

Inspection of Caen Community Primary School

Caen Street, Braunton, Devon EX33 1AD

Inspection dates: 13 and 14 March 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

The school is a welcoming, caring and friendly community. Pupils are kind to each other and respect different views and opinions. They feel happy and safe because staff know and respond to their individual needs. Pupils attend regularly.

Leaders have designed an ambitious curriculum for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils are enthusiastic about the new knowledge and skills they learn.

Most pupils' behaviour is good. However, sometimes staff expectations for pupils' conduct are not high enough. When this happens, some pupils do not behave well.

Pupils say staff treat them fairly. Pupils understand the school rules. Bullying happens occasionally, but leaders act quickly to sort it out. Older pupils guide younger pupils to resolve disagreements peacefully. As a result, playtimes are calm and enjoyable.

Parents and carers are proud to belong to the school community. They are particularly pleased with the wide range of extra-curricular activities that leaders provide. Parents appreciate being able to speak to leaders at the school gate every morning. 'My child looks forward to school each day' was a comment from a parent.

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

Leaders prioritise reading. Pupils talk about reading with interest and excitement. One pupil described reading as 'an opportunity to learn more about the world'. Pupils read from a carefully chosen selection of books. From the early years, this helps them to learn about different cultures and backgrounds. Teachers check that pupils' books match their reading ability. Consequently, pupils read fluently and with confidence.

Leaders provide regular training for staff in teaching phonics. Staff identify pupils who find it hard to read. Pupils receive effective support to catch up quickly. Leaders give parents helpful information about the school's approach to phonics.

Leaders get to know children's needs as soon as they start in the Nursery. They provide learning that takes account of children's interests and prepares them for the curriculum in Year 1. Staff deepen children's understanding and introduce them to new vocabulary. They help children to collaborate and communicate well.

Leaders design activities for children in the early years to develop their writing skills. Children in Reception use their phonic knowledge to write sentences with increasing accuracy. They are proud of their writing on display around the classroom.

Leaders carefully consider the important knowledge that pupils need to learn in each subject. They sequence learning so pupils build on what they already know. Subject leaders check that the implementation of the curriculum is effective and helps pupils to know and remember more. They help other teachers strengthen their subject knowledge.

Pupils revisit what they have learned previously. They combine this knowledge with new learning. For example, in design and technology, pupils use their knowledge of opposing forces to design and make a moving vehicle. However, teachers' use of assessment does not identify gaps in pupils' knowledge with enough precision. As a result, learning is sometimes not adapted to take into account what pupils know and can do. This hinders pupils' learning.

Staff identify the needs of pupils with SEND early on. Training that staff receive helps them to do this accurately. They set targets for pupils with SEND that help them to learn well. Leaders work with external specialists to ensure the provision is right for each pupil. This allows all pupils to follow the full curriculum.

Pupils contribute to local charitable projects. They know it is important to help others. Pupils can take on leadership roles, such as acting as play and sports leaders. Pupils take pride in these roles and talk about the positive difference they make to the school.

Leaders consider staff workload and well-being when making decisions about improving the school. Staff see leaders as approachable. They say leaders listen to their concerns. Staff at the beginning of their career receive extra help to implement the curriculum effectively. Governors understand their roles well. They closely monitor the impact of leaders' actions to improve the school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders provide regular safeguarding training for all staff. Staff understand the procedures for identifying, reporting and recording concerns. Leaders act with urgency to get help for vulnerable families.

Leaders understand the risks that pupils face locally, such as those associated with water. Consequently, all pupils learn how to keep safe on the beach.

Leaders make the right checks when recruiting new staff. However, they do not ensure that recording of these checks is always accurate.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Assessment does not identify gaps in pupils' knowledge with enough precision. Subsequent learning does not consider what pupils already know. This slows pupils' learning. Leaders need to ensure that assessment shapes pupils' learning by reflecting what they already know.
- Sometimes staff do not have high enough expectations of pupils' behaviour. Where expectations are too low, some pupils do not learn or conduct themselves well enough. Leaders must ensure that all staff have consistently high expectations of pupils' behaviour.

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.

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	113138
Local authority	Devon
Inspection number	10256688
Type of school	Primary
School category	Foundation
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	426
Appropriate authority	The governing body
Chair of governing body	Anthony Wainer
Headteacher	Sam Page
Website	www.caen.devon.sch.uk
Date of previous inspection	27 June 2017, under section 8 of the Education Act 2005

Information about this school

- Leaders use two unregistered alternative provisions.
- There is a before- and after-school club on the school site.
- The nursery includes provision for two- and three-year-olds.

Information about this inspection

The inspectors carried out this graded 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 leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: Early reading, mathematics, geography and physical education. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work. Inspectors also spoke to leaders about the curriculum in some other subjects.

- Inspectors spoke with school leaders, subject leaders, parents, pupils, governors and a representative from the local authority.
- Inspectors listened to pupils read.
- To evaluate safeguarding, inspectors spoke to the designated safeguarding leader. Inspectors also spoke with staff, governors and pupils, and evaluated record-keeping and staff training.
- Inspectors considered responses to Ofsted Parent View, Ofsted’s online survey for parents, and comments made by parents online during the inspection. They also evaluated responses to Ofsted’s staff and pupil surveys.
- During the inspection, leaders rectified administrative errors in the single central record.

Inspection team

Jane Dennis, lead inspector	His Majesty’s Inspector
Esther Best	His Majesty’s Inspector
Gavin Summerfield	His Majesty’s Inspector

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