

Inspection of Leven Church of England Voluntary Controlled Primary School

South Street, Leven, Beverley HU17 5NX

Inspection dates: 16 and 17 May 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Requires improvement

Previous inspection grade

Good

What is it like to attend this school?

Pupils have a positive attitude to learning at Leven Church of England Primary School. Leaders have high expectations of what they want pupils to learn. However, in some subjects, these expectations are not realised. Teachers do not always make the best content choices for the lessons they teach. This does not build well on what pupils know.

Adults make sure pupils feel safe. They support them well if they have a worry. Around school, and in the classrooms, pupils behave well and the school environment is calm. Pupils demonstrate the qualities of being respectful, responsible and safe. In 'Time to Shine' assembly, pupils receive an award for achieving this. Pupils understand clearly what bullying is. Bullying is not a problem in the school. If it happens, teachers talk with pupils to make sure it is resolved fairly and promptly. Pupils understand the importance of treating everyone fairly, irrespective of difference.

There are many opportunities for pupils to be leaders in the school. Pupils can apply to be a worship leader or a global ambassador. Raising money for Christian Aid has helped pupils to understand more about being a good citizen. During 'careers day', pupils learned what it is like to be a doctor or a policeman. However, pupils are not yet confident about all the values that are important to prepare them to live in modern Britain.

Pupils access a range of opportunities. On a visit to forest school, pupils enjoyed making dandelion syrup to put on pancakes. After school, pupils enjoy attending clubs, such as badminton and football.

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

Leaders have taken the time to develop a carefully thought-out curriculum. The information pupils need to learn is broken down into small steps. In all subjects, each step builds on the last. Teachers identify the prior knowledge pupils need to know before they teach something new. Despite the curriculum being well planned, in lessons teachers do not always connect to prior learning.

Subject leaders are knowledgeable. In core subjects like mathematics, curriculum thinking is stronger. In some foundation subjects, such as art, teachers do not always make the correct content choices to support pupils to achieve what they are expecting them to learn. In lessons, teachers present a wealth of information. However, in a few lessons, there is little time given to check what pupils already know and to connect this to the new knowledge being delivered. Pupils spend a long time listening and waiting. Subject leaders need to develop teachers' understanding of what their expectation is. An assessment system is in place.

Leaders have recently evaluated and adjusted the teaching for pupils with special educational needs and/or disabilities (SEND). Adults understand the needs of these pupils. Specialist resources such as reading aids help pupils to access the curriculum.

The curriculum is adapted to ensure that pupils can meet their individual targets. With the support of their teachers, pupils with SEND are included in all aspects of school life.

Learning to read starts straightaway when children join this school. Since the last inspection, leaders have put in place a new system to teach pupils to learn to read. Pupils read books that are matched with the sounds that they are learning. Teachers encourage pupils to use their knowledge of phonics when writing. All staff, including those who teach additional phonics sessions, teach phonics with the same approach. Pupils are supported well to catch up in reading and to keep up.

Pupils develop a love of reading through the class books they listen to during story time. Older pupils speak about different books and authors they have enjoyed. Teachers encourage pupils to read by exposing them to varied texts. Pupils want to be recognised as good readers and receive a certificate in assembly.

Leaders have a planned curriculum in place for the early years. Adults identify the vocabulary and outcomes they want children to learn. This is not always realised in lessons. Children miss the opportunity to develop knowledge and language in some areas of learning as they are not always given focused opportunity to do so. Adults do not always use the vocabulary they expect children to learn. Children have to wait a long time during explanations, and sometimes become restless. Despite this, adults have positive relationships with children. Children behave well and are respectful of each other.

There is a carefully considered personal, social and health education curriculum in place to support pupils' well-being. Pupils access a range of opportunities and experiences. These include lessons to help them to develop good mental and physical health. Visits to Beverley Minster and a local mosque have helped pupils to compare religious buildings. Leaders promote the importance of attending school to parents.

Governors have taken time to understand what the priorities are in this school. Recent new members to the governing body have added further expertise. There is a shared desire to ensure this school achieves ambitious outcomes for all pupils. Governors check and challenge leaders in terms of the improvements that are being made. Parents are positive about recent improvements. However, some parents do not receive the information they would like regarding the concerns or questions they have. This leaves them less confident in what is happening in their child's school life.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding systems and procedures are in place. All adults take part in an annual training programme. They know how this training will help them to spot pupils who may be vulnerable or at risk. Leaders work with local partners to make sure that appropriate support is in place for pupils and their

families. They understand the local risks that their pupils may face. Leaders ensure that all adults who work at and visit the school have undergone the appropriate checks. Senior leaders have completed training on safer recruitment. Pupils know how to stay safe online. Year 6 pupils learn to ride bicycles safely on the road.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teaching is not consistent in all subjects. Sometimes, teachers do not make appropriate choices about lesson content. This means that pupils do not achieve the highest possible outcomes, particularly in subjects like art. Leaders should ensure that teachers are supported to make appropriate pedagogical choices so that pupils are able to achieve their full potential.
- Pupils do not have a full understanding of fundamental British values. This means that they are not fully prepared for life in modern Britain. Leaders should ensure that they further develop pupils' understanding of British values and that pupils have a clear understanding of what this means in their lives.
- Opportunities to develop children's vocabulary are missed. Children are not always given the time to develop new and varied language well. Leaders need to ensure that teachers are given support to help them to interpret their ambitious plans for early years and put this into practise.
- Communication with all parents is variable. Parents do not receive consistent feedback to help them understand their child's school experience. Leaders need to ensure that parents are supported through proactive and responsive communication channels.

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	117981
Local authority	East Riding of Yorkshire
Inspection number	10255614
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	139
Appropriate authority	The governing body
Chair of governing body	Suzanne Blake
Headteacher	Fay Cairns
Website	https://levencofe.co.uk
Dates of previous inspection	5 and 6 March 2020, under section 8 of the Education Act 2005

Information about this school

- This is a small school serving the village of Leven.
- This school does not use any alternative provision.
- The most recent section 48 inspection of the school's religious character took place on 10 November 2016. Following the resumption of Statutory Inspections of Anglican and Methodist Schools in September 2021, the next inspection will take place within eight years of the previous inspection.

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. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, curriculum leaders and other staff. They reviewed a range of documentation.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, religious education and art. 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 survey and the online Ofsted Parent View questionnaire, including any 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

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