

# Cawood Church of England Voluntary Aided Primary School

## Inspection report

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<b>Unique Reference Number</b>	121625
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	339981
<b>Inspection dates</b>	15–16 June 2010
<b>Reporting inspector</b>	Roger Sadler

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 aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	156
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Jackie Grey
<b>Headteacher</b>	Mr Andrew Smith
<b>Date of previous school inspection</b>	29 November 2006
<b>School address</b>	Broad Lane Cawood Selby YO8 3SQ
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited eight lessons and observed all classes. They spent approximately 50% of the inspection looking at learning across the school. The team analysed pupils' work, especially in writing and mathematics, and held meetings with governors, staff, pupils and parents. They observed the school's work, including assembly and play times and looked at pupils' work and records from the current and previous academic years. School documents, including the school improvement plan and safeguarding procedures and records were evaluated. National data on pupils' attainment, progress and attendance were also analysed. Inspectors analysed 50 questionnaires returned by parents, along with questionnaires returned by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the achievement of pupils, especially that of more able pupils
- how effectively assessment is used to promote learning
- how accurate are monitoring and evaluation and how effectively monitoring findings are used to support school improvement.

## Information about the school

This voluntary aided Church of England school serves Cawood, Ryther and some outlying farms. A below average proportion of pupils are eligible for free school meals. Almost all pupils are of White British heritage and few pupils are from families where English is believed not to be the home language. The proportion of pupils with special educational needs, and/or disabilities, including those with a statement of special educational needs, is below that in most schools. Since the previous inspection, the school has received the Healthy Schools the Eco- Schools and International Schools awards.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school: pupils and parents agree. Many pupils enter the Nursery with expected knowledge and skills and by the time they leave Year 6, their attainment is above average and they achieve well. Pupils make excellent progress in their speaking skills and good progress in their reading and mathematics. Writing is the weakest element of English and pupils' progress in writing is satisfactory rather than good. This is mainly because particular writing skills are not developed in subjects other than English, and pupils sometimes do not apply the good range of vocabulary they use when speaking in their writing. Pupils with special educational needs and/or disabilities make good progress due to good quality provision. Higher attaining pupils achieve well and their rates of progress have improved significantly this year due to some determined work by the school to provide these pupils with additional challenge and support.

Good care, guidance and support result in very good relationships throughout this very happy school. Pupils feel safe and their good behaviour is a credit to the school and families. They invariably enjoy the interesting lessons and also understand right from wrong. They are polite and mature for their ages. The use of assessment to support learning is consistently good and pupils, as they grow older, develop a clear understanding of the level of their work and the next steps.

The headteacher has the full support of staff, pupils, governors and parents. Particular strengths are in the leadership and management of teaching and learning and in ensuring assessment is used fully to support learning. Monitoring and evaluation are effective and are used well to guide school improvement. Teaching is never less than good and is occasionally outstanding. Since the previous inspection, aspects of provision have improved considerably, such as the way that information and communication technology is used to support learning. Pupils' attainment is rising throughout the school. These factors indicate that the school has good capacity to continue to improve in the future. Governors carry out their roles with great dedication and support the school well, but a lack of skills in analysing school performance data limits their capacity to monitor and challenge the school fully.

## What does the school need to do to improve further?

- Raise standards in writing by:
  - ensuring that particular writing skills are improved in subjects other than English
  - providing additional real and interesting contexts and purposes for writing

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- extending the range of writing and vocabulary pupils use in their writing.
- Improve the level of challenge provided by governors by developing their understanding and use of school performance data.

**Outcomes for individuals and groups of pupils**

**2**

Pupils thoroughly enjoy school as reflected in their above average attendance. They find lessons interesting and sustain good levels of concentration. They behave well so that they make good progress in learning throughout the school. Rates of progress in lessons have improved this year as the school's work to improve the use of assessment has begun to bear fruit. Year 2 and Year 6 pupils' results in assessments have risen well this year to above nationally expected levels for their age. By the end of Year 6, pupils are articulate and confident in speaking because they are given many opportunities to hold high-quality short discussions. The achievement and progress of pupils with special educational needs and/or disabilities are good due to consistently good quality provision for these pupils. Because they are challenged well and given appropriate tasks, more able pupils make good progress.

Pupils' personal development, including their spiritual, moral, social and cultural development is good. Pupils are happy to take on responsibilities within the school such as play buddies or eco warriors. Pupils also make a good contribution to the local community, for example, by fund-raising for a defibrillator for the village. They have a good understanding of healthy diet and take regular exercise, for example, in short classroom activity sessions. Their above average basic skills and strong relationships provides them with good preparation for the next stage of education and the world of work beyond.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>2</b>
	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Staff have a detailed understanding of the level at which each pupil is working. This information is used well to ensure teaching matches the needs of each individual. Pupils are continually given high quality oral and written feedback on their work and shown how to improve. They are often given helpful checklists and success criteria to help them see exactly what is required and to enable them to assess their work. High expectations of behaviour and interesting resources and ideas help pupils develop good attitudes to learning. Whole-class teaching is invariably clear and interesting: additional impact is provided by teachers' effective use of interactive whiteboards. Mathematics teaching is good and often based on real contexts which give pupils clear purposes for using and applying their mathematics. This is less the case in writing. Teaching assistants make a good contribution to pupils' progress, especially that of pupils with special educational needs and/or learning difficulties.

The curriculum is modified well to meet the learning needs of all pupils. The greater proportion of pupils attaining Level 3 in Year 2 and Level 5 in Year 6 reflect the additional support and challenge provided this year to more able pupils. The curriculum is enriched well by a comprehensive programme of visits and visitors. The use of computers to support pupils' learning has much improved since the previous inspection, especially to support learning in mathematics. Opportunities are missed in some relevant subjects to develop particular writing skills or to help pupils achieve their individual writing targets. Pupils enjoy the additional learning opportunities available to them, such as French lessons.

