

South Cave Church of England Voluntary Controlled Primary School

Church Street, South Cave, Brough, East Riding of Yorkshire HU15 2EP

Inspection dates

18–19 May 2016

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders' evaluation of the school's effectiveness does not pinpoint the strengths and areas for improvement in teachers' practice clearly enough. As a result, the school's improvement plan is not sharply focused on the aspects of teaching which require improvement.
- Equally, leaders do not always evaluate the impact of their actions on pupil outcomes. For example, the impact of the pupil premium is not evaluated systematically or rigorously enough.
- The effectiveness of middle leaders is variable. Leadership responsibilities for children in the early years are not defined clearly enough.
- Senior leaders' plans for developing the curriculum are at an early stage. The curriculum does not promote fast progress in a wide range of subjects.
- Teachers' expectations of pupils, especially the most able, are not consistently high. Sometimes, the work set by teachers does not build on what pupils already know, understand and can do.
- Pupils do not make consistently strong progress from their different starting points in English, mathematics and a wide range of other subjects.
- Not enough of the most able pupils, including those who are disadvantaged, are working at greater depth, for example in mathematics.
- Similarly, not enough children in the early years make more than the progress expected of them.
- While governors are committed to the school and want pupils to do well, they are not robust enough in challenging senior leaders about the quality of teaching and the progress made by pupils.

The school has the following strengths

- Pupils behave well in lessons and throughout the school day. They work hard and want to do well.
- Pupils' spiritual, moral, social and cultural development is strongly promoted through a wide range of school-based and out-of-school activities.
- Levels of attendance are consistently higher than the national average for primary schools.
- Lower-attaining pupils and those who have special educational needs or disability are well supported and, as a result, make increasingly fast progress.

Full report

What does the school need to do to improve further?

- Strengthen leadership and management at all levels and in the early years by:
 - ensuring that all leaders systematically evaluate the impact of their actions on the quality of teaching and outcomes for pupils, especially the most able pupils and those who are disadvantaged
 - making sure that all leaders use the monitoring information they collect to pinpoint which aspects of teachers' practice require improvement
 - making sure that middle leaders, including those with responsibility for children in the early years, have clearly defined roles and the knowledge and leadership skills needed to drive improvement
 - ensuring that the school's curriculum builds on pupils' interests and promotes fast progress and good achievement in all subjects
 - ensuring that governors hold senior leaders robustly to account for the quality of teaching and the progress pupils make.
- Improve the quality of teaching, learning and assessment in key stages 1 and 2 and in the early years by:
 - making sure that all teachers have high expectations, especially for the most able pupils
 - ensuring that all teachers use assessment information to plan learning activities which build on what pupils already know, understand and can do
 - ensuring that all teachers help pupils understand how to take the next step in their learning and improve the standard of their work
 - making sure that all teachers set work which challenges the most able pupils to use and apply their knowledge and skills to reason and solve problems, especially in mathematics.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management requires improvement

- While much has been done since the school's last inspection, the quality of teaching and the progress pupils make remain too variable. Both require improvement in order to be good.
- The headteacher and senior leaders routinely monitor important aspects of the school's work. However, senior leaders' evaluation of the school's effectiveness does not cut to the heart of what is working well and what needs to improve at South Cave.
- The headteacher and senior leaders do not make effective enough use of the information they collect about pupils' learning and teachers' practice. As a result, the school improvement plan does not focus sharply enough on the actions needed to secure consistently good teaching and better outcomes for pupils.
- The effectiveness of middle leaders is variable. Some have a clear view of how to improve the quality of teaching and pupil outcomes. The impact of stronger leadership in mathematics, for example, can be seen in improvements in the quality of teaching and pupils' learning and progress. However, some middle leaders do not have the depth of knowledge or leadership experience needed to drive improvement quickly.
- Leaders have, rightly, prioritised the development of the English and mathematics curriculum. The design and development of the wider curriculum is less advanced and, as a result, pupils' learning in a wide range of subjects is too variable. The school's newly developed assessment system helps teachers to assess whether pupils are working at the age-expected level in English and mathematics. Crucially, however, leaders and teachers are less confident about how to check whether pupils are demonstrating greater depth in their knowledge, skills and understanding in these and other subjects.
- The headteacher and senior leaders have established a culture of good behaviour which, in turn, is having a positive impact on pupils' learning. Leaders keep a close eye on the behaviour of individual pupils and act quickly, and effectively, when concerns escalate.
- Additional funding, including the pupil premium and the physical education (PE) and sport premium for primary-aged pupils, is used to enhance the curriculum and for a range of intervention and support programmes. However, leaders do not systematically evaluate the impact of this additional funding on outcomes for disadvantaged pupils or on levels of participation in PE and sport.
- The headteacher has strengthened the system for managing teachers' performance. Teachers are set clear targets which are closely linked to the school's improvement priorities. Expectations of teachers at different stages in their careers are also clearly defined. It is too early to evaluate the impact of these changes on teachers' practice and pupils' learning and progress.
- Pupils' spiritual, moral, social and cultural development is strongly and effectively promoted. The school's work is underpinned by an increasing focus on its core values. Pupils know the difference between right and wrong and have a developing understanding of the Christian faith, other faiths and people from different cultures. Pupils' knowledge and understanding of the wider world is well promoted through a wide range of out-of-school activities, including residential and international visits. This helps them to be well prepared for their lives as citizens of modern Britain.
- **The governance of the school**
 - Governors are committed to the school and want pupils to do well. While governors routinely check whether the actions in the school improvement plan are on track, they do not focus sharply enough on the impact of these actions on the quality of teaching and outcomes for pupils.
 - Equally, governors do not challenge the headteacher or senior leaders robustly enough about the quality of teaching and the progress pupils make. Governors have not done enough to check whether the information they receive is giving them an accurate view of the school's effectiveness.
 - Governors have not made sure that the school publishes all required information on its website. The website does not include information about the proportion of pupils who improved by two or more levels in reading, writing and mathematics between key stages 1 and 2. In addition, it does not include details of each governor's business interests, financial interests and governance roles in other schools or the structure and responsibilities of the governing body and its committees.
 - External support has not had enough impact on the quality of education at South Cave since the last inspection.

