

# Inspection of a school judged good for overall effectiveness before September 2024: Cayton Community Primary School

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

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Inspection dates:

26 and 27 November 2024

## Outcome

Cayton Community Primary School has taken effective action to maintain the standards identified at the previous inspection.

## What is it like to attend this school?

Pupils at Cayton are proud and joyful members of the school community. They embody the school's underlying ethos of respect, trust and harmony. Positive relationships and behaviours abound in school. Pupils are very happy and safe. They have an acute awareness of how adults keep them safe. Pupils thrive in a carefully developed, nurturing environment.

There are high expectations for all pupils. These apply to both academic achievement and behaviour. Pupils meet these expectations. All pupils receive the support they need to achieve well. The school takes sensitive and appropriate action to support pupils who may occasionally find school more difficult.

Pupils have an appetite for learning and knowledge. From the very start of children's educational journey at Cayton, lessons are calm and purposeful. Pupils have exceptional attitudes towards others. They seek to help others whenever they can.

Parents and carers are committed to the school. They are overwhelmingly positive about the impact the school has on their children. Parents' comments include themes of how well pupils are included across the school and the 'amazing' support that parents and pupils receive from staff.

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

Children entering school in their Reception Year quickly understand the school routines and expectations. They demonstrate remarkable concentration and focus in their formal phonics sessions. This allows them to establish firm foundations for early reading. Skilled staff then build on these foundations. They ensure effective support is in place for pupils

who may fall behind with their reading. As a result, pupils quickly gain the knowledge and skills they need to become confident and fluent readers.

The school has developed exciting curriculums for all subjects. There is a clear progression of skills and knowledge across these subjects. Children in the early years benefit from stimulating, high-quality interactions with adults to help further their learning. Well-trained staff have secure subject knowledge. They deliver curriculum content with authority. Lessons contribute well to pupils' development of secure subject knowledge. For example, pupils understand the effect exercise has on their body. They make links between physical activity and heart rate. They understand the role that blood plays in delivering oxygen to the muscles. Others demonstrate a clear understanding of musical notation and use this to create their own compositions. However, in some subjects, checks on what pupils know and can do lack rigour. This means that, at times, gaps in pupils' knowledge and skills are not identified and addressed quickly. Some pupils do not achieve as well as they could in these subjects.

There is a well-considered approach to support for all pupils, including disadvantaged pupils and pupils with SEND. Knowledgeable staff swiftly identify specific needs for pupils with SEND. The school puts effective support in place. Pupils are complimentary about the effect that academic and pastoral support has on their self-esteem and confidence. Denzel, the school's well-being dog, is also instrumental in the school's approach to pastoral support.

Pupils' attendance is high. Where this is not the case, leaders take effective action to address absence. Pupils' conduct in and around the school is exemplary. They are polite, courteous and welcoming to all. The very youngest pupils are inquisitive and draw adults into their conversations. Older pupils are highly articulate and demonstrate commendable attitudes towards others.

Pupils' personal development is exceptional. The school has tailored the programme for personal development to the local area. A 'Cayton Cultural Capital, Citizenship and Community' passport sets out a range of rich and diverse experiences that pupils will have in each year. These experiences include regular outdoor learning at the beach and in local woodland, educational visits and opportunities to promote positive mental health. This builds resilience, a sense of community and an appreciation of the world around them. Pupils talk about the positive impact these experiences have on them. They exhibit high levels of respect and tolerance for all. This includes those who may have a different faith, religion or ethnicity. Pupils are very well prepared for life in modern Britain.

Leaders in the school are relentless in their pursuit of improvement. An effective programme of professional development and coaching for subject leaders has had significant impact. Governors are integral to the strategic direction of the school. They are knowledgeable and hold the school to account. Staff feel very well supported by leaders for workload and well-being. All decisions at Cayton are taken with pupils' best interests at their centre.

## Safeguarding

The arrangements for safeguarding are effective.

## What does the school need to do to improve?

### (Information for the school and appropriate authority)

- In some subjects, checks on what pupils know and can do lack rigour. This means that, at times, gaps in pupils' knowledge and skills are not identified and addressed quickly. The school should ensure that there is a rigorous approach to checking pupils' retention of skills and knowledge that is used consistently across the school.

## Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for its overall effectiveness 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 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	121358
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10346335
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	209
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Carol Tindall
<b>Headteacher</b>	Juliet Monaghan
<b>Website</b>	<a href="http://www.caytonprimaryschool.co.uk">www.caytonprimaryschool.co.uk</a>
<b>Dates of previous inspection</b>	9 and 10 October 2019, under section 8 of the Education Act 2005

## Information about this school

- Wrap-around childcare operates from a separate building on the school site. This is under the management of a private company.
- The school does not use any alternative providers.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- The inspector spoke to the headteacher, other senior leaders, other school staff, members of the governing body and a representative of the local authority.
- The inspector visited a sample of lessons, spoke to some pupils about their work and looked at samples of work.

- The inspector met with groups of pupils. He had a tour of the school with representatives of pupil leadership groups.
- The inspector listened to pupils from Years 1 and 2 reading to a familiar adult.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests.
- The inspector analysed the responses to Ofsted's staff survey. He reviewed responses to the online survey, Ofsted Parent View, including the free-text comments.

### **Inspection team**

Richard Beadnall, lead inspector

His Majesty's Inspector

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