

Cawood Church of England Voluntary Aided Primary School

Broad Lane, Cawood, Selby, North Yorkshire, YO8 3SQ

Inspection dates

22–23 January 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Since the last inspection all leaders, including governors, have continued to ensure that the school makes improvements in teaching and pupils' achievement. Leaders have identified the right priorities for the future.
- Teaching and learning are consistently good over time. Staff know individual pupils well and plan work effectively so that it meets their needs.
- Pupils make good progress in reading, writing and mathematics.
- Standards at the end of Year 2 have improved and are high.
- Children in the early years get an excellent start to school. They make outstanding progress from their different starting points and achieve very well.
- Pupils' behaviour is good. Their high attendance reflects their love of school.
- Excellent safety arrangements ensure that pupils are safe, happy and thrive.
- The rich curriculum and varied range of learning, including the school's woodland learning area, meet the wide range of pupils' needs and abilities well.
- The school provides very well for pupils' spiritual, moral, social and cultural development. Pupils understand that tolerance, respect and responsibility are very important.
- Parents are very satisfied with the school. They say their children look forward to going to school and the headteacher and his team 'go the extra mile' to help.
- The governors have a high level of expertise. They understand the school's strengths and areas for improvement.

It is not yet an outstanding school because

- Not enough pupils are making sustained, rapid progress, especially in mathematics and writing.
- Standards in pupils' spelling, handwriting and grammar are not consistently high.
- Teachers' written comments, especially in the marking of pupils' mathematics work, do not always make it clear to pupils how to improve their work. Not enough opportunities are provided for pupils to respond to advice.

Information about this inspection

- Inspectors observed teaching in all classes and some sessions led by teaching assistants. Some observations were carried out jointly with the headteacher.
- Observations also took place during playtime, lunchtimes and in an assembly.
- Inspectors carried out walks of the school to observe the curricular provision and pupils' behaviour.
- Inspectors held discussions with pupils, staff, parents, governors and a representative from the local authority.
- Inspectors listened to pupils read and examined a range of pupils' work from across the school.
- Inspectors reviewed school documentation including the school's plans for improvement, records relating to pupils' progress, school monitoring information, behaviour logs, safeguarding records, governing body minutes, staff performance information, local authority reports and the report from the Statutory Inspection of Anglican Schools.
- Inspectors took account of 43 responses from parents to the online questionnaire (Parent View), the school's own parent survey information and 16 responses from staff to Ofsted's questionnaire.

Inspection team

Carol Smith, Lead inspector	Additional Inspector
Pamela Hemphill	Additional Inspector

Full report

Information about this school

- Cawood Church of England Voluntary Aided Primary School is smaller than the average-sized primary school.
- The proportion of disabled pupils and those who have special education needs is below the national average.
- The proportion of disadvantaged pupils, those eligible for the pupil premium, is well below the national average. The pupil premium is funding to support those pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- Almost all pupils are from a White British background.
- Children attend part time in the Nursery class and full time in the Reception class.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Sharpen the focus of leaders at all levels to ensure that a greater proportion of pupils make more than expected progress in mathematics and writing by ensuring that:
 - teachers' written comments, especially in mathematics, give pupils precise guidance for improvement
 - pupils follow up teachers' comments and make the improvements recommended
 - the school's expectations for teaching spelling, handwriting, grammar and presentation are applied consistently across all teaching groups and in all subjects.