- The arrangements for safeguarding are effective. Leaders and staff are alert to the things that make children vulnerable and understand the school's procedures because they receive regular training and updates from senior leaders. Records show that concerns are reported quickly and that timely action is taken to protect children who are at risk.

Quality of teaching, learning and assessment requires improvement

- In some classes, teachers have high expectations and make sure that all pupils, especially the most able, are set challenging work which extends and deepens their knowledge and understanding. In other classes, teachers' expectations are not high enough and pupils are given undemanding work. As a result, pupils do not make consistently fast progress.
- Teachers' subject knowledge is improving and some teachers are using assessment information to plan interesting and challenging learning activities which build on what pupils already know, understand and can do. Critically, however, this is not the case in all classes and in a wide range of subjects.
- Similarly, some pupils know exactly how to improve their work as a result of the effective feedback they receive from teachers. A Year 1 pupil confidently explained that the pink highlighting in his book 'is to make you think' and used his teacher's clear and helpful feedback to improve the standard of his writing. On other occasions, pupils are given little helpful feedback and, as a result, make slower progress.
- There has been a strong focus on improving the teaching of English and mathematics. Although the impact of better teaching on pupils' progress in these vitally important subjects can be seen, it is too variable between classes and across key stages.
- Phonics (letters and the sounds that they make) is taught effectively in key stage 1. As a result, pupils make fast progress and a high proportion achieve the expected standard in reading and writing at the end of Year 2.
- Pupils understand the school's 'golden rules' and know that teachers expect them to work hard and behave well. Teachers are quick to praise good behaviour and give pupils firm but reassuring direction when it is needed.
- Much has been done to increase the involvement of parents in their children's learning. Parents spoke positively about the excellent workshops which have helped them to understand how important aspects of mathematics are taught. In some classes, parents are encouraged to read with their children regularly at home and there is good communication between home and school. In others, this is inconsistent and, as a result, less effective.
- Teaching assistants are effective in helping pupils stay focused on their learning. Pupils say that this helps them when they get stuck or do not know what to do next.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupil's personal development and welfare is good. Pupils' attitudes to learning are positive. They work hard, concentrate well and persevere when they find the work difficult.
- Pupils understand the values of respect and tolerance. A group of Year 5 pupils, for example, discussed a difficult moral question maturely and sensibly, showing respect for their friend's different views. In some classes, there are fewer opportunities for pupils to develop these important skills and qualities.
- Pupils say that they feel safe at South Cave and parents share their children's view. Some parents expressed concerns about bullying and pupils told inspectors about incidents of bullying at school. Importantly, pupils told inspectors that they would speak to a teacher if they were being bullied or were worried about a friend being bullied and were confident that it would be stopped.
- Pupils learn about how to stay safe and keep healthy. Year 2 and 6 pupils, for example, spoke knowledgeably to inspectors about how to use mobile phones, computers and the internet safely.

Behaviour

- The behaviour of pupils is good. Pupils understand the school's 10 'golden rules' and follow them with minimal direction from adults. Pupils conduct themselves well throughout the school day. There are very few incidents of challenging or disruptive behaviour. Playtimes are lively and pupils are active and energetic. Pupils play cooperatively and many enjoy taking part in organised games and activities.

- Levels of attendance are consistently high when compared with the national average for primary schools. In 2015, a higher proportion of pupils were persistently absent. However, as a result of effective action, the attendance of pupils with previously high levels of absence has improved.
- As a result of recent training and development work, teachers, teaching assistants and other adults have a deeper understanding of why some pupils behave in an aggressive or challenging way. Adults are more skilled in helping pupils to remain calm, behave well and stay focused on their learning.

