

Inspection of a good school: Captain Cook Primary School

Stokesley Road, Marton, North Yorkshire TS7 8DU

Inspection dates:

22 and 23 November 2022

Outcome

Captain Cook Primary School continues to be a good school.

What is it like to attend this school?

There is a strong caring ethos at the school. This is because leaders place pupils' best interests at the heart of their decision-making. Leaders strive to offer a curriculum that supports their core values of 'Discovery and Adventure' and fosters the personal traits of 'Endeavour and Resolution'. They have done so.

Pupils are warm and welcoming. They are proud of their school, their friends and their achievements. In discussions, pupils unanimously said the best thing about their school was their teachers. They said their teachers make lessons fun. Teachers know and support their pupils well. Relationships are strong and trusting.

Older pupils make excellent role models. They support their teachers to make sure pupils behave well. This helps to create a distinct sense of belonging. It matters to everyone that pupils are thoughtful and considerate of others. As a result, pupils play well together at breaktimes and work well together in class. The school is harmonious.

Pupils say, 'Bullying doesn't happen here.' Nonetheless, they are equipped with a good understanding of the different forms of bullying and how to keep themselves and their friends safe.

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

Leaders are enthusiastic and knowledgeable in their role. They work tirelessly to adapt and adjust the school curriculum to meet pupils' needs. Content choices are defined by the school ethos and locality and reflect the rigour and ambition of the national curriculum. Curriculum plans are thoughtfully considered. They are arranged in the format of 'Know It; Teach It; Apply It.' Essential knowledge is mapped out in detail to build pupils' understanding step by step as they move from Year 1 to Year 6. Leaders are in the process of aligning the early years curriculum with that of the whole school.

Leaders recognise that some learning was lost because of the COVID-19 pandemic. In response, they have adjusted the curriculum content in mathematics to improve pupils' mathematical fluency. This has helped pupils quickly become skilled and efficient in their calculations. Opportunities to reason and problem-solve are less frequent. This impacts on pupils' ability to explain and extend their mathematical thinking.

Pupils enjoy their history lessons. They talk excitedly about what they are learning. Leaders have recently introduced 'Knowledge Notes' for each study unit. These condense key historical facts into one handy note. Pupils say these notes really help them to remember. For example, in Year 2, pupils studying the Great Fire of London could use their 'Knowledge Notes' to explain how, why, and where the fire started. Likewise in Year 6, pupils used their notes confidently to talk about the changing role of women in World War 2. Leaders are not complacent. They are keen to improve the subject further.

There is a strong focus on developing pupils as lifelong readers. Leaders have embedded a consistent approach to the teaching of phonics. Staff access extensive support and training to ensure this remains the case. There is a strong focus on both reading and writing. Pupils acquire their phonics knowledge speedily. In class support is on hand for any pupils who are struggling. Leaders ensure that teachers use additional interventions well to make sure pupils keep up from the start. Pupils access a range of books to practise their reading. Most books are matched to pupils' phonics knowledge. Occasionally, books are not matched well, and this can impact on pupils' reading fluency.

The special educational needs and/or disabilities coordinator (SENDCo) is skilled. She has established a structured approach to managing pupils' additional needs in school. Detailed guidance documents provide helpful advice to all staff. This enables pupils with special educational needs and/or disabilities (SEND) to access the curriculum effectively. Pupils' personal targets are precise. They identify the small steps to success well. The 'Adventure Suite' is a recent addition to the school's SEND offer. It provides a calming space for pupils to complete their work and access focused support.

Children in the early years are very settled. They confidently explore their surroundings and try new things. Adults develop children's communication and personal and social skills well. Relationships between adults and children are strong. Leaders are strengthening the early years curriculum to make sure children secure the foundational knowledge they need for key stage 1. This is not fully embedded, particularly in Nursery.

The curriculum for pupils' personal and social development is mapped out with the same precision as all other curriculum plans. Fundamental British values underpin the school's work in this area. Pupils value the experiences that teachers provide. They enjoy the range of after-school clubs open to them.

Despite significant staffing changes in the current academic year, staff morale is high. Members of staff new to the school and to the profession feel very well supported in their role. They receive expert mentoring from experienced members of staff.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that all appropriate checks are completed on anyone wanting to work at the school. All staff access regular safeguarding training. They are up to date with the most recent legislation and concerns in the local community.

Safeguarding logs are detailed. Leaders keep an excellent chronology of their actions. Such diligence enables those pupils most in need to receive the support they need in a timely manner. Regular supervision from governors and trustees provides objective evaluation and challenge. This keeps processes sharp.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The revised curriculum for the early years is not fully embedded, particularly in Nursery. This is limiting the opportunity for children to gain the knowledge and vocabulary they need for the next stage in their learning. Leaders need to ensure that all staff in Nursery and Reception implement the early years curriculum consistently well.
- In mathematics, teachers provide limited opportunities for pupils to discuss their learning, to reason and to problem solve. This reduces the depth of pupils' learning. Leaders need to ensure that teachers provide pupils with opportunities to apply their knowledge and extend their thinking in readiness for the next stage of learning.

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 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 would now receive a higher or lower grade, then the next inspection will be a graded inspection, which 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 predecessor school, Captain Cook Primary School, to be good in December 2011.

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	146222
Local authority	Middlesbrough
Inspection number	10255778
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	417
Appropriate authority	Board of trustees
Chair of trustees	Ruth Parker
Headteacher	Amy Young
Website	www.captaincookprimary.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is larger than the average-sized primary school. It has two classes per year group.
- The school runs a breakfast and after-school club each day. Children from Nursery to Year 6 can attend.
- Captain Cook Primary School converted to become an academy school in September 2018. When its predecessor school, Captain Cook Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The school is part of the James Cook Learning Trust.

Information about this inspection

- This was the first routine inspection of the school since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and took this into account in their evaluation of the school.
- The inspector met with the headteacher, senior leaders, the SENDCo, and curriculum subject leaders for history, reading and mathematics.

- The inspector met with several members of the governing body and trustees, including both chairs of the governing body and trustees. The Chief Executive Officer was also present at the meeting.
- The inspector conducted deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with subject leaders, talked to pupils about their learning and looked at samples of pupils work in both lessons and separately with leaders.
- Additional discussions were held with the leaders for personal development and the designated officers for safeguarding. A review of safeguarding procedures and documentation was also completed.
- The inspector reviewed free-text responses of parents and considered the responses to the online questionnaire for parents, Ofsted Parent View.
- The inspector reviewed the responses to the staff survey and met with staff separately.
- The inspector observed pupils' behaviour around the school and in lessons.
- The inspector considered the responses to the pupil survey and met with pupils to discuss their learning and their understanding of behaviour and how to keep safe.

Inspection team

Diane Buckle, lead inspector

Ofsted Inspector

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