

South Cave Church of England Voluntary Controlled Primary School

Church Street, South Cave, Brough, East Riding of Yorkshire, HU15 2EP

Inspection dates

19–20 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Achievement requires improvement. This is because standards should be higher when pupils leave and the progress they make varies too much from year to year.
- Disabled pupils and those who have special educational needs could make better progress, especially in mathematics.
- Pupils' basic calculating skills and their spelling, punctuation and grammar could be better than they are.
- Teaching is not challenging enough. Expectations of what pupils can do are too low. Pupils are sometimes vague as to what they should do to improve their work.
- School leaders at all levels have not got to the heart of why standards are slipping and so have had limited success in improving teaching and raising achievement quickly.
- The school's system for setting pupils' targets for achievement is weak because the bar is not set high enough.
- The governing body has not challenged school leaders on the decline in standards with the rigour that is necessary.

The school has the following strengths

- Teaching in reception is good and sometimes outstanding. Children make quick progress.
- Pupils learn to read well in Key Stage 1. They are taught well how sounds relate to letters in reception and Year 1.
- Pupils are polite and courteous to each other and to adults. Behaviour and safety are good.
- The curriculum is designed well, giving pupils a wealth of exciting experiences which enhance their spiritual, moral, social and cultural development.
- The school works well with parents, who in turn, are very supportive.

Information about this inspection

- Inspectors observed 17 parts of lessons, of which two were observed jointly with the headteacher. Additionally, pupils' work was looked at to check on the progress they had been making over time, and pupils were heard reading.
- Meetings were held with pupils, the headteacher, other staff, members of the governing body and a representative from the local authority.
- Inspectors analysed the 69 responses that had been submitted to the online questionnaire for parents (Parent View).
- Inspectors scrutinised a number of documents including school improvement plans, minutes of the governing body meetings, and records relating to behaviour, attendance and safeguarding.

Inspection team

Robert Jones, Lead inspector

Additional Inspector

Peter Allen

Additional Inspector

Mujahid Ali

Additional Inspector

Full report

Information about this school

- This is larger than the average-sized primary school.
- A below-average proportion of students are eligible for the pupil premium. (The pupil premium provides additional funding for pupils in local authority care, those known to be eligible for free school meals and children from service families.)
- The proportion of pupils with special educational needs and supported through school action is below average.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is below average.
- Most pupils are from White British backgrounds.
- In 2013, the school met the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve teaching so that it is at least consistently good and raises achievement further by:
 - having higher expectations of what pupils can achieve so that they are challenged to do their best at all times
 - improving how teachers mark pupils' work so that pupils are left in no doubt about what they must do to make their work better and always have to respond to teachers' comments
 - ensuring that pupils improve their spelling, punctuation and grammar across all subjects
 - helping pupils to improve their basic mental mathematics skills without becoming too reliant on help from resources such as 100 squares
 - ensuring that disabled pupils and those who have special educational needs make good progress, particularly in mathematics, and that their progress is checked rigorously.
- Improve how the school is led and managed at all levels by:
 - making sure that targets that are set for pupils are always challenging
 - improving subject leaders' skills so that they are able to analyse data and, therefore, are in a better position to address weaknesses in teaching with more precision
 - holding teachers more closely to account for the progress their pupils are making
 - improving how the provision for pupils with special educational needs is led and managed, particularly in making sure any interventions are rigorously checked for effectiveness
 - ensuring that governors are well trained in matters relating to achievement so that they are able to challenge school leaders robustly.

An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because pupils do not make as much progress as they should during their time in the school. The good start that they make in Reception is not maintained into Key Stage 1 and Key Stage 2. The standards pupils reach by the time they leave school are broadly average and have been declining in all subjects for the past three years.
- Disabled pupils and those who have special educational needs make similar progress to other pupils overall. However, in mathematics they make less progress because the courses designed to boost their progress are not checked rigorously enough to ensure they are effective.
- In 2013, very few pupils were eligible for free school meals, so any comparisons of achievement between them and others have limited significance.
- Pupils generally have weak mental mathematics skills and rely too much on resources such as 100 squares to do simple calculations. This does not prepare them well enough for more difficult work as they become older.
- There are also weaknesses in pupils' grammar, spelling and punctuation because they are not addressed well enough by teachers over time.
- Pupils' understanding of how sounds relate to letters (phonics) has improved recently which has led to their reading skills improving, particularly in Key Stage 1.
- The most able pupils make progress in line with their peers but in class, inspectors noted that they were sometimes not being stretched to their full potential. Work in their books also shows that few make better than expected progress.
- Most children begin in the Reception classes with skills that are typically expected of their age, or often above. They speak well and have a good vocabulary, which in turn helps them to make quick progress with their reading and writing. By the time they begin Year 1, they have made good progress over the year.

