

# Inspection of Cowick Church of England Voluntary Controlled Primary School

Snaith Road, East Cowick, Goole DN14 9DG

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Inspection dates: 7 and 8 March 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Adults have high expectations of what they want pupils to learn across the curriculum at Cowick Church of England Primary School. For the most part, these expectations are realised. Pupils can remember learning from many of their subjects. For example, in music lessons pupils successfully remember the notes that they need to play the ukulele.

Pupils are happy and feel safe in school. Adults consistently use the 'High Five behaviour rules.' As a result, pupils behave well; they are kind and honest. Pupils consistently follow the rules to stay safe. In lessons, pupils work hard. They are respectful to adults and each other. If there are disagreements, pupils have approaches that they can use to solve them before they go to an adult. Pupils have a clear understanding of what bullying is and know that if it happens, adults help to quickly resolve it.

Pupils access a range of opportunities and experiences, for example Year 4 pupils visit a Roman farm as part of their learning in history. The annual residential visit helps older pupils to develop their teamwork skills, as well as providing opportunities to tackle adventurous activities, such as abseiling. After school, pupils enjoy attending clubs and organised curriculum events. Pupils are particularly enthusiastic about singing events that they take part in with other schools.

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

Leaders have developed a curriculum which inspires pupils to learn. They have broken learning into small steps, which helps pupils to be successful. Subject leaders have identified the key knowledge that they want pupils to learn. In most subjects seen, however, there is inconsistency in how staff teach their subjects. Teachers do know what they want pupils to learn. However, sometimes teachers do not choose activities that enable pupils to build on prior knowledge. As a result, sometimes pupils do not remember key knowledge from lessons. Leaders are developing a system that will check whether pupils remember this learning long-term, in subjects across the curriculum.

Adults use appropriate resources to support pupils with special educational needs and/or disabilities (SEND) in lessons. For example, pupils may use headphones, electronic devices or fidget toys to support their needs. Pupils with SEND access the same curriculum as their peers. They have specific targets to help them meet their individual needs.

Leaders have made early reading a priority. Phonics teaching is now embedded across key stage 1. The phonics programme starts straight away in Reception. All staff, including those who teach extra phonics, teach it with the same approach. Pupils engage well in phonics lessons and learn to read quickly. The books that pupils read match the sounds that they know. Teachers encourage pupils to use

their knowledge of phonics when writing. Pupils who struggle with learning to read are supported to catch up quickly.

Reading is celebrated in many ways across the school. When pupils read frequently, they are rewarded with a certificate. Pupils like to choose books from the library. Some older pupils read books to younger children.

The curriculum in the early years is well organised and logically sequenced. Teachers know and use the vocabulary they want children to learn. Children remember and use this vocabulary in their play. They concentrate well on tasks when working in small groups and independently. Children listened intently to the teacher when she presented them with a caterpillar, for example. They were excited to discover that it would become a butterfly. Adults and children have good-natured relationships. Children cooperate well together.

There is a carefully considered personal, social, health and education curriculum in place to support pupils' well-being. Through student elections, pupils have learned the importance of voting. They consider and compare different faiths, for example, through studying the rules that different religions have. Pupils understand difference and know to treat everyone equally.

Leaders promote the importance of attending school to parents. The recently formed governing body have an in-depth knowledge of the school's journey. They support and challenge the leadership team to make necessary improvements. The headteacher works in partnership with governors to bring about improvements in school.

## **Safeguarding**

The arrangements for safeguarding are effective.

All adults know how to report any concerns that they may have identified. Leaders have put a new system in place to record concerns. All staff are trained to identify pupils who may be at risk. Leaders work with local partners to make sure families get the help that they need. There is a comprehensive and regular training programme in place. Leaders have completed safer recruitment training. Pupils know how to keep themselves safe online and offline, for example they know how to stay safe around water and when crossing the road.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In some lessons, teachers do not choose activities that enable pupils to build on prior knowledge. This means that pupils do not remember their learning long-term. Leaders should ensure that teachers understand how to design activities

that will enable pupils to acquire the key knowledge that is identified in curriculum plans.

- Leaders do not have a system in place to check what pupils know in the foundation subjects. This means that teachers cannot accurately identify gaps in pupils' knowledge or misconceptions in pupils' learning. Leaders should ensure that a system is put in place that allows teachers to purposefully check what pupils do and do not know in the wider curriculum.

## 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

<b>Unique reference number</b>	118025
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10255604
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary Controlled
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	106
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Shelley Messenger
<b>Headteacher</b>	Katherine Rawes
<b>Website</b>	<a href="http://www.cowickprimary.org.uk">www.cowickprimary.org.uk</a>
<b>Date of previous inspection</b>	23 January 2020, under section 8 of the Education Act 2005

## Information about this school

- This is a small school serving the village of East Cowick.
- This school does not use any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the provider.

- Inspectors held meetings with the headteacher, curriculum leaders and other staff. They reviewed a range of documentation. An inspector met with governors, a representative from the diocese of Sheffield and a representative from the local authority.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and music. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors met with leaders with overall responsibility for safeguarding and looked at school safeguarding records. They also reviewed the single central record.
- Inspectors considered responses to Ofsted's staff questionnaire and responses to Ofsted's Parent View survey, including free-text responses. Inspectors talked to pupils to gather their views on school life. They also talked to parents.

### **Inspection team**

Lesley Allwood, lead inspector

Ofsted Inspector

Steve Kernan

Ofsted Inspector

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