

Inspection of a good school: Cawood Church of England Voluntary Aided Primary School

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

Inspection dates:

2 to 3 July 2024

Outcome

Cawood Church of England Voluntary Aided Primary School continues to be a good school.

What is it like to attend this school?

Pupils blossom in this caring, close-knit school. Guiding principles known as 'The Five Ways to Flourish' underpin all aspects of the school, including the curriculum. Pupils can explain how they put these values into practice. They are kind and supportive of each other, playing harmoniously at breaktimes. Many pupils also enjoy the quietness of the Peace Garden.

Overall, pupils behave well, showing respect and courtesy to others. Incidents of bullying are extremely rare. Pupils are kept safe and feel safe at school. They trust their teachers to help them learn and to support them in times of need. The vast majority of parents are very complimentary about the school, one comment echoed those of many, 'This is a very friendly, inclusive school. It feels like a large family to my child and my family.'

All pupils take part in one of five leadership groups, focused on different aspects of school life. These groups are overseen by teachers. Teachers guide pupils so they can put their good ideas into practice. For example, pupils run charity events and participate in science, technology, engineering and mathematics (STEM) competitions. Pupils feel empowered by these groups.

The school has high expectations of pupils, including those with special educational needs and/or disabilities (SEND). They are excited by the subjects they learn, are very enthusiastic and achieve well.

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

The school ensures that pupils study a wide range of subjects. The curriculum successfully enables pupils to know more, and remember more, subject-specific knowledge over time. Leaders carefully select curriculum content to take into account the different end-of-year expectations for pupils taught in mixed-age classes. Learning is

successfully adapted to help all pupils to build on what they already know and can do. As a result, pupils make good progress. Pupils achieve well above average standards in national tests and assessments for reading and mathematics by the end of Year 6.

The curriculum is especially strong in science and mathematics. The curriculum in mathematics enables pupils to develop their ability to reason. They apply their knowledge of numbers to solve increasingly complex problems. In science, pupils build their enquiry skills through practical activities. Pupils are excited about testing out scientific theories. However, in some wider curriculum subjects, pupils do not develop a deep enough understanding of the concepts that link topics together. For instance, in history, the tasks that teachers set do not require pupils to apply concepts at depth, such as historical significance.

Teachers think carefully about how they introduce pupils to new content. They use questioning well to discern any misconceptions pupils may have. Teachers make good use of information from assessing pupils. They use it to provide pupils with clear next steps to improve further. This approach helps pupils to fulfil their potential. Pupils with SEND are supported well. These pupils follow the same curriculum as their classmates. Teachers adapt work so that pupils with SEND are able to complete tasks in lessons. Pupils with SEND are also supported through a wide range of additional classes.

Early reading is taught effectively. This has led to a higher-than-average proportion of pupils reaching the expected standard in the Year 1 phonics screening test in both 2023 and 2024. Leaders closely oversee reading, making sure that all staff are well trained. Books are closely matched to pupils' phonics capabilities. The school has promoted reading for pleasure well.

Children in early years make a very good start to their school life. The well-designed curriculum means that children gain the knowledge they need to be successful in key stage 1. For example, children learn about change and renewal, which helps them in their study of science later on. Teachers ensure that children in early years develop positive attitudes to learning.

The school expertly promotes pupils' social, moral, spiritual, and cultural understanding. A well-established framework supports pupils in connecting different dimensions of spirituality. Pupils deepen their cultural and understanding through visits from a range of faith leaders. Older pupils make a strong contribution to the wider community. For example, Year 6 pupils are 'Guardians of the Garth'. They look after the common land behind the school, which is a site of historical interest.

Around school, pupils behave well, taking care of each other. Pupils' attendance is much better than the national average. The school recognises that there are a very small minority of pupils with challenging behaviour who, on occasion, affect the learning of others. Firm plans to address this are already well underway. For example, governors have employed a member of staff to provide emotional support to families and pupils. Leaders are assisting teachers in becoming more adept at managing any challenging behaviour. Governors are keenly aware that many teachers undertake several leadership roles that impacts on their workload. They are providing appropriate additional support.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some wider curriculum subjects, such as history, insufficient emphasis is placed on pupils gaining key subject-specific concepts that enable them to make links between the topics they study. The school should ensure that the curriculum across all subjects enables pupils to deepen their understanding of subject-related concepts so that they can make meaningful connections between topics within each subject.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in January 2015.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium](#)

funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	121625
Local authority	North Yorkshire
Inspection number	10323000
Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	153
Appropriate authority	The governing body
Chair of governing body	Rachel Bibby
Headteacher	Nick Payling
Website	www.cawoodprimary.co.uk
Date of previous inspection	5 February 2019, under section 8 of the Education Act 2005

Information about this school

- Cawood Church of England Voluntary Aided Primary School is a voluntary controlled primary school. The previous inspection of denominational education given to pupils and the content of the school's collective worship, under section 48 of the Education Act 2005, was carried out in January 2022. It is part of the Diocese of York. The next section 48 inspection is due in 2025.
- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- A range of meetings were held with the headteacher, leaders and staff. The inspector also met with governors, including the chair of the governing body.

- A small group of pupils with leadership responsibilities met the inspector to talk about their experiences of the school and their learning across a wide range of subjects.
- The inspector carried out deep dives in these subjects: early reading, mathematics, and history. For each deep dive, the inspector met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff, and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector considered the views of parents, staff and pupils gathered through Ofsted's surveys.
- The inspector reviewed documentation relating to the school's curriculum, along with the school's own evaluation and its development plans. The inspector also sampled education and healthcare plans for some pupils, as well as plans relating to the individual support the pupils required.

Inspection team

Sarah Hubbard, lead inspector

Ofsted Inspector

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