

Inspection of East Ayton Community Primary School

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

Inspection dates: 9 and 10 November 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Previous inspection grade

Requires improvement

What is it like to attend this school?

Pupils are well cared for and enjoy coming to school. Leaders are clear about creating a vision of traditional values in a modern school. Leaders and staff promote the values of respect, kindness, cooperation and empathy. Pupils respond well and live these values out.

Pupils feel happy, safe and secure. Pupils know the importance of not talking to strangers. Pupils have positive relationships with each other. Pupils are kind, friendly and support one another. New pupils comment on how friendly everyone is and how they are welcomed into school.

The school is calm and orderly. Pupils' behaviour is good. They have good attitudes to learning and work hard in lessons. Pupils understand the different forms of bullying. Pupils say bullying rarely happens. Pupils have every confidence in adults to keep them safe and free from harm.

The quality of education is not yet good. Expectations of what pupils can achieve is not high enough. Leaders have identified the right priorities for improvement. Leaders are resolute in tackling the school's weaknesses. Even so, there is more work to do.

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

Leaders are reflective and have made many changes since the previous inspection. Several staff have joined the school in recent years. They are positive about working at the school and keen to improve the curriculum. There are firm foundations in place for curriculum improvement. Even so, the quality of education requires improvement. Curriculum plans for all subjects, including geography and history, are very new and in the early stages of development. As a result, they are not firmly embedded nor well implemented across key stages 1 and 2.

Leaders have revamped the curriculum for personal, social and health education (PSHE). PSHE lessons support pupils to learn about difference, including different family sets. Consequently, pupils respect and embrace difference. Staff encourage good mental health habits. Staff encourage pupils to consider their mental health. They support pupils well to express and talk about their feelings.

Leaders have improved the mathematics curriculum. Pupils now complete age-appropriate work, especially in number. Leaders have very recently implemented a new approach to teaching mathematics. This is in the very early stages of development. The early signs show that more pupils are given further opportunities to apply their knowledge to reason and problem-solve.

Leaders have redeveloped the teaching of phonics and early reading. The teaching of phonics and early reading is carefully planned. Staff model the different sounds that

letters make. This supports pupils to read accurately. Teachers are clear about the sounds and letters pupils need to know. Pupils read a range of books matched to the sounds they know. This supports pupils' reading fluency and accuracy. Some staff have not had access to recent and relevant training. This means that some staff do not support pupils with efficient reading strategies as well as they might.

Pupils with special educational needs and/or disabilities (SEND) are well supported. An experienced leader supports staff to identify pupils' needs early. Staff tailor lessons and activities to support these pupils well. This inclusive nature means that pupils with SEND achieve well at this school.

Staff have transformed the early years. They have extended the offer in the nursery. This is helping to improve children's transition into the main school. The early years now reflects a high-quality environment inside and outside. Children enjoy taking part in purposeful and stimulating activities. A high emphasis is placed on developing and extending children's vocabulary. During the inspection, children enjoyed listening to the story of 'Whatever Next'. They spoke with clarity and confidence when retelling the main parts of the story.

Leaders enrich the curriculum with visitors into school. This has been well managed despite restrictions caused by the COVID-19 pandemic. Recently, two professional athletes visited the school. They acted as positive role models to pupils. This has helped to inspire more pupils to take up sport. Staff and pupils are proud of their achievements. A girls' football team won a local tournament to progress through to county finals.

Parents' views vary about the school. Some parents have positive views about the school. There are several parents who feel leaders are not approachable enough. Parents also express concerns about the timeliness of communication.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and governors give a high priority to keeping pupils safe. All staff are well trained and receive regular updates in safeguarding. Staff know how to report concerns when they arise. When an incident occurs, leaders log details and act on them. They are tenacious in securing support where necessary. They work well with external agencies to ensure families get the support they need.

Pupils learn how to keep themselves safe in a range of situations. For example, they know the importance of not sharing information online.

Leaders take account of local risks to ensure pupils are safe. This includes living near a beach. They have prioritised the importance of regular swimming lessons. Pupils have begun to restart swimming lessons following COVID-19 restrictions.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have set out their intent and are working hard to create a more ambitious curriculum. However, many curriculum plans are in the very early stages of being implemented across key stages 1 and 2. Some plans do not fully meet national curriculum expectations. Leaders should support staff to ensure that curriculum plans are fine-tuned to ensure pupils learn the content of all national curriculum subjects.
- Leaders have ensured that approaches to teach early reading have been a top priority in school. The teaching of phonics has improved overall. Despite this, some staff are not well trained to support pupils in their reading using efficient strategies to decode unknown words. Leaders should ensure that all staff receive up-to date training so that they are able to better support pupils with their reading.
- Leaders have very recently implemented changes to the mathematics curriculum. This is helping to support more pupils to deepen their knowledge when using their reasoning and problem-solving skills. However, the approach for supporting pupils is not embedded firmly and is inconsistent. Leaders need to ensure that the mathematics curriculum is effectively implemented to ensure more pupils get to apply their reasoning and problem-solving skills.
- Overall, parents' views about the school are mixed. Some parents have concerns about a lack of communication and approachability of some staff. Leaders and governors need to ensure that they bring more parents on board by improving lines of communication and addressing their concerns swiftly.

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 information from Ofsted Parent View 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 the school and 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	121377
Local authority	North Yorkshire
Inspection number	10200670
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	215
Appropriate authority	The governing body
Chair	Samantha Hay
Co-Headteachers	Derek Johnson and Lisa Nellist
Website	eastayton.n-yorks.sch.uk
Dates of previous inspection	31 January and 1 February 2018, under section 5 of the Education Act 2005

Information about this school

- A shared headteacher arrangement commenced in September 2021.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.

- The inspectors met with the headteachers, the SENCo and curriculum leaders. A meeting was held with four representatives from the school's governing body.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, physical education and PSHE. This involved speaking with leaders, staff and pupils. Inspectors examined curriculum plans and samples of pupils' work for mathematics and PSHE.
- An inspector listened to pupils from Year 1, Year 2 and Year 3 reading to staff.

- The lead inspector held a telephone call with a representative of the local authority.
- Inspectors talked to pupils, staff, leaders and governors about safeguarding arrangements and routines at the school. They scrutinised the record of employment checks on school staff.
- Inspectors considered 57 responses from parents to Ofsted’s Parent View survey, including 39 free-text responses from parents. An inspector spoke with some parents as they brought their children to school. Inspectors took account of the views of staff through discussion and via the 19 responses to Ofsted’s staff questionnaire.

Inspection team

Brian Stillings, lead inspector

Ofsted Inspector

Simon McCarthy

Ofsted Inspector

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