



North Cave Church of England Voluntary Controlled Primary School

Inspection Report

Unique Reference Number 117984
LEA East Riding of Yorkshire
Inspection number 280204
Inspection dates 21 March 2006 to 22 March 2006
Reporting inspector Mrs Kathleen McArthur

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Station Road
School category	Voluntary controlled		North Cave
Age range of pupils	4 to 11		Brough HU15 2LA
Gender of pupils	Mixed	Telephone number	01430 422551
Number on roll	107	Fax number	01430 422223
Appropriate authority	The governing body	Chair of governors	Mrs Elizabeth Starr
Date of previous inspection	1 October 1999	Headteacher	Mr Robert Long

Age group	Inspection dates	Inspection number
4 to 11	21 March 2006 - 22 March 2006	280204

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Introduction

The inspection was carried out by one additional inspector.

Description of the school

This small primary school serves a rural community. The number of pupils entitled to a free school meal is low. None of the pupils have English as an additional language and the proportion with learning difficulties and/or disabilities is below the national average. When pupils start school, their attainment is broadly typical for their age.

The school has received the Active Mark gold award and is participating in a national pilot scheme for Extended School provision.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school and it gives good value for money. The inspection confirmed the school's accurate evaluation of its own effectiveness. Leadership and management are good. Good teaching ensures that children achieve well and standards are above average overall. Efforts to improve writing are meeting with some success, but spelling is sometimes inaccurate and written work disorganised. Provision in the Foundation Stage is good; children achieve well and many exceed the expected goals at the end of reception. Children with learning difficulties and/or disabilities achieve well due to the good support they receive.

Overall, parents are positive about everything the school provides, and feel 'the school is small enough to treat each child as an individual whilst offering a good range of experiences and activities'. Children's personal development and behaviour are good. Children attend regularly, and are happy and caring towards each other and their school. The good curriculum and the exciting range of extra activities and popular clubs ensure that children enjoy coming to school. They are well cared for. Assessment systems provide good academic information, but are not used sufficiently to ensure that there is greater challenge for more able children in English and mathematics.

The school has successfully overcome its previously identified weaknesses. Overall, standards have risen since the previous inspection, indicating good improvement. The school has good capacity for further improvement.

What the school should do to improve further

- Provide more challenging work for the most able children in English and mathematics.
- Raise the quality of writing by improving the organisation of written work and spelling.

Achievement and standards

Grade: 2

Standards are above average although, because of the small number of children in each year group, the picture varies from year to year. Children achieve well. When the children start school, their attainment is broadly typical for their age, but lower than this in language and literacy. Good provision in the Foundation Stage ensures that children enjoy school and make good progress. Except in language and literacy, most reach the nationally expected standards by the end of reception class and many exceed them. Children build on this positive start and achieve well through Key Stage 1, attaining standards that are consistently above average. Girls' achieve better than boys in Years 1 and 2, so the school has implemented strategies that are helping to improve boys' progress.

Standards in Key Stage 2 have gradually risen and are above average overall. The children make good progress and achieve well. The achievement of boys and girls is

broadly similar. In the 2005 national tests, the school's results were particularly good in science but few of the potentially high attaining children exceeded the expected level in English and mathematics. Reading results were better than those in writing. Strategies to improve writing are having some impact, but spelling is often careless and the content of writing disorganised. In information and communication technology (ICT), standards are above average. Children with learning difficulties and/or disabilities are well provided for and make good progress in relation to their capabilities.

Personal development and well-being

Grade: 2

Personal development is good and makes a strong contribution to good achievement. Parents say the school has 'the needs of the children at heart'. In the safe, secure atmosphere of the Foundation Stage, the strong focus on personal development ensures that children make good progress. Children think the rules are fair, behave well, and strive to earn weekly 'Golden Time'. A few parents are concerned about bullying, but children said they feel safe, can seek help from any adult and any issues are quickly dealt with. Good relationships are very evident. Staff and children respect and care about each other and this strongly promotes children's sense of well-being.

The Active Mark Gold award confirmed the commitment to healthy lifestyles. The exceptionally attractive outdoor areas provide challenging and fun activities. Strong involvement with the local community includes participation in a national pilot scheme as an Extended School to support parents and children. Children are responsible members of their community, acting as 'Playfine' managers to help younger ones, and school councillors take their role very seriously. Spiritual, moral, social and cultural development is good. Children reflect on the world around them, protect the environment through the Eco-Club and work as 'Pet Pals'. They respect other faiths and cultures, and really appreciate and benefit from the annual residential visits.