Outcomes for pupils

require improvement

- Inspectors' observations in lessons show that rates of progress are variable. This variation can also be seen in the work in pupils' English and mathematics books and in their work in a wide range of subjects. Although stronger progress can be seen in key stage 1 and in Years 5 and 6, pupils do not make fast enough progress in English, mathematics and in a wide range of other subjects in Years 3 and 4.
- Currently, a high proportion of the most able pupils are making the progress expected of them in English. However, not enough are working at greater depth in mathematics because there are too few opportunities for them to use and apply their mathematical knowledge to solve complex problems.
- In contrast, lower-attaining pupils and those with special educational needs or disability are making faster progress in English and mathematics as a result of timely, and effective, additional support.
- The school's assessment information shows that, although rates of progress and pupils' attainment are improving, consistently strong progress is not the norm in English and mathematics in all classes. The gap between disadvantaged pupils and other pupils is narrowing. However, some disadvantaged pupils do not do as well as other pupils with similar starting points.
- In 2015, a high proportion of pupils achieved the expected standard in phonics. Similarly, the proportions of Year 2 pupils achieving the expected standard in reading, writing and mathematics were high. However, the progress of Year 6 pupils was variable. Although there was improvement in rates of progress in writing and mathematics, too few disadvantaged pupils made more than the progress expected of them.
- Many pupils in key stages 1 and 2 read confidently and fluently and with age-appropriate levels of understanding. Reading records indicate that some pupils make slower progress as a consequence of inconsistencies in the support they receive.
- Pupils develop the confidence, positive attitudes and personal skills they need to be ready for the next stage of their education. Year 6 pupils say that they feel well prepared to move on to secondary school.

Early years provision

requires improvement

- Leaders want children to do well and be ready for Year 1. However, the leadership responsibilities for children in the early years are not defined clearly enough and, as a result, leaders do not have a clear and agreed view of what is working well and what needs to improve.
- The proportion of children achieving a good level of development at the end of the Reception Year declined in 2015. It was, however, above the national average. A similar proportion of children in the current Reception class are expected to achieve a good level of development in 2016.
- Children join the Reception class with a level of development similar to that expected for their age. Although most make progress which is comparable with other children nationally, some do not make the progress needed to achieve a good level of development and others do not develop their knowledge, skills and understanding at greater depth. This is because some activities led by adults are not focused sharply enough on each child's next steps in learning.
- Children learn and play with increasing confidence and independence. In the indoors area, activities led by adults and those children choose for themselves, help them to develop their interest in literacy and mathematics, for example. The outdoor learning environment, however, does not provide a rich or stimulating enough range of learning opportunities for children.
- Parents suggest that there is good communication between home and school. They say that they are kept well informed and are encouraged, and helped, to support their children's learning at home.
- Children are safe and all welfare requirements are met. They behave well and learn how to learn and play safely and cooperatively. Parents, without exception, say that their children are well looked after by the adults who care for them.

School details

Unique reference number	118003
Local authority	East Riding of Yorkshire
Inspection number	10011987

This inspection 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	327
Appropriate authority	The governing body
Chair	Adhel Cadle
Headteacher	Julie Newby
Telephone number	01430 422526
Website	www.southcaveprimary.co.uk
Email address	office@scps.eriding.net
Date of previous inspection	19–20 March 2014

Information about this school

- South Cave is a larger than average-sized primary school.
- The proportion of pupils supported through the pupil premium (additional funding for pupils known to be eligible for free school meals, children from service families and those looked after by the local authority) is much lower than average.
- Most pupils are from a White British background.
- The proportion of pupils who need support for their special educational needs or disability is lower than the national average. However, the proportion of pupils who have education, health and care plans is broadly average.
- In 2015, the school met the government's floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school does not meet requirements on the publication of specified information on its website. The website does not include information about the proportion of pupils who improved by two or more levels in reading, writing and mathematics between key stages 1 and 2. In addition, it does not include details of each governor's business interests, financial interest and governance roles in other schools or the structure and responsibilities of the governing body and its committees.

Information about this inspection

- Inspectors observed teaching and learning on both days, spoke to pupils and examined the work in their books. Several lessons were visited jointly with the headteacher.
- Meetings were held with pupils, parents, senior and middle leaders, four governors (including the chair of the governing body) and a representative from the local authority.
- Inspectors considered 75 responses recorded on Parent View (Ofsted's online questionnaire) and spoke to parents informally at the end of the school day.
- Inspectors examined documents relating to governance, school improvement planning, self-evaluation, pupils' progress, attendance, behaviour, the curriculum and safeguarding.

Inspection team

Nick Whittaker, lead inspector	Her Majesty's Inspector
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Andy Jones	Ofsted Inspector
Nicola Shipman	Ofsted Inspector

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