

# South Cave Church of England Voluntary Controlled Primary School

## Inspection report

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|--------------------------------|--------------------------|
| <b>Unique Reference Number</b> | 118003                   |
| <b>Local Authority</b>         | East Riding of Yorkshire |
| <b>Inspection number</b>       | 290994                   |
| <b>Inspection dates</b>        | 9–10 July 2008           |
| <b>Reporting inspector</b>     | Lynne Read               |

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

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|---|---|
| <b>Type of school</b>                     | Primary   |
| <b>School category</b>                    | Voluntary controlled                              |
| <b>Age range of pupils</b>                | 4–11  |
| <b>Gender of pupils</b>                   | Mixed   |
| <b>Number on roll</b>                     |   |
| School                                    | 377   |
| <b>Appropriate authority</b>              | The governing body                                |
| <b>Chair</b>                              | Mr John Jobling                                   |
| <b>Headteacher</b>                        | Mr John Killeen                                   |
| <b>Date of previous school inspection</b> | 1 November 2001                                   |
| <b>School address</b>                     | Church Street<br>South Cave<br>Brough<br>HU15 2EP |
| <b>Telephone number</b>                   | 01430 422526                                      |
| <b>Fax number</b>                         | 01430 421850                                      |

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|--------------------------|----------------|
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This larger than average school serves families from an area of social and economic advantage; the proportion of pupils taking up free school meals is much lower than usual. Most pupils are of White British heritage and a few have Asian or African backgrounds. The proportion of pupils with learning difficulties and/or disabilities is below average although the number with a statement of special educational need are higher than usual. In Key Stage 2 a significant number of pupils join the school part-way through their education. Extended services include before- and after-school care facilities and a pre-school playgroup, both organised by independent providers.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

South Cave Church of England Primary is a good school and provides good value for money. Parents have very positive views of the provision. One wrote, 'The school is consistently supportive, encouraging, creative and stimulating'. Others praised the extra-curricular activities, residential visits and the fact that the school is 'at the heart of the community'. Parents play an active role in school life. Their association raises substantial funds for additional resources and they support the homework programme very well. Links with the church, other schools and outside agencies are good and provide valuable benefits for pupils in terms of their personal development and education. For example, a joint planning project with the secondary school helps to ease the transition from one stage of learning to the next and the vicar regularly leads worship in school.

Pupils make good progress through both key stages and Year 6 standards are above the national averages. English and mathematics are the stronger subjects and there has been a good improvement in writing this year. Progress and standards in science have declined. Pupils have a good knowledge of scientific facts but their investigative and experimental skills are less well developed. Pupils' personal development is good. The school's Christian foundation provides a strong caring ethos which ensures that pupils feel secure. As a result, there is a calm, productive atmosphere and pupils thoroughly enjoy coming to school. The Healthy Schools Award recognises pupils' excellent understanding of healthy lifestyles.

Teaching is good. Relationships are excellent which means that pupils trust their teachers and are willing to persevere with tasks. The introduction of a more rigorous system for setting annual targets means that teachers now have higher expectations of what pupils can achieve. This is an important factor underlying the good progress and the higher standards this year in writing. However, in some science work the more able pupils are not fully challenged.

The curriculum is good and includes a high profile for physical education and creative work. Pupils proudly display many trophies for sport and music and have achieved the national Activemark award. They have varied opportunities to experience responsibility, share in decision making and they carry out a range of jobs diligently. This prepares them well for their future lives while also contributing to the strong sense of community in school. An excellent range of extra-curricular clubs, visiting specialists and visits to places of interest enhance learning extremely well and generate added interest.

Management is good. The headteacher works closely with the senior managers to provide very good leadership. Subject managers continually check on provision and learning, identifying areas for improvement. Good monitoring systems in English and mathematics enable managers quickly to detect and act upon issues that arise. The systems in place for science are adequate but not as well developed. Across the subjects, relevant improvement plans are effectively translated into action and result in a record of good improvement since the previous inspection. The school has good capacity to maintain its strengths and improve further.