The school has a caring and Christian ethos. Pupils are treated with sensitivity, respect and kindness, helping them to grow in confidence as they mature. The pastoral and personal needs of each pupil, including pupils whose circumstances have made them potentially vulnerable and those with special educational needs and/or disabilities, are well known to the school. Staff work effectively with families and other professionals, and both parents and pupils recognise that their personal and pastoral needs are given great priority by the school. Good arrangements for transition to the next school mean that Year 6 pupils are confident about next year.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher provides clear and effective leadership and helps others take on leadership roles. Monitoring and evaluation are thorough and effective. Consequently, the school improvement plan concentrates on appropriate priorities. Staff development and teamwork are good. Staff monitor each other's work and challenge each other to improve. As a consequence, teachers learn from one another and the quality of provision is consistent and improving. The progress of every pupil is carefully monitored and all pupils are valued. Regular staff meetings focus on the progress of individual pupils and ensure that any extra help that is needed is provided to both lower and higher attaining pupils. Equal opportunities are promoted well and discrimination is not tolerated.

The governing body is supportive and enthusiastic but its effectiveness in holding the school to account is limited by governors' underdeveloped skills in analysing and using performance data. The school has good partnerships with local providers and parents. Parents appreciate the clear information provided on their child's curriculum for each half term. The school has undertaken a careful audit of the way it contributes to community cohesion and this year has improved this aspect of its work. For example, some useful new links with other schools in Britain and abroad are helping further pupils' understanding and experience of other ways of life. Current requirements for safeguarding pupils are met and pupils are kept safe in school.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>

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<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>
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## Early Years Foundation Stage

From expected levels of development on entry to Nursery, children make good progress and achieve well due to strong induction arrangements, good quality provision and good links with parents. By the end of Reception, many children attain levels of development a little above those expected for their ages, especially in their use of numbers and language. Rates of progress in reading are improving due to effective daily lessons on letters and sounds in Reception. Children are encouraged, in both Nursery and Reception to grow in independence and are sensitively and effectively prepared for more formal learning as they grow older. Children's social development and behaviour are good.

Children enjoy taking part in a great variety of interesting and challenging activities, some of their own choosing, and some led by staff. Whole-class input by teachers is of very good quality and provides strong guidance, especially for children's confidence and their language development. All adults continually assess each child's personal and academic development but teaching assistants do not always use this information to intervene effectively when children are working independently. Pupils' social and emotional needs are fully identified and the school works closely with parents to ensure good care and support. Classrooms and outdoor areas are well equipped and used well to support the good progress children make.

Leadership and management are good. Staff have a common sense of purpose, hold high expectations and have a clear and accurate view of where further improvements are needed. Child safeguarding procedures are fully effective. Parents are welcomed and actively encouraged to share and contribute to their child's development and they speak highly of staff.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The vast majority of parents are fully supportive of the school. Their comments on the inspection questionnaire and their oral reports to inspectors indicate that they are confident that their children are well taught, happy in school and that the school meets



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their needs so that they are making good progress and inspectors agree with their views. Parents were particularly appreciative of the quality of care and support provided. Parents of Early Years Foundation Stage children were particularly strongly supportive. There was no clear pattern in parents' views of which particular aspects they were not fully satisfied.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cawood Church of England Voluntary Aided Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 63 completed questionnaires by the end of the on-site inspection. In total, there are 156 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	67	19	30	2	3	0	0
The school keeps my child safe	48	76	13	21	2	3	0	0
The school informs me about my child's progress	28	44	32	51	1	2	1	2
My child is making enough progress at this school	29	46	28	44	4	6	1	2
The teaching is good at this school	32	51	28	44	2	3	0	0
The school helps me to support my child's learning	35	56	22	35	6	10	0	0
The school helps my child to have a healthy lifestyle	36	57	27	43	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	34	54	23	37	1	2	0	0
The school meets my child's particular needs	34	54	24	38	2	3	1	2
The school deals effectively with unacceptable behaviour	27	43	28	44	4	6	0	0
The school takes account of my suggestions and concerns	36	57	20	32	3	5	0	0
The school is led and managed effectively	39	62	21	33	2	3	0	0
Overall, I am happy with my child's experience at this school	44	70	16	25	2	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



17 June 2010

Dear Pupils

Inspection of Cawood Church of England Voluntary Aided Primary School, Selby, YO8 3SQ

Thank you for making us so welcome when we came to inspect your school. I especially want to thank those of you who gave up part of your lunchtime to talk with us. My colleagues and I enjoyed watching you learn and talking with you in lessons and around school.

Yours is a good school which is well run and ensures that you make good progress, because teaching and the curriculum are good. Staff look after you very well and we are pleased you enjoy lessons. You feel proud of your school and feel safe and secure in school. It is good to see that you attend regularly and arrive on time. Your preparation for life at your next school and for life beyond school is good. You show great consideration for others, understand what is right and what is wrong, and are very friendly to each other. We hope you are proud of your good behaviour and manners. Those of you who find learning or other aspects of life difficult make good progress because the school helps you learn and you are sometimes given extra help in small groups or individually.

There are many things that your headteacher, the staff and the governors want to improve, because they want your school to get better. We agree with them that there are some important things that need to be done to help you do better, especially in your writing. We have suggested that the headteacher and governors:

- help you improve your writing skills
- help governors to use information about your learning to improve your school.

I send you very best wishes for the future from all the inspectors.

Yours sincerely

Mr Roger Sadler

Lead inspector

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