Inspection judgements

The leadership and management are good

- The headteacher has high expectations for the school and leads a continuous drive for improvement in all areas of school life. He is passionate about making sure that every pupil at the school has the opportunity to succeed.
- The headteacher's vision of excellence in teaching, learning, behaviour and safety is shared by the highly committed team of staff and governors. As a result, the school has made good progress in relation to the areas for improvement identified at the last inspection. Leaders at all levels have an accurate view of what the school needs to do in order to secure rapid progress across all subjects, key stages and classes.
- Middle leaders carry out a range of activities to check on the impact of teaching on learning. The results of their work are seen in the improving picture of achievement in the early years and Key Stage 1. Sometimes leaders' plans miss opportunities to check that pupils make consistently rapid progress.
- Teaching is led well and there is good support for teaching and support staff who are at different stages in their careers. Expectations of all team members are high. Performance management is led well.
- Staff and governors have a strong commitment to equal opportunities. They promote this well through careful checking that all groups, including pupils in receipt of the pupil premium and pupils with special education needs, are making good progress. Leaders do not tolerate discrimination of any sort and foster good relations throughout the school community and beyond.
- Since the last inspection, leaders have continued to ensure that the curriculum improves so that pupils have many more opportunities to practise their writing skills in many subjects. They have also taken swift and effective action to prepare for the introduction of the new National Curriculum.
- Displays around school show the interesting and varied learning that takes place and how this has provided good opportunities to write for a range of purposes. Pupils across the school are being prepared well for the next stages in their education.
- Provision for pupils' spiritual, moral, social and cultural development is a strength of the school because it is led well and there is whole-school commitment to pupils' development in this area. As a result, pupils are well prepared for life in modern Britain, because the school's strong values foster a culture of respect and tolerance for all. These values are strongly supported through collective worship. Pupils take a high degree of responsibility for planning and leading worship.
- Recent curriculum initiatives have strengthened pupils' cultural understanding through giving pupils opportunities to make links with pupils in other schools in the UK and beyond. For example, the very youngest children were able to explain how they enjoyed learning about the boat festival in Zambia and the oldest described how they make links with pupils in America.
- The school's arrangement for safeguarding meet government requirements. Procedures are very well established and there is a high level of care for the safety of pupils.
- Primary sport funding is used effectively. More pupils, especially girls, are taking part in a wider range of clubs, which include fencing and multisports. Pupils now take part in more competitive sports events and staff expertise in teaching PE is improving as a result of working alongside qualified coaches.
- The school's relationships with parents are very strong. During the inspection, parents reported consistently high levels of trust and confidence in the leadership and the work of the school.
- The local authority provides effective support for the school through regular visits. It offers opportunities for staff to develop their skills, for example in checking on the accuracy of assessment.
- **The governance of the school:**
 - Governance has improved significantly since the last inspection. Governors have a high level of expertise and offer skills in a range of areas. As a result, they are able to provide good levels of support and challenge for leaders at all levels.
 - Their understanding of performance data is strong so they are able to make careful checks on the progress of all groups of pupils, including those in receipt of the pupil premium and those with disabilities and special educational needs. The provision for pupils with special educational needs is supported well through the work of the governor with responsibility for this area.
 - Governors are kept well informed by the headteacher. They have a good understanding of the quality of teaching through reports and their own evaluations of pupils' progress.
 - Governors' knowledge and skills in human resources, finance, and health and safety enable them to ensure that there is strong management of the school's finances and performance management of staff. Governors make a strong contribution to safeguarding through their regular checks in this area.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good.
- Pupils say they love coming to school. They thrive in this caring and close community where everyone is recognised as special. The school's mission 'At Cawood, everyone matters' is made real for all pupils through the high levels of care from all members of the team.
- Pupils understand the school rules and the expectations of them. They respond well to the rewards offered for good behaviour.
- Pupils' behaviour as they move around the school is impeccable. Pupils do this with little or no adult guidance. No time is wasted, because pupils are calm and very responsible so they arrive in their groups promptly and settle to learning quickly.
- Pupils are very polite and well mannered. They show very good care and respect for each other, staff adults and the school environment.
- School records show that there have been no exclusions in the last few years and incidents of poor behaviour are very rare.
- Pupils' work from across the school shows that most pupils try hard with their learning. Although pupils generally present their work well, there are times when pupils do not pay as much care and attention as they should. As a result, standards of presentation dip and are not consistently high.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- All pupils and parents say that the school is a safe place.
- Pupils say that there is no behaviour that could be called bullying.
- Pupils have a very good understanding how to manage risk and to stay safe through a range of activities and assemblies. These include staying safe in different situations, including internet safety, fire safety and being junior road safety officers.
- Child protection procedures are rigorous and the leaders are vigilant about carrying out the appropriate checks. Leaders work closely with outside services to protect the most vulnerable pupils.
- Very careful assessments are made before pupils go on visits. This includes careful organisation for taking the youngest children to the woodland learning area at the bottom of the school field to planning for the outdoor activity visit to 'Robinwood'.
- Attendance is above the national average. The school has strong systems for checking on attendance and supporting high levels of attendance for all.

The quality of teaching is good

- Lesson planning is thorough. Staff use assessment information well to match work to the needs of pupils of all abilities, so that all groups can make good progress.
- Reading is taught effectively. Teaching assistants make a strong contribution to this work through their work with small groups of pupils for phonics (the sounds that letters make.) Pupils who read to inspectors during the inspection explained that they enjoy a good choice of books and they like exciting activities, such as 'Read for my school', because they help them to read more widely. Pupils also explained how the school raises expectations of reading homework for older pupils, so that there is an emphasis on reading comprehension. Pupils say 'it is fun and it helps you to think and to learn.'
- The teaching of writing has improved since the last inspection because pupils have many well-planned opportunities to write for different purposes, in different subjects and at length. For example, work seen in books during the inspection showed how older pupils had been challenged to extend their vocabulary during a science lesson. The school's own self-evaluation and plans recognise that there is more work needed to secure the effectiveness of the school's systems for teaching spelling, grammar and handwriting because these are not applied consistently across all teaching groups.
- Pupils' books show that teaching ensures that pupils develop their understanding across a wide range of mathematical areas. Work in mathematics is interesting, relevant and fun for pupils of all abilities. For example, when Year 1 pupils were learning how to find appropriate coins for different amounts of money, they had to show their coins to the class 'Elf' (a stuffed toy) to help him understand that three and four pence coins do not exist. The pupils found this activity fun and quickly grasped the concept. Later, the teacher adapted the challenge so that some of the most-able pupils were challenged to make amounts up

to fifty pence. Pupils relished this challenge.