## Effectiveness of the Foundation Stage

### Grade: 2

When children enter the Reception classes, their development is typical for the age group. A good programme of introducing them to school life means they settle quickly. They make very good progress and, by the end of the year, their attainment exceeds the local and national

expectations, especially in personal and social development. Teaching is good, providing a wide range of interesting activities. The learning environment is bright and stimulating. Plans are in place to improve the outdoor space which is too small for more vigorous exercise and has no covered area. A good balance between adult-directed work and free choice activity allows children to learn and consolidate new skills. It also promotes active, independent learning which the children enjoy. Teachers regularly assess children's progress and plan tasks that effectively build on their developing skills and knowledge.

### **What the school should do to improve further**

- Improve pupils' investigative and experimental skills and ensure there is good challenge for the more able in science.
- Develop procedures for monitoring the provision for science to ensure managers have a more detailed overview of the progress pupils make.

## **Achievement and standards**

### **Grade: 2**

Pupils' achievement is good and standards are higher than average. Compared to the national average, they are better in mathematics and English than in science. Attainment is above that typical for the age group when pupils enter Year 1. The teacher assessments for Year 2 are significantly above average. Standards in reading and mathematics are especially strong. Currently, teachers are focusing on improving reading materials and extending the good work in learning about sounds and letters in order to provide pupils with better skills for writing.

Progress measures and standards are affected by a significant proportion of pupils who join the school, particularly in Key Stage 2. Many of these have experienced some difficulties in their previous education. In 2007, for example, 35% of the Year 6 group had been at the school for less than four years and several arrived in the last year. Reliable and detailed records show that pupils who have all of their education at the school make good progress. Staff have worked hard to improve writing and standards have improved this year. Although standards in science are above average, they have declined over recent years. Pupils have a good knowledge and understanding in the subject but their investigative and experimental skills are less secure. Pupils with learning difficulties and/or disabilities receive excellent support so they take part in all lessons and make very good progress towards their targets.

## **Personal development and well-being**

### **Grade: 2**

The personal development and well-being of pupils are good with some excellent features. Their progress in understanding spiritual, moral and social issues is excellent although their cultural development is not as strong. Links with the church and thought provoking assemblies promote the school's positive, caring ethos very effectively. Pupils enjoy school and are keen to learn. This is demonstrated by their positive attitudes and very good behaviour both in lessons and around the school. Attendance is well above the national average.

Pupils say they feel safe, and that adults are always on hand to help with any worries. They enjoy vigorous exercise through the good allocation of time for physical education as well as many extra-curricular sports clubs. Pupils are well prepared for the next stage of their education having achieved good skills in basic subjects together with good collaborative skills. Through their school council, pupils make a significant contribution to school life. For example, at their

suggestion, the school is now encompassing 'fair trade' principles when buying goods. Pupils also take on roles of responsibility such as managing the tuck shop. They make a good contribution to the wider community through their support for a variety of charities and active involvement in village events.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good and often excellent for pupils with learning difficulties and/or disabilities. They are extremely well supported. have high self-esteem and progress very well towards their targets. In most lessons tasks are well planned to build on previous learning and promote good progress. Work in science books shows that there are occasions, however, when the more able are doing the same work as the majority and so are not fully challenged. In most whole class sessions, pupils have practical tasks and problem-solving activities to keep them well motivated. However, on a few occasions, pupils sit listening to the teacher for an extended period which reduces the time available for them to be independent workers. Marking, especially in writing, is helpful in telling pupils what they do well and providing advice for further improvement. Pupils are encouraged to take responsibility for their own learning by evaluating their own progress and developing new personal goals.

### **Curriculum and other activities**

#### **Grade: 2**

A good balance between physical, creative, personal development and academic work ensures pupils have a rounded education. They learn French and have good opportunities to consolidate their computer skills when studying other subjects. There is scope, however, to extend writing tasks across the curriculum. Imaginative planning includes good opportunities to extend learning beyond the classroom. For example, pupils were recently involved in a local survey and older ones visit local businesses to gain an insight into successful enterprises.

Enrichment for learning is excellent and includes many visits and visitors that inject excitement into learning. Extra-curricular clubs very effectively promote pupils' talents and extend their interests. Pupils have extensive opportunities to demonstrate their good skills in sport and music through school performances and local competitions. The residential visits for Years 4 to 6 are particularly popular with pupils and help to develop their team and collaborative skills.