Good academic standards and regular, punctual attendance prepares them well for the world of work.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall. Parents say their children enjoy school. Children like the bright, stimulating environment. Typical features of the best lessons are good planning and organisation, with interesting practical and investigational tasks. Teachers have good subject knowledge and use the innovative curriculum well, making meaningful links between subjects. Occasionally, all children are given the same work, resulting in a lack of pace and challenge for the more able children, while others struggle. Children with learning difficulties and/or disabilities are supported well by skilled classroom assistants who make a strong contribution. Good teaching and knowledgeable support in the Foundation Stage ensure that children progress well.

Throughout the school, teachers keep close checks on children's progress. Although the resulting information helps them plan the next steps in learning, the needs of more able pupils are not always given close enough attention. Children say teachers' marking helps them improve their work. Pupils are beginning to be involved in assessing their own and each other's work, but are yet to be made aware of what targets to aim for.

Curriculum and other activities

Grade: 2

The curriculum is good and meets all statutory requirements. Visits, residential experiences and an exciting range of well-attended after-school clubs and activities provide outstanding enrichment. Children with learning difficulties and/or disabilities are fully included in all activities. The school has led the partnership of local schools to develop an innovative 'Curriculum for Learning' to link subjects effectively to make learning more meaningful and interesting. The programmes for literacy, numeracy and ICT have led to good standards overall, although not enough emphasis is given in the English curriculum to spelling or strategies to help children organise their writing. Basic skills are used well in other subjects, for example to write the Christmas story in religious education, record science data and draw portraits.

Care, guidance and support

Grade: 2

Care, guidance and support are good. The school has a happy, harmonious environment and children genuinely care about each other. Relationships with parents are good. The great majority are very pleased with the way the school cares for all children and feel well informed about progress. Children feel safe and trust the staff. They know where to get help and this contributes to their good achievement. All health and safety, risk assessments and child protection procedures are used efficiently and regularly reviewed. High-quality induction procedures ensure that children make a good start in the Foundation Stage. The strong partnership between local schools ensures that children transfer to the next stage of education confidently. Early identification and good support for children with learning difficulties and/or disabilities ensure that their needs are met well. The school makes good use of all outside support agencies to help pupils learn more effectively. Children are beginning to be involved in assessing their progress, but are not yet made aware of what targets to aim for.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher's clear vision for school improvement within a caring ethos is fully supported by staff and governors. Parents are pleased with 'the community atmosphere' of the school. Honest self-evaluation and useful assessment information give a clear picture of areas for development and provide a sound basis to prepare plans for improvement. An analysis of standards led

to the development of strategies to improve writing. Despite some success, work remains to be done to raise standards further, particularly in spelling and the organisation of children's writing.

Equal opportunity is promoted well, and the management of the provision for children with learning difficulties and/or disabilities is good. Varied teaching styles, the innovative curriculum and skilled classroom assistants meet the needs of most children well, although more able children are sometimes not fully challenged.

Governance is good. Governors know the school well and use their knowledge to ask challenging questions. They are fully involved in decision making through the annual conference to prepare the development plan. Strong teamwork between staff, governors and parents means the capacity to improve is good. The school and the governing body seek and act on the views of parents and children, for example reviewing the homework policy. Finances and all resources are very shrewdly managed to support learning and school development. For example, good ICT resources have quickly become valuable learning tools.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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The School Council

C/o Mr Robert Long

North Cave Church of England Voluntary Controlled Primary School

Station Road

North Cave

Brough

HU15 2LA

23 March 2006

Dear School Council

Many thanks for making me so welcome when I visited your school. Everyone was very friendly and helpful and I am glad you are so happy at school. Please tell all the children what I found about your school:

your headteacher, the staff and the governors work hard to provide a good school with lots of interesting activities and visits that you enjoy

you work hard, behave well, are helpful and care about each other

you know how to be healthy and stay safe; you carry out your responsibilities sensibly, care about the environment and look after your school and the pets well.

Some things would make your school even better:

more challenging work in English and mathematics to help you reach even higher standards
strategies to help you to improve your writing and spelling.

Thank you again for your help during the inspection. I hope you all continue to do well and enjoy being at North Cave School.

Yours sincerely

Kathleen McArthur

Lead inspector