

Inspection of South Cave Church of England Voluntary Controlled Primary School

Church Street, South Cave, Brough HU15 2EP

Inspection dates: 21 and 22 September 2022

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Early years provision | Good |
| Previous inspection grade | Requires Improvement |

What is it like to attend this school?

South Cave Primary school is a school that has been on a journey of improvement. Leaders have taken advice and support, from a wide range of organisations and bodies, on board. They have made changes where necessary. Pupils now achieve well, particularly in reading and mathematics.

The school values of trust, thankfulness, compassion, perseverance, and respect are a common thread throughout all parts of school. Pupils are taught to treat others with kindness. From the very start of school pupils learn about treating everyone, including those different to them, equally. Pupils are taught to carry these values 'beyond the school gate'. They know they are crucial in life, as well as inside school.

Bullying and 'name calling' is rare but, when it does happen, pupils know it will be dealt with quickly. Pupils behave well in lessons. Teachers can teach. Pupils can learn. At breaktime behaviour is usually good but, sometimes, incidents are not picked up as quickly as they could be by staff on duty.

What does the school do well and what does it need to do better?

Pupils are taught to be polite and courteous. For example, in a Reception lesson, a pupil welcomed an inspector into the classroom. The class teacher made a point of praising the pupil, and explaining why the actions of the pupil in welcoming a visitor to the classroom were so important.

Reading is prioritised across school. Pupils talk with excitement about the books they have read. Pupils whose reading is less secure, and those who may read less at home, read daily in school to an adult. Leaders have fostered a close relationship with the local village library. For example, the library stocks all the books that make up the diverse 'recommended reads' list for each year group. Pupils gain rewards in school for reading these books.

Children start learning phonics from the very start of Reception. Staff, including teaching assistants, have all received training in the phonics programme used. Pupils use their decoding skills well to sound out unfamiliar words. They read books that are well matched to their phonics knowledge. A small number of pupils who are at an earlier stage of phonics learning do not learn as effectively because the majority of phonics teaching does not build upon their secure prior learning.

Subject leaders engage with external support, including from subject hubs. Leaders have designed curriculums that identify what pupils will learn and when. Subject leaders now make sure learning in Year 1 builds upon what pupils have learned in Reception.

In many subjects a range of lesson ideas and resources are made available to teachers to support their planning. This effectively supports staff with their

workload. Some suggested ideas and resources do not closely match the new curriculums. Leaders are in the process of 'editing' these resources.

In some subjects, teachers assess pupils throughout their learning and at the end of each 'unit' of work. Leaders have identified that these approaches do not tell them whether pupils can remember, and use, what they have learned longer term. Leaders have begun work on this priority recently.

The special educational needs and disability coordinator (SENDCo) ensures that pupils' additional needs are identified and plans are in place to support their learning. These plans are most effective in lessons where teachers work closely with teaching assistants to provide support. Support is not as consistently strong when there are no additional adults supporting learning in the classroom. Leaders have identified that some pupils with additional needs need additional support learning about safe relationships. They ensure that pupils receive this support in relationship and health education (RHE) lessons.

Pupils behave well in lessons. Leaders have worked with staff to develop systems that support pupils to behave in a way that allows everyone to learn. These systems are clearly understood by pupils. Pupils value the fact that they are told quickly when their behaviour in lessons has had a 'wobble', but that they are also showed how to get it back on track quickly. Behaviour that disrupts learning is rare.

Leaders carefully monitor behaviour, attendance and punctuality across school. They have effective systems to identify where pupils and families may need additional support to meet the expectations. Support is quickly, and effectively, put into place.

Governors have an accurate understanding of the strengths and areas for further development of the school. They have secure systems in place, including subject link governors, to gather the information required to provide support and challenge to school leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that all staff are aware of the risks that pupils face and the signs that a pupil may be at risk. Staff know that it is crucial to report concerns, no matter how small. There are secure systems in place for staff to make such reports. Where necessary the designated safeguarding leads seek guidance and support from outside agencies to help keep pupils safe.

Pupils learn how to keep themselves safe, including online. A small number of pupils do not apply what they have learned to their own lives. Leaders continually reflect upon, and adapt, their curriculums to support pupils in keeping themselves safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders do not have systems in some subjects for checking whether pupils have remembered, in the longer term, what they have been taught. As a result, leaders are unable to accurately evaluate the effectiveness of their curriculum implementation and make any changes necessary. Leaders should ensure that systems are in place to check whether pupils can remember and use, in the longer term, the knowledge that they have been taught.
- Some pupils' phonic knowledge is at an earlier stage than that of their classmates. The teaching of phonics for these pupils is not precisely matched to their needs and does not build carefully upon what they already know. As a result, these pupils do not learn to read as quickly as they could. Leaders should ensure that phonics teaching, for all pupils, builds upon pupils' existing phonics knowledge.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

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| Unique reference number | 118003 |
| Local authority | East Riding of Yorkshire |
| Inspection number | 10241154 |
| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 196 |
| Appropriate authority | The governing body |
| Chair of governing body | Alison Thornham |
| Headteacher | Julie Newby |
| Website | www.southcaveprimary.co.uk |
| Date of previous inspection | 26 May 2021, under section 8 of the Education Act 2005 |

Information about this school

- South Cave Church of England Primary School is a school with a religious designation. The school was judged to be good at its last section 48 inspection. This inspection took place in November 2015.
- The school is an average-sized primary school.
- The proportion of pupils eligible for free school meals is below the national average.
- The proportion of pupils with special educational needs and/or disabilities is well below the national average.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors held discussions with: the headteacher; the leader in charge of the RHE curriculum; the designated safeguarding leaders; leaders responsible for behaviour and attendance; a group of governors; a representative of the local authority and a representative of the Diocese of York.
- Inspectors met the early years leader, visited Reception and spoke with children.
- Inspectors took account of a wide range of documentary information, including school policies, school self-evaluation, records of behaviour and attendance, internal and external reviews, minutes from governing body meetings and information regarding safeguarding processes.
- Inspectors carried out deep dives into reading, mathematics, history and computing. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work. An inspector listened to pupils reading.
- Inspectors observed pupils at breaktime, lunchtime and when moving around school.
- Inspectors spoke to teachers, teaching assistants and support staff over the course of the inspection and considered responses to the staff survey.
- Inspectors spoke to parents at the end of the school day and reviewed the responses to the Ofsted Parent View survey.
- Inspectors met formally with groups of pupils and spoke to others informally throughout the inspection. An inspector met with the school's pupil council.

Inspection team

Steve Wren, lead inspector

His Majesty's Inspector

Rebecca Clayton

Ofsted Inspector

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