

North Cave Church of England Voluntary Controlled Primary School

Inspection report

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|--------------------------------|--------------------------|
| Unique Reference Number | 117984 |
| Local authority | East Riding of Yorkshire |
| Inspection number | 379510 |
| Inspection dates | 10–11 October 2011 |
| Reporting inspector | Christine Millett |

This inspection of the school was carried out under section 5 of the Education Act 2005.

| | |
|--------------------------------------------|----------------------------------------------------------------------------------------------|
| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 114 |
| Appropriate authority | The governing body |
| Chair | Anita Backhouse |
| Headteacher | Jan Woodford |
| Date of previous school inspection | 24 April 2009 |
| School address | Station Road North Cave Brough HU15 2LA |
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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed teaching and learning in 11 lessons or parts of lessons given by nine members of staff, held meetings with groups of pupils, a representative of the governing body and staff. They observed the school's work, and looked at work in pupils' books, school policies and plans, data tracking pupils' progress, records on safeguarding, health and safety, and attendance. Inspectors considered the 35 questionnaires completed by parents and carers as well as those from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether teachers' assessments are accurate.
- How far the school has progressed with community cohesion on an international level.
- What provision there is for pupils to learn a modern foreign language.

Information about the school

North Cave is much smaller than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is well below the national average. All pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is below the national average. The school has achieved a number of awards including Healthy School status and Activemark. The school operates its own breakfast club.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

North Cave is a good school. This happy, harmonious school has many strengths some of which are outstanding. All parents and carers who responded to the questionnaire were unanimous in the view that their children enjoy coming to school. This is reflected in pupils' high attendance. Pupils participate to an exceptionally high level in the life of the school and the local community and are extremely knowledgeable about how to stay safe.

The school cares well for all its pupils. Good safeguarding arrangements are in place and pupils have confidence in adults to help them overcome any problems they may have. Strong relationships exist with parents and carers. A wide range of partnerships contribute well to pupils' well-being and achievement. Community cohesion and pupils' spiritual, moral, social and cultural development are good. Pupils' experiences of different cultures and beliefs are well-developed through the curriculum, charity work and links with a school in Ghana.

Children start school with skills and knowledge that are broadly in line with national expectations. They settle quickly and do well during their time in the Early Years Foundation Stage which is managed most effectively. Overall progress in Key Stage 1 and Key Stage 2 is good. The differing needs and abilities within small cohorts gives rise to fluctuations in attainment which has an impact on data. Currently, attainment in English and mathematics is average overall. However, attainment in English is better than that in mathematics with the number of pupils exceeding the level expected for their age being above average in reading. Pupils with special educational needs and/or disabilities are well-supported and make the same levels of progress as that of their peers.

Teaching is good. Lessons are well planned although at times in mathematics there are too few occasions for pupils to use and apply basic number skills and the use of information and communication technology (ICT) is not always fully exploited. Marking is informative and of a consistently good standard, particularly in English. This has a positive impact on pupils' learning. Regular assessment takes place. Information is moderated to ensure accuracy and fed into the school's tracking system. However, this data is not used consistently by staff to analyse pupils' performance in mathematics and identify those who may not be making enough progress.

The headteacher is supported effectively by senior leaders and staff. The governing body is equally committed and oversees safeguarding procedures well. All share a clear vision for future improvement, recognising what the school does well. Good use is made of accurate self-evaluation to highlight areas for improvement confirming good capacity to sustain improvement.

What does the school need to do to improve further?

- Raise attainment in mathematics in Key Stage 2 by:
 - developing greater proficiency in using and applying basic number skills
 - ensuring that pupils have opportunities to use resources and ICT to support learning in mathematics lessons
 - enabling staff to make full use of the tracking system to identify and analyse pupils' progress in mathematics.

Outcomes for individuals and groups of pupils

| |
|---|
| 2 |
|---|

Pupils are attentive and participate well. The overwhelming majority of pupils say they enjoy their learning. For example, a high level of engagement was seen in a mathematics lesson where the teacher reinforced work on 3D shapes by means of well-thought-out practical tasks. Misconceptions were tackled and learning was secure. It is clear that pupils make good progress in lessons. This is supported by information from the school's tracking system as well as work in books that show pupils' good progress as they move through school. There are year-on-year differences in starting points and attainment at the end of Year 6 due to variations in the size and skills of individual year groups. Attainment in English is currently higher than that in mathematics with reading being a particular strength. Many pupils reach the expected level in mathematics. However, while they display confidence in some aspects of mathematics they are less secure in the application of basic skills. Pupils with special educational needs and/or disabilities also make good progress towards their targets because the support they receive is well focused on their specific needs.

