

South Cave Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	118003
Local Authority	East Riding of Yorkshire
Inspection number	358239
Inspection dates	23–24 September 2010
Reporting inspector	Christine Millett

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	389
Appropriate authority	The governing body
Chair	Mr Tony Hewitt
Headteacher	Mr John Killeen
Date of previous school inspection	9 July 2008
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Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 19 lessons or parts of lessons taught by 16 teachers, spent time in the Early Years Foundation Stage and looked at pupils' work. Meetings were held with governors, staff and groups of pupils. Inspectors looked at documents, including policies relating to safeguarding, the school's development plan and self-evaluation records, minutes of governors' meetings and the school's own assessment data. The inspectors analysed questionnaires from pupils and staff as well as those from 144 parents and carers.

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

- Current levels of attainment and progress being made in Key Stage 2.
- How community cohesion promotes engagement with groups beyond the immediate community.
- The impact of changes to the governing body upon the leadership and management of the school.

Information about the school

South Cave is larger than the average sized primary school. Almost all pupils are of White British backgrounds. Very few are from other ethnic groups. The proportion of pupils with special educational needs and/or disabilities is currently above average. The number of pupils known to be eligible for free school meals is well below average. An increasing number of pupils enter and leave school during the course of the school year, particularly in Key Stage 2. The school has received several awards including Investors in People and International School (Foundation Level) awards and Healthy School status. The on-site before- and after-school club, South Cave Kids Club, is not managed by the governing body. It is subject to a separate inspection and will receive its own inspection report.

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

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

South Cave is a good school. It has many strengths, the most notable being pupils' contribution to school and the wider community, which is outstanding, and their high level of attendance. The school provides a safe and welcoming environment where pupils feel valued. They are proud of their school and keen to talk to visitors about their work. They have confidence in adults to help them sort out their problems. Staff are mindful of pupils' safety and good safeguarding arrangements are in place. Of the parents and carers who responded to the questionnaire, the overwhelming majority are supportive of the school and value the quality of care it provides. A range of partnership activities make a strong contribution to good achievement and well-being. Pupils' experiences of different cultures and beliefs are enhanced through the curriculum and links with French families. Knowledge of life in other parts of the United Kingdom is not as robust.

Children get off to a good start in the Reception class and do well in the Early Years Foundation Stage. Progress from Year 1 to Year 6 continues to be good. There have been fluctuations in standards of attainment at the end of Key Stage 2 because of the differing needs and abilities of cohorts and how this impacts upon data. The school's own tracking system shows that attainment is rising rapidly. There has been a noticeable increase in the number of pupils reaching the higher levels in writing. Teaching is good overall although occasionally expectations are not high enough, the pace of learning is too slow and there are too few opportunities for independent learning. Pupils with special educational needs and/or disabilities are well supported and, as a result, make similar progress to their peers. The marking of pupils' work provides them with guidance on how to improve. Assessment is regular and frequent analysis of outcomes takes place.

The headteacher is supported well by staff and a supportive governing body and all share an ambitious vision for future improvement. Senior teachers and the governing body know what the school does well and make good use of accurate self-evaluation to highlight areas for improvement. The impact of this is being seen indicating a good capacity for sustained improvement.

What does the school need to do to improve further?

- Raise standards further by improving the quality of teaching so that it is consistently good or better, by:
- – raising expectations of what pupils can achieve so they are all challenged at an appropriate level

- – increasing the pace of learning in order to maximise the amount of time spent on applying skills
- – creating opportunities for independent, active learning.
- Improve multicultural awareness and the school's contribution to community cohesion by providing more opportunities for pupils to find out about different lifestyles, customs and faiths of people living in other areas of the United Kingdom.

Outcomes for individuals and groups of pupils

2

Pupils develop good attitudes towards learning as they move up through the school. They enjoy learning and collaborate well when working in groups or in pairs. Pupils were keen to engage the inspectors in conversation and expressed their views clearly and openly.