### **Care, guidance and support**

#### **Grade: 2**

Care, guidance and support for pupils are good. Arrangements for safeguarding pupils, including those for child protection, meet requirements. Staff are vigilant and supervision is good at all times. This is an inclusive school that is recognised for its success in supporting pupils with a wide range of disabilities and/or difficulties. Staff go to great lengths to secure specialist help or resources where needed. Pupils who have emotional difficulties receive sensitive but firm support and are thus able to cope with the conventions of school life. Teaching assistants know the pupils well and their guidance enhances pupils' progress.

Pupils have helpful individual targets and advice to help them improve in English and mathematics. Those who are not meeting teachers' expectations receive appropriate group

work to help boost their progress. Guidance to take pupils' learning forward in science is in the development stage and is less effective.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good and clearly focused on achieving high standards. The headteacher, ably assisted by the senior management team, provides good leadership and is constantly driving the school forwards. Financial management is especially good and ensures that pupils have high quality resources and a wonderfully stimulating learning environment. This, in turn, helps to generate a strong sense of pride among adults and pupils alike.

Subject managers contribute effectively to the school's accurate evaluation of its performance. Detailed assessment and tracking records in English and mathematics are used to keep a close eye on achievement and standards as well as on teaching and curricular provision. Information is fed into school development planning and actions are taken to remedy any shortcomings. These procedures are effective and, for example, good improvements in writing have been achieved this year. The systems in place to check provision and learning in science are not as effective.

Governors have a very efficient committee structure and a secure overview of standards, achievement and the curriculum. Members bring a great deal of expertise and experience to management. Governance is good and all statutory requirements are met.





## Annex A

## Inspection judgements

|   |                |
|---|----------------|
| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
|---|----------------|

### 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   |
| Effective steps have been taken to promote improvement since the last inspection  | Yes |
| How well does the school work in partnership with others to promote learners' well-being?   | 2   |
| The effectiveness of the Foundation Stage   | 2   |
| The capacity to make any necessary improvements   | 2   |

### Achievement and standards

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

### Personal development and well-being

|   |   |
|---|---|
| How good is the overall personal development and well-being of the learners?                                  | 2 |
| The extent of learners' spiritual, moral, social and cultural development                                     | 1 |
| The extent to which learners adopt healthy lifestyles   | 1 |
| The extent to which learners adopt safe practices   | 2 |
| How well learners enjoy their education   | 2 |
| The attendance of learners  | 1 |
| The behaviour of learners   | 2 |
| The extent to which learners make a positive contribution to the community                                    | 2 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 |

### The quality of provision

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

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

**Annex A****Leadership and management**

|  |     |
|--|-----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 2   |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2   |
| How effectively leaders and managers use challenging targets to raise standards  | 2   |
| The effectiveness of the school's self-evaluation  | 2   |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can                     | 2   |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money  | 2   |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 2   |
| Do procedures for safeguarding learners meet current government requirements?  | Yes |
| Does this school require special measures?   | No  |
| Does this school require a notice to improve?  | No  |

**Annex B****Text from letter to pupils explaining the findings of the inspection**

11 July 2008

Dear Pupils

Inspection of South Cave Church of England Voluntary Controlled Primary School, East Riding of Yorkshire, HU15 2EP

Thank you very much for your warm welcome and for helping my colleagues and me when we came to inspect your school. I would like to tell you what we discovered.

South Cave provides you with a good education. The things that impressed us most were your good behaviour, the way you get on well together and take very good care of each other. You are a credit to your families and your school. You told us that the school is a safe and happy place and is free from bullying. This is good to know. Your council members ensure that all your views and opinions are known. Your suggestions have made playtimes much better and the healthy snacks you introduced are popular. You do an excellent job in raising money for charities which shows that you care about those who are less fortunate in the world.

Please thank your parents for sending us lots of replies to the questionnaire. They say you enjoy school and look forward to going every day. They also wrote about all the valuable experiences you enjoy, including the residential visits. I think the annual trip to France sounds very exciting.

You are making good progress and have worked hard to improve your writing. Well done! I think some of you could make further improvements in science. You told me that you like the practical work in the subject. You will be pleased to know that your teachers are going to include more experiments and investigations in your lessons and to really stretch your thinking. The school is also going to improve the systems for checking your work and progress in science to make sure that you are all achieving your best.

Thank you once again for the interesting conversations we had throughout the two days and for letting us know your views so clearly. There is much about your exciting school of which you can be very proud. Please accept my best wishes for the future.

Yours sincerely

Mrs Lynne Read

Lead inspector