Discussions with pupils showed that they have a good understanding about how to keep fit and healthy. They appreciate the number of opportunities they have to participate in a range of sports with other schools. Pupils say they feel well looked after at school and they have an excellent understanding of how to keep themselves and each other safe. Pupils respond extremely well to the responsibilities they are given and make positive contributions to the school community through the school council for example. Pupils' high attendance, secure grasp of basic skills, including the competent use of ICT, and their developing personal qualities equip them well for the next stage of their education. Good spiritual, moral and social development is evident in their reflective attitudes, willingness to take part in local, national and global charity work and good understanding of the faiths and beliefs of others.

These are the grades for pupils' outcomes

| | |
|-------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: | |
| Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 1 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 1 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: | |
| Pupils' attendance ¹ | 1 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

Teaching and learning are effective across the school. Pupils are clear about what they are learning and what they need to do to be successful. Relationships are good and staff seek to motivate pupils through interesting activities. Work is well matched to pupils' prior learning and different tasks are provided to support different levels of ability. More-able pupils are identified at an early age and there is an appropriate level of challenge in most lessons, especially literacy. Teachers use a variety of strategies for marking and letting pupils know how to improve. Pupils understand what they need to do to make further progress in writing but this good practice is not yet evident in mathematics.

Basic skills are generally developed well across the curriculum although ICT is not fully exploited in mathematics. Creativity is encouraged and a number of pupils have the opportunity to learn a musical instrument. There is a good focus on experimenting and investigating in science and good use is made of the extensive outdoor environment. All pupils take part in a residential visit where they learn to work as part of a team. Good use is made of visits and visitors to enhance learning. Pupils in Years 3–6 are taught French. There is a wide range of extra-curricular activities which are well attended.

The quality of care, guidance and support is good. Pupils are confident that adults in school care about them. Great care is taken to ensure pupils are kept safe and know how to stay safe. The individual needs of pupils with special educational needs and/or disabilities are well met through close liaison between parents and carers, teachers, support staff and outside agencies.

These are the grades for the quality of provision

| | |
|-------------------------------------------|----------|
| The quality of teaching | 2 |
| Taking into account: | |
| The use of assessment to support learning | 2 |

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

| | |
|----------------------------------------------------------------------------------------------------------------|----------|
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

The effectiveness of leaders and managers in embedding ambition and driving improvement is good. Under clear direction from senior leaders there is a strong sense of adults working together for the benefit of the pupils. This is an inclusive school where all pupils are valued and equality of opportunity promoted well. The collection of data is in place but as yet its use is not fully exploited especially in mathematics. Nevertheless, data indicates no overall unevenness in the progress of different groups and all achieve well. Accurate self-evaluation means there is a clear understanding of specific areas for development. The effective governing body is knowledgeable, offers a range of skills, is highly supportive and committed to bringing about improvement. Safeguarding procedures are good and systems for assessing risks are well-developed. Child protection procedures are firmly in place and regularly reviewed.

The school has good relationships with parents and carers and works hard to involve them in school life. Positive links exist with the local community through the church and local school partnerships. The promotion of community cohesion is carefully planned and the school has developed joint ventures with other schools and organisations both locally and further afield. Specific themed days, visits and visitors raise awareness of other faiths and cultures.

These are the grades for the leadership and management

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Children get off to a good start in the Reception class due to thorough induction arrangements and highly effective relationships between parents and carers and staff. Children respond well to high expectations of behaviour and respect for others. They develop a good understanding of healthy lifestyles as they enjoy their snacks and benefit from fresh air and exercise in the large, attractive outdoor area. Personal development is enhanced through a residential visit.

Teaching is good and children make good progress. All staff play their part in planning a range of interesting and purposeful activities, indoors and outdoors. High levels of collaboration were seen as groups of children worked together to build a pirate ship. Procedures for assessing children's learning are good and they are used well to plan work to suit the needs of individuals. Pictorial records of achievement and examples of children's work are shared with parents and carers. The children also gain much pleasure from looking back at their successes.