The quality of learning seen in lessons during the inspection was good overall. As the inspection took place at the start of the school year there was little work to be seen in pupils' books. However, what there was confirmed the school's own analysis of pupils making good progress from Early Years Foundation Stage to Key Stage 2. Recent data analysis shows that most pupils across the school are on track to meet their targets with many exceeding them. An increasing number of pupils join the school partway through the school year. The progress of these pupils is monitored carefully to ensure they also achieve well. Most children now start school with skills and knowledge that are in line with national expectations and many enter Year 1 above national expectations. However, the current Year 5 and 6 were closer to average at the end of Reception class. Overall attainment at the end of Year 6 is average and continuing to rise. Standards at the end of Year 6 in 2010 showed a marked improvement, particularly in writing. Pupils in the current Year 5 and 6 are on course to reach higher standards by the end of Key Stage 2 than in previous years.

Pupils enjoy school. High attendance supports this. As one pupil said, 'I enjoy coming to school because lessons are fun.' Relationships throughout school are good. A small minority of pupils expressed concerns over behaviour in school, but no instances of inappropriate behaviour were seen during the inspection and pupils were well-mannered and friendly. Pupils of all ages have a clear understanding of the importance of healthy eating and regular exercise. Pupils respond extremely well to the responsibilities they are given and make many very positive contributions to the school and local communities. This is seen, for example, in the meetings held with parish councillors to discuss issues such as places to play in the village. Pupils have a good grasp of basic skills, including information and communication technology. The school also provides additional experiences of the world of work. Pupils' spiritual, moral, social and cultural development is good. Pupils have a marked sense of right and wrong and enjoy the different cultural experiences the school provides. The school's values encourage pupils to think beyond themselves and to have a keen interest in ethical issues.

These are the grades for pupils' outcomes

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

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers engage pupils' interest in learning through the use of interactive whiteboards and other visual aids. Behaviour in lessons is good. Very occasionally, when the pace of the lesson drops, a few pupils lose concentration. There are inconsistencies in the quality of teaching. However, in the majority of lessons observed, teaching was good and none was inadequate. The school is working to improve this picture. Overall, teachers have high expectations, good subject knowledge and consider all levels of ability when questioning. Most pupils are aware of their targets and what they need to do to improve their work. Other adults in the classroom give valuable support.

The curriculum places appropriate emphasis on promoting basic skills, especially literacy, as well as making links in learning across subjects. These provide imaginative opportunities for learning which are popular with pupils. The curriculum also provides an extremely broad range of enrichment experiences through visits, visitors and extra-curricular activities. Music is a real strength of the school. French is taught in Key Stage 2.

South Cave is a caring school. Pupils feel well supported by the school and know to whom they can turn if they have a problem. They feel safe and know that their concerns are taken seriously. The individual needs of pupils with special educational needs and/or disabilities are well met through close liaison between teachers, support staff and outside agencies.

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

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Members of the leadership team are united in their determination to bring about improvement. Systems for analysing and recording pupils' attainment are in place and provide a sharp focus on the achievements of different groups of pupils. As a result the gap between the different groups is closing and the school promotes equality of opportunity well. The governing body understands the challenges facing the school and works hard to support the school. Although many of the governors are relatively new to their roles they are committed to improving the school further.

The school development plan focuses on the most important areas for improvement and is clear about how targets are to be achieved. There are effective links with a range of external agencies, including the local secondary school, that support the progress and well-being of the pupils. The school enjoys a positive relationship with parents who are kept informed through a variety of means. Community cohesion is currently satisfactory but this is an improving picture. The school ensures that pupils understand their local community and an understanding of life beyond the United Kingdom is developing through the curriculum. The cultural diversity of the United Kingdom today is less well established. Safeguarding procedures, policies and practice are securely in place. The school deploys its resources well and gives good value for money.

