

North Cave Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	117984
Local Authority	East Riding of Yorkshire
Inspection number	326730
Inspection date	24 April 2009
Reporting inspector	Jackie Barnes

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	106
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Helen Swanborough
Headteacher	Mrs Janet Woodford
Date of previous school inspection	1 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Station Road North Cave Brough Hull HU15 2LA
Telephone number	01430 422551

Age group	4–11
Inspection date	24 April 2009
Inspection number	326730

Fax number

01430 422223

Age group	4-11
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Introduction

The inspection was carried out by two additional inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues.

- How well is the school maintaining its good achievement and high standards?
- How consistent is the quality of teaching?
- To what extent is the assessment system helping to ensure pupils make their best progress?
- How effectively is the pupils' learning led and managed?

Other aspects of the school's work were not inspected in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in this report.

Years 3 and 4 were absent on a residential visit during the inspection but evidence was collected from examples of their work and assessment information.

Description of the school

This is a small primary school situated in a village and serving a mainly rural area of mixed social and economic circumstances. Most pupils live near the school but a small number travel from a wider area. Almost all pupils come from White British backgrounds; none have English as an additional language. The entitlement to free school meals is low. The proportion of pupils with learning difficulties and/or disabilities is about average. A new headteacher was appointed just over a year ago. Interviews for the post of assistant headteacher are imminent. The role is currently filled on a temporary basis.

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 which is well established within its local community. Its many strengths have ensured good progress since the last inspection and the successful implementation of recent changes. The high level of parents' satisfaction is evident from their responses to the questionnaires, as is their willingness to continue to contribute their support and ideas for the future. 'This is a very special school which offers a truly rounded education', and 'It is a lovely school with a strong family feeling and good community links', are typical of their positive comments. Parents of pupils with learning difficulties and/or disabilities are particularly appreciative of the support available and the progress their children make. 'The school has been very sensitive and incredibly supportive of my child's additional needs', is one of several such comments.

Pupils enjoy school. It is a happy place where laughter and enthusiasm are regular events in play and lessons. Attendance is above average with no persistent absence. The staff take very good care of the pupils' welfare. Trusting relationships have been established over time, giving the pupils confidence to share their ideas and concerns. Pupils also take exceptionally good care of each other, with older pupils helping younger ones and friendship being extended to those who are new or alone. Parents value the annual residential visits for every year group which contribute to establishing these friendships. Behaviour is good and sometimes outstanding. On the rare occasions when it has fallen below this standard, the issues have been dealt with quickly and usually resolved. Most of the pupils who are ready to move on to secondary schools are well prepared for the future. They have developed into mature, articulate individuals with a good awareness of the needs of other people and a good understanding of how to live safe and healthy lives.

The number of pupils involved in national assessments at the end of Years 2 and 6 in any one year is often small and therefore results can fluctuate widely depending on the constitution of the group. Nonetheless, an analysis of results over time indicates standards have usually been above average at the end of Years 2 and 6 and pupils' progress has been good and sometimes outstanding. The school's current assessment information indicates that pupils across the ability range including those with learning difficulties and/or disabilities achieve well. Although the variability between year groups remains, standards continue to be above average overall.

Pupils achieve well because teaching and learning are good. The teachers' careful preparation of resources and clear sharing of learning intentions help pupils to settle quickly into lessons and maintain a brisk pace. Their enthusiasm is usually captured early in the introduction to lessons by the use of visual resources that help them to understand the teaching points, and by their anticipation of the interesting tasks they are to undertake. Pupils' thoughtful manners and willingness to cooperate help them to work productively in practical activities such as art and physical education, as well as in small groups during lessons, and in full class discussions. Teachers know each pupil well, and use time effectively to help individuals and small groups during a lesson. Assessment is accurate and undertaken regularly, with clear links to pupils' targets for improvement. The data are used effectively to group pupils in class lessons and to identify those who need additional support.

However, as the school gradually introduces changes to the curriculum, there is insufficient guidance on how to plan and check that the core skills in English and mathematics continue to develop at an appropriate rate. As a result, there is occasionally a lack of consistency between

classes in the planning of these aspects of pupils' learning, and sometimes this slows pupils' progress.

The headteacher has effectively led the reorganisation of the leadership and management structure, which is close to completion. Staff at all levels have increased opportunities to contribute to development planning. Senior staff share the headteacher's vision for the school and are actively involved in developing initiatives, including working in partnership with other local schools. Other activities which support good community cohesion include visitors from around the world, mainly in from music and the arts, and the school contributes well to events in the local community. The subject leaders have good knowledge of the quality of teaching and learning in their subjects, helped by the data from the recently developed systems for tracking pupils' achievements. However, their strategic role in promoting progress and standards is not sufficiently clear. A significant strength of the leadership is the close involvement of the governing body which has provided a good balance of challenge and support for recent developments. The school's self-evaluation is well based on a wide range of views, information and data. The school's finances are managed very efficiently and information is readily available to inform spending decisions. Systems to keep pupils safe are effective and regularly reviewed, and safeguarding procedures fully meet requirements. The school's capacity for further improvement is good.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children make good progress in the Early Years Foundation Stage. Most start school in the Reception Year confident in the skills, knowledge and understanding typical of their age. By the time they enter Year 1, the majority have attained above average standards in all areas of learning. This is because the teaching and learning are of good quality, with clear systems for assessment that are used well to set tasks that challenge and motivate. Particular strengths are evident in personal development, especially the children's independence in learning, such as when they set up their own activities. Positive relationships, and staff who provide good examples of personal attributes such as kindness and respect, successfully establish the high expectations the children are keen to achieve. A broad curriculum, with outstanding opportunities to learn in a very well-resourced outdoor area, is systematically planned based on good knowledge of the needs of each child. The curriculum is beginning to include the children's own interests but these are not yet regularly taken into account. The good leadership and management has ensured the provision for children's welfare meets requirements, and the welcome into school is well thought through, making good use of home visits which establish initial relationships well.

What the school should do to improve further

- Provide clear guidance that ensures a common approach to the planning and tracking of the development of pupils' literacy and numeracy skills through the school's curriculum themes.
- Increase the involvement of subject leaders in promoting high standards in their subjects.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
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 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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 eliminated	2
How well does the school contribute to community cohesion?	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**

24 April 2009

Dear Children

Inspection of North Cave Church of England Voluntary Controlled Primary School, East Riding of Yorkshire, HU15 2LA

Thank you for making me, and my colleague Mrs Murphy, so welcome when we inspected your school. We were pleased to hear how much you enjoy school and that your attendance is good. You helped us to see how well behaved you are, and how keen you are to learn.

From the time you start school the staff and governors make sure that you have a good education. Your standards are above average, and most of you make good progress. The staff take great care of you, and you take care of each other. Your targets help you to know what to do to improve your work, and you try hard to meet them. Teaching is good. There are lots of interesting activities that help you to learn in lessons, and other events such as the residential opportunities that help you to develop your personal skills, as well as having fun. The staff check your progress regularly, and the headteacher makes sure that those of you who find learning difficult have the extra help you need.

To make your school even better we have asked your headteacher and governors to also make sure that:

- the development of your literacy and numeracy skills during your theme work are carefully planned and checked
- the teachers who are responsible for leading subjects develop ways to help you make the best progress you can and attain even higher standards.

You can help by keeping up your good attendance and continuing to enjoy learning.

Yours faithfully

Jackie Barnes

Lead inspector