Leadership and management are outstanding. There is a very strong focus on continuous improvement. As intake numbers vary from year to year, it is sometimes necessary for Year 1 to work alongside the Reception class. However, the extremely knowledgeable Early Years Foundation Stage manager ensures all children receive appropriate provision through exceptional organisation and rigorous self-evaluation. The safeguarding of children is robust and incorporates rigorous risk assessments. The Early Years Foundation Stage is fully-incorporated into the life of the school.

These are the grades for the Early Years Foundation Stage

| | |
|------------------------------------------------------------------------------------|----------|
| Overall effectiveness of the Early Years Foundation stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management in the Early Years Foundation Stage | 1 |

Views of parents and carers

Approximately one third of parents and carers responded to the questionnaire. A number felt unable to comment on some aspects as their child had only been in school for a short time. This has distorted some of the percentages. However, of those who did reply the response was positive. All said their child enjoyed school. The very large majority said they were happy overall that their child made enough progress and they were informed about progress. The same proportion felt that their child was kept safe, that teaching was good and their child's needs were being met. A small minority of parents and carers raised concerns about behaviour. During the inspection, inspectors found behaviour to be good and the school has a clear behaviour policy in place which is available to parents and carers and reviewed regularly.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at North Cave Church of England Voluntary Controlled Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received **35** completed questionnaires by the end of the on-site inspection. In total, there are 114 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 21 | 60 | 14 | 40 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 19 | 54 | 14 | 40 | 2 | 6 | 0 | 0 |
| The school informs me about my child's progress | 9 | 26 | 25 | 71 | 1 | 3 | 0 | 0 |
| My child is making enough progress at this school | 10 | 29 | 21 | 60 | 4 | 11 | 0 | 0 |
| The teaching is good at this school | 10 | 29 | 22 | 63 | 2 | 6 | 0 | 0 |
| The school helps me to support my child's learning | 12 | 34 | 20 | 57 | 3 | 9 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 13 | 37 | 21 | 60 | 1 | 3 | 0 | 0 |
| The school makes sure that my child is well-prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 8 | 23 | 18 | 51 | 3 | 9 | 0 | 0 |
| The school meets my child's particular needs | 11 | 31 | 21 | 60 | 2 | 6 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 2 | 6 | 22 | 63 | 5 | 14 | 2 | 6 |
| The school takes account of my suggestions and concerns | 6 | 17 | 23 | 66 | 2 | 6 | 1 | 3 |
| The school is led and managed effectively | 9 | 26 | 20 | 57 | 3 | 9 | 1 | 3 |
| Overall, I am happy with my child's experience at this school | 13 | 37 | 18 | 51 | 4 | 11 | 0 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---------------------------------------------------------|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 43 | 47 | 10 | 0 |
| Primary schools | 6 | 46 | 42 | 6 |
| Secondary schools | 14 | 36 | 41 | 9 |
| Sixth forms | 15 | 42 | 41 | 3 |
| Special schools | 30 | 48 | 19 | 3 |
| Pupil referral units | 14 | 50 | 31 | 5 |
| All schools | 10 | 44 | 39 | 6 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September 2010 to 08 April 2011 and is consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Sixth-form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

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|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



12 October 2011

Dear Pupils

Inspection of North Cave Church of England Voluntary Controlled Primary School, Brough, HU15 2LA

Thank you for all your help when we inspected your school. You were very polite friendly, and made us feel very welcome. You told us that you go to a good school and we agree. We also found that:

- you enjoy coming to school, are keen to learn and your attendance is excellent. Well done!
- you are very well-informed about how to stay safe and show a good understanding of healthy lifestyles
- you take your responsibilities very seriously and contribute a great deal to the life of the school and the local community
- you behave well both in the classroom and in the playground
- you get off to a good start in the Reception class and make good progress during your time in the school
- you are working hard and attainment at the end of Year 6 is average overall but better in English than in mathematics
- adults look after you well and make sure you are safe
- teaching is good and teachers try to make lessons interesting
- your school is helping you prepare well for the next stages in your education.

We think that with your help your school can improve even more and we have asked your headteacher and your teachers to do the following things to raise your attainment in mathematics.

- Give you more opportunities to use and apply your mathematical knowledge to problem-solve.
- Increase the use of ICT to help you learn.
- Track your progress in mathematics very carefully.

We believe that this will help you all to make more progress and we are sure you will all work hard to make this happen. Best wishes for the future.

Yours sincerely

Christine Millett
Lead Inspector