These are the grades for leadership and management

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

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

The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Provision in Early Years Foundation Stage is good and children thrive in a stimulating and enjoyable environment. Children settle in quickly as they start school due to the warm relationships that adults quickly establish with them. Adults support children to be independent, make choices in the activities they will take part in and develop social skills that ensure good behaviour.

Children start Reception class with knowledge and skills that are broadly in line with age related expectations. Some children enter with lower skills in language and communication. Good teaching and a well organised curriculum ensure good progress and by the end of Reception class most children have exceeded national expectations.

Thorough assessment ensures that individual children can be tracked regularly and targeted support given to help them make good progress. Achievements are recorded and shared with parents and carers. The attractive environment and engaging activities such as celebrating Grandad's Birthday' enable children to have fun while they learn. Good teaching by all staff ensures that children develop their basic skills well. Learning flows between indoors and outdoors as children move between their chosen activities. The high quality support promotes children's welfare well and they feel safe and secure. For example, they demonstrate good development in their social skills, working amicably together and taking on responsibilities.

Good leadership is focused strongly on continuous improvement. Good links are developed with parents and carers and the Early Years Foundation Stage is fully incorporated into the school life which ensures a smooth transition from Reception into Year 1.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Approximately one third of the school's parents and carers responded to the questionnaire. Some did not respond as their child had only been in school a few days

and they felt unable to comment. However, of those who did respond almost all agreed that their children enjoyed school, were kept safe and were very happy overall. A very large majority believed that the school kept parents and carers informed about progress being made. A very small minority felt they would like more help in supporting their children's learning and that their concerns are not taken into account. Inspectors found that relationships between the school and parents and carers are strong. The school is working hard to engage parents and carers and is happy to meet with them to discuss any matter. A few parents and carers raised individual concerns and these were followed up by the inspectors. It was found that the school has effective procedures in place in relation to the issues raised.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at South Cave Church of England Voluntary Controlled 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 144 completed questionnaires by the end of the on-site inspection. In total, there are 389 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	96	67	47	33	1	1	0	0
The school keeps my child safe	90	63	52	36	1	1	1	1
The school informs me about my child's progress	44	31	85	59	7	5	2	1
My child is making enough progress at this school	58	40	72	50	5	3	2	1
The teaching is good at this school	74	51	59	41	7	5	0	0
The school helps me to support my child's learning	63	44	71	49	6	4	2	1
The school helps my child to have a healthy lifestyle	68	47	74	51	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)	77	53	60	42	0	0	1	1
The school meets my child's particular needs	69	48	65	45	7	5	1	1
The school deals effectively with unacceptable behaviour	53	37	73	51	9	6	1	1
The school takes account of my suggestions and concerns	46	32	74	51	11	8	3	2
The school is led and managed effectively	80	56	55	38	5	3	0	0
Overall, I am happy with my child's experience at this school	93	65	47	33	3	2	1	1

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



28 September 2010

Dear Pupils

Inspection of South Cave Church of England Voluntary Controlled Primary School,
Brough, HU15 2EP

Thank you for all your help when we visited your school. You were very polite and helped us to understand how you feel about your school. You told us that you go to a good school and we agree. We also found that:

- you get off to a good start in the Reception class and make good progress during your time in the school
- standards at the end of Year 6 are average but improving
- you enjoy coming to school, are keen to learn and attendance is high
- your behaviour is good both in the classroom and around school
- adults look after you well and make sure you are safe
- teaching is good and teachers try to make lessons interesting
- you show a good understanding of healthy lifestyles and know how to stay safe
- you contribute extremely well to the life of the school and the local community
- your school is helping you prepare for the next stages in your education.

To make your school better we would like you to reach higher standards. Your teachers can help you do this by making sure more lessons are good or outstanding. This can happen if they raise their expectations of what you can achieve and increase the pace of lessons so you have more time for working independently. We would also like you to be given more opportunities to learn about the other faiths and cultures in the United Kingdom today.

We know you will help your teachers to carry on making your school better by continuing to work hard.

Yours sincerely

Mrs Christine Millett

Lead inspector

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