

Inspection of Hayton CofE Primary School

Hayton, Brampton, Cumbria CA8 9HR

Inspection dates: 5 and 6 November 2024

The quality of education **Outstanding**

Behaviour and attitudes **Outstanding**

Personal development **Outstanding**

Leadership and management **Outstanding**

Early years provision **Outstanding**

Previous inspection grade Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since September 2014. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils thrive in this vibrant and harmonious school community. They benefit from an exceptional curriculum that is delivered by deeply committed and expert staff. Pupils love to be in school and delight in all that it has to offer.

Pupils, including those with special educational needs and/or disabilities (SEND), are keen learners. They relish the fresh challenges that each day brings. Pupils try their utmost to reach the high standards that the school sets for their achievement. They make excellent progress through the ambitious curriculum. Pupils speak confidently and enthusiastically about their learning.

From the time they start school, pupils' behaviour is exemplary. They follow well-established routines closely. Pupils are highly respectful to staff, visitors and to each other.

Pupils enjoy a wealth of experiences that extend well beyond the academic curriculum. These include residential visits to major cities, as well as opportunities to take part in a variety of outdoor pursuits. Pupils have a deep love of reading and enjoy studying the works of classic authors. They take part in fundraising activities in and beyond the school, with no expectation of benefiting in return. Pupils are exceedingly well prepared for the next stage of their education.

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

The school has developed a rich and ambitious curriculum. It has identified with clarity the most important knowledge that pupils should learn and when this should be taught. The curriculum flows seamlessly from the time that pupils start in Nursery to the end of Year 6.

The school has highly effective processes in place to identify any additional needs that pupils may have. As a result of precise adaptations, the school ensures that pupils with SEND access the same ambitious curriculum as their peers. Pupils with SEND achieve extremely well.

Teachers are adept at using assessment information to identify misconceptions or gaps in knowledge that pupils may have. These are addressed quickly and effectively at the point of learning. As a result, pupils build a rich body of subject knowledge that deepens over time. They use this knowledge to make secure connections across a range of subjects.

Reading is central to the school's curriculum. From the moment that pupils enter school, they are exposed to a wide range of books and authors. This supports pupils to read books with increasing complexity over time. Staff thoughtfully choose books that help pupils to expand their vocabulary, spark their interest and challenge their thinking. Pupils understand the importance of reading in nurturing their knowledge and imagination.

Pupils benefit from a phonics programme that expertly trained staff deliver consistently well. Pupils quickly learn the sounds that letters represent. The books that pupils read are

matched carefully to the sounds that they learn. This ensures that all pupils become confident, accurate readers by the end of Year 2. Across key stage 2, pupils build on this strong start so that they develop reading and writing skills that stand them in good stead ready for key stage 3.

Staff benefit from high-quality training that supports them to deliver the curriculum with great skill. They appreciate the time given to refine their practice. This includes a recent focus on ensuring pupils have plentiful opportunities to solve challenging mathematical problems. As a result, current pupils attain better in mathematics than the most recent published data would suggest. This is also the case for reading and writing.

The school has a carefully crafted programme to support pupils' wider development. Pupils know how to keep themselves mentally and physically healthy. They learn how to act appropriately to keep themselves safe online. Pupils speak confidently about the values that support living in modern Britain and how the law protects people with different characteristics. Older pupils spoke enthusiastically about their role as long-term buddies to the youngest children, in helping them to settle happily into school life.

Pupils experience a wide array of opportunities to nurture their talents and interests. For instance, pupils access a variety of after-school clubs such as art, sports, origami and science. Pupils take their duties very seriously, such as within the school council, where they propose projects for staff to consider and implement. This supports pupils' development of their leadership and responsibility skills.

Attendance is a high priority for the school. Effective systems to track attendance enable the school to quickly identify any pupils who may need further support. Staff work very effectively with families to rapidly improve the attendance of these pupils.

Members of the governing body conduct their roles with diligence. They offer appropriate support and challenge to the school. Governors are committed to ensuring the very best educational outcomes for pupils and are very well informed about how well pupils achieve throughout the school. Staff enjoy being part of the school family and fully appreciate the support they receive with their workload.

Safeguarding

The arrangements for safeguarding are effective.

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

Unique reference number	112402
Local authority	Cumberland
Inspection number	10348118
Type of school	Primary
School category	Foundation
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	132
Appropriate authority	The governing body
Chair of governing body	Valerie Evans
Headteacher	Sarah Threlkeld-Brown
Website	www.hayton.cumbria.sch.uk
Dates of previous inspection	17 and 18 September 2014, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative provision for its pupils.
- The school offers provision for three-year-old children in the early years.
- As a school with a distinctive Christian ethos, the school was last subject to a Statutory Inspection of Anglican and Methodist Schools in January 2020. At that time, the school's distinctiveness and effectiveness as a Church of England school were judged to be good.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- 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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading and phonics, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also held discussions and looked at samples of work with other subject leaders.
- Inspectors met with leaders who are responsible for attendance, behaviour and pupils' personal development.
- To evaluate the effectiveness of safeguarding, the inspectors: 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 first.
- Inspectors looked at a range of policies and documentation relating to pupils' welfare and education. They observed pupils' behaviour during lessons and around school.
- Inspectors met with a number of parents and carers and took account of the responses to Ofsted Parent View, including the free-text comments.
- Inspectors spoke with staff about their workload and well-being. There was no response to Ofsted's online survey for staff.
- Inspectors spoke with groups of pupils about their experiences at school. There was no response to Ofsted's online survey for pupils.

Inspection team

Keith Wright, lead inspector

Ofsted Inspector

Garry White

Ofsted Inspector

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