

Inspection of a school judged good for overall effectiveness before September 2024: North Cave Church of England Primary School

Station Road, North Cave, Brough HU15 2LA

Inspection date: 26 November 2024

Outcome

North Cave Church of England Primary School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Richard Winks. This school is part of The Education Alliance, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Jonny Uttley, and overseen by a board of trustees, chaired by Karen Dow.

What is it like to attend this school?

The school is a happy and safe place where pupils feel valued. Relationships between adults and pupils are caring. The school has high ambitions for what pupils achieve. Pupils generally achieve well. The school has high expectations for how pupils behave. These are realised. Pupils are highly respectful to staff, visitors and each other.

The school is committed to pupils' broader development. It provides pupils with the opportunity to access a wide range of clubs. These develop their talents in a range of areas, including running, netball and engineering. Pupils have the opportunity to apply what they learn when they compete against different schools in competitions. They also get the chance to learn a range of musical instruments. These include violin, guitar and keyboard. Their understanding and appreciation of music is further developed through attending festivals and music concerts.

The school provides opportunities for personal growth. Pupils from the early years to Year 6 participate in residential trips. These nurture teamwork and independence. Additionally, pupils enjoy taking on further responsibilities in school. This includes roles such as worship squad members, school council representatives and librarians. These support pupils' understanding of responsibility and pride in contributing to the school community.

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

Children are warmly welcomed into the early years through nurturing relationships that foster a sense of security and belonging. Staff develop a deep understanding of each child and thoughtfully design engaging learning activities tailored to their needs. Adults build on children's understanding using carefully considered questions. Consequently, children are well prepared to transition seamlessly into Year 1.

As pupils move into Year 1, they continue to thrive. They continue to develop their understanding of phonics. Staff introduce new sounds with precision. Pupils practise their reading and develop greater accuracy using books that carefully match the sounds that they learn in the classroom. The school regularly checks pupils' understanding and provides targeted support for those with gaps or misconceptions. This effective support enables pupils to quickly build confidence and fluency in their reading.

The curriculum is purposeful and well designed, providing a clear progression of knowledge across all subjects. The school works with external experts to ensure that pupils with special educational needs and/or disabilities (SEND), are identified early. The school tailors learning effectively so that pupils with SEND can access the curriculum successfully. Adults carefully check what pupils have understood. This allows them to identify and address any gaps in learning promptly. In writing and mathematics, the activities pupils complete are highly effective. These activities closely align to the curriculum. As a result, pupils build secure knowledge over time. While the curriculum in some other subjects is effective, the activities are not as successful. The work that pupils complete is not as precisely in line with the curriculum. As a result, in some subjects, pupils are not learning as much as they could be.

The school teaches pupils about fundamental British values. This is supporting them to understand democracy and tolerance of others. Pupils learn how to keep themselves safe online. This includes responsible engagement with social media and how to protect themselves if they have any concerns. Pupils are taught about a wide range of faiths and cultures. This is supported in collective worship and by visitors to the school from different religions. Leaders are committed to creating a strong community. The school regularly completes charity events. The school canvases pupils' ideas on how to improve the school. It acts on these suggestions. This helps pupils proactively think of others and how they can make a positive change to society.

The school's approach to managing behaviour is positive and reflective. Pupils are encouraged to think about their choices and take responsibility for their actions. As a result, they understand how to have a positive impact on others. This fosters strong collaboration in classrooms and respectful play at breaktimes. Leaders prioritise attendance and monitor it closely. When a pupil's attendance drops, the school works with parents and carers to address concerns and ensure regular attendance.

Staff speak positively about the school, noting that their well-being and workload are well supported. Governance is a strength. Those responsible for governance work closely with leaders to maintain an accurate understanding of the school's strengths and areas for

improvement. They use this knowledge to ensure the school takes effective action to address priorities. The trust systems of collaboration and development are effective. These support the school to check the impact and improve the school further.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, the learning activities that teachers choose do not support pupils to secure the knowledge they should learn. As a result, pupils' learning in some subjects is not as strong, or deep as it should be. The school should ensure that all staff have the expertise to develop or choose activities that support pupils effectively to learn the curriculum as intended.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 North Cave Church of England Voluntary Controlled Primary School to be good for overall effectiveness in October 2011.

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	147504
Local authority	East Riding of Yorkshire
Inspection number	10346731
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	115
Appropriate authority	Board of trustees
Chair of trust	Karen Dow
CEO of the trust	Jonny Uttley
Headteacher	Richard Winks
Website	www.northcave-school.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- North Cave Church of England Primary School converted to become an academy in November 2019. When its predecessor school, North Cave Church of England Voluntary Controlled Primary School, was last inspected by Ofsted, it was judged to be good for overall effectiveness.
- The school does not use any alternative provision.
- The school is part of The Education Alliance.
- The school is a Church of England school, which had its last section 48 inspection in January 2024. The next section 48 inspection is expected to take place by the end of the spring term 2029.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and members of the senior leadership team.
- Inspectors met with representatives of the governing body, a representative of the board of trustees, the trust CEO and a representative of the diocese.
- To evaluate the effectiveness of safeguarding, inspectors: 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.
- Inspectors considered the responses to Ofsted's surveys for pupils, staff and parents. This included any free-text responses to Ofsted Parent View.

Inspection team

Andrew Yeomans, lead inspector

Ofsted Inspector

Jo Bentley

Ofsted Inspector

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