this inspection, I looked closely at reading, history and science. I worked alongside several members of staff, included the headteacher and the deputy headteacher, a group of three governors and the local authority school improvement officer.
- I also met two subject leaders, the special educational needs coordinator and leaders responsible for safeguarding.
- I visited lessons and looked at pupils' workbooks with school leaders, including the science and history subject leaders. I also spoke with pupils to gauge the depth of their knowledge in different subjects, and their understanding of safeguarding arrangements.
- I spoke with a range of staff, including lunchtime assistants, office staff and teaching assistants.

- I met with parents at the start and end of the day. I had a telephone conversation with one parent and took full account of the 33 responses to Parent View.

Inspection team

Amraz Ali, lead inspector

Ofsted Inspector

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