- Although all pupils' work is marked regularly, the feedback to pupils on what they have done well and what they need to do in order to improve is not always effective, especially in mathematics. This is because pupils are not always getting clear advice about how to improve, apply or extend their learning. Pupils are not routinely expected to respond to improvement suggestions made. As a result, sometimes learning opportunities are missed.

The achievement of pupils

is good

- From starting points which are usually typical for their age, pupils achieve well as they move through the school. Work in pupils' books, on the walls and the school's data about pupils' achievement, confirm that progress is good.
- Pupils' progress and attainment in Key Stage 1 have improved since the last inspection. In the most recent National Curriculum assessments, pupils' attainment was well above the national average in reading and mathematics and above average in writing.
- Pupils' reading is improving because there is a very structured approach to the teaching of phonics. In 2014, the proportion of Year 1 pupils meeting or exceeding the threshold in the phonics check was above the national average.
- Attainment in the 2014 national tests for Key Stage 2 does not show the same pattern of strong improvement across all subjects. Writing is the strongest area; this is an outcome of the school's focus on providing more opportunities and different purposes for applying writing skills across subjects. Attainment in mathematics, reading, grammar, punctuation and spelling are broadly in line with the national average. This represents good progress from these pupils' different starting points.
- Progress in Key Stage 2 in 2014 was good. It is not outstanding, because pupils are not making rapid and sustained progress over this key stage. As a result, the proportions of pupils exceeding expected rates of progress from their different starting points are broadly in line with those of other pupils nationally.
- Current school assessment information and scrutiny of books confirm that rates of expected progress from different starting points are on track to compare favourably to the national average. The priority for the school is to increase the number of pupils who make more than expected progress from their different starting points.
- The most-able pupils achieve well. Higher than national average proportions of these pupils attain the highest levels at the end of both Key Stages 1 and 2. For pupils in Year 6, this represents attainment which is four years above their chronological age.
- Disabled pupils and those with special educational needs achieve well in relation to their different starting points. This is because they are supported well in small groups by skilled teaching assistants and work in class is carefully matched to their needs.
- Pupil premium funding is spent well. It provides good quality additional teaching support in literacy and mathematics. It also ensures that all pupils have equal access to educational visits. Across the school, disadvantaged pupils make the same good progress as non-disadvantaged pupils do. Gaps between the attainment of disadvantaged pupils and non-disadvantaged pupils narrow as pupils move through the school. It is not possible to make a comparison between the progress and attainment of disadvantaged pupils and non-disadvantaged pupils nationally because of the small numbers involved.

The early years provision

is outstanding

- Children in the early years are given an excellent start to their education. From their varying starting points they make outstanding progress. By the end of the early years, the proportion of children reaching a good level of development is well above the national average. As a result, children are very well prepared for the Year 1 curriculum.
- The quality of teaching and the environment is planned exceptionally well so that it meets the needs and interests of children at different stages of development. Teachers and teaching assistants have a very good understanding of the needs of young children. They place a high emphasis on children's welfare, fostering independence, curiosity, a love of learning and language development.
- During the inspection, the youngest children got themselves ready for the journey to the woodland learning area at the bottom of the field. Calmly and confidently the children found their wellingtons and put on snow suits. Staff managed the long walk down the field so that the children had opportunities to reflect, to enjoy the delights of exploring the snow, to explore making ice melt, to discuss the shapes of

mole hills and to listen and describe the bird song. The whole process was a rich learning experience providing very well for children's academic, spiritual and social development.

- Assessments of children's achievement are frequent and accurate. They are used very well to plan next steps for all children, including disadvantaged children, those with special educational needs and the most-able children. School assessment information and children's records show that progress is rapid for all groups.
- Relationships with parents are excellent. Staff carry out home visits before children start school and relationships are built up through regular contact. Parents are seen as partners in the children's learning and they access and contribute to the electronic record of children's achievement.
- Behaviour is outstanding because high expectations and strong routines are established from the start of the early years.
- Leadership of the early years is very strong. Team members are aware of the priorities for the key stage and have full commitment to providing a safe and exceptionally well-organised unit that provides the very best for the children in their care.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	121625
Local authority	North Yorkshire
Inspection number	449647

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	167
Appropriate authority	The governing body
Chair	Jeremy Noott
Headteacher	Andrew Smith
Date of previous school inspection	15 June 2010
Telephone number	01757 268368
Fax number	01757 269369
Email address	headteacher@cawood.n-yorks.sch.uk

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