The quality of teaching

requires improvement

- The quality of teaching is not good enough overall. It is better in some classes than others, which means that pupils' progress is erratic over time.
- On too many occasions, expectations of what pupils can achieve are too low. Very often, pupils are bright, ready to learn and ready for a challenge but teachers generally underestimate what they can do and so give them work that is too easy.
- Sometimes, the most able pupils have to spend time working through simple calculations in mathematics before they are able to get on with the work that challenges them. Occasionally, they finish before others and are left waiting.
- The work in mathematics tends to be repetitive, so does not stretch pupils as well as it might. Moreover, there are missed opportunities for pupils to solve real-life problems using mathematics.
- The quality of marking is inconsistent. Sometimes, errors are not corrected, the advice given is vague and pupils do not improve their work as a result of teachers' comments. The result is that pupils tend to make the same mistake repeatedly, particularly in relation to pupils' spelling, punctuation and grammar.
- Some marking is of very high standard and it is in these classes that pupils respond well to teachers' very clear advice and so make good progress.
- Where good learning was observed, teachers skilfully questioned pupils to get the best out of them and challenged them well so that they made good progress. Where there is good learning, a good proportion of pupils exceed their targets, which confirms that these are often not high enough.

- Teaching in the Reception class is good and sometimes outstanding. In one lesson, children took part in circuit training, moving quickly from one exercise to the next, confidently counting their exercise repetitions, listening to instructions given by other children and showing excellent co-ordination skills. Consequently, their skills developed at a good pace across many different areas of learning.

The behaviour and safety of pupils are good

- The behaviour of pupils is good, both indoors and outdoors. The school's work to keep pupils safe and secure is good.
- From an early age, children in Reception are taught the importance of manners, taking turns and showing respect. As a result, children play sensibly with each other, take turns and are very polite to each other and to adults.
- This very positive start is maintained as pupils progress through the school. Even when not closely supervised, pupils play sensibly and they say that they feel safe and secure in the playground. Only on the second day of the inspection, when it was windy, did pupils get a little boisterous due to their overexcitement.
- In lessons, pupils apply themselves well to their work. Occasionally, they finish early and sit waiting for others to catch up, but they do so sensibly and patiently.
- Pupils wear their smart uniform proudly. They say bad language is rarely heard around the school and that pupils show kindness towards each other in the playground. They say behaviour in class is mostly good with very few reporting that behaviour is less than good. There is no litter around the large site.
- Pupils have a good understanding of the different kinds of bullying, and have particularly good understanding of how to stay safe when using the internet and mobile phones.
- The school maintains a very detailed log of behaviour incidents which enables staff to analyse patterns of bad behaviour and address them. The school has been successful in improving the behaviour of pupils who have arrived from other schools with a history of challenging behaviour.
- Attendance is above average.
- Parents who responded to the online questionnaire reported that they were happy with behaviour and that bullying was not a particular issue at the school.

The leadership and management requires improvement

- A key weakness that has persisted for several years is that the targets set for pupils to reach at the end of Key Stage 2 are too low. This has led to leaders and teachers being satisfied when pupils reach these unchallenging targets and has been a major factor in achievement not being good.
- Senior and middle leaders have a weak understanding of how to analyse achievement data and then use this knowledge to address weaknesses in teaching with precision. This has led to inconsistencies in teaching which are not helped by leaders' generally inflated view of how things are going in the school.
- Teachers are not held closely enough to account for the progress their pupils are making. This is partly to do with targets not being high enough for pupils in the first place, but also because the meetings where pupils' progress is discussed sometimes lack the necessary detail and rigour.
- The leadership and management of the provision for pupils with special educational needs require improvement. The impact of intervention courses is not measured with sufficient sharpness to ensure that pupils achieve well.
- School leaders have had some successes in improving teaching. For example, following the sharp dip in standards in Key Stage 1 in 2013, staff received extra training and there are strong signs of improvement for the current Year 2.

- The good curriculum gives good opportunities for pupils to play musical instruments, learn French and take part in a range of sports. Outdoor learning in the Reception classes develops children's skills well.
- Teachers' performance is suitably managed. There is a clear link between teachers' salaries and their teaching ability.
- The school has a very good relationship with parents and keeps them well informed through meetings, its website and newsletters. All parents who responded to Parent View said they were very happy with the school and would recommend it to others.
- Safeguarding arrangements meet all current government requirements. A potential risk, which was pointed out to the headteacher on the first day of the inspection, was fully addressed by the next day to the satisfaction of the inspection team.
- The new primary school sport funding is well used to expand the range of sports pupils can do in school and to improve inter-school sports competition. Teachers are improving their understanding of how to teach sports so that they are able to continue the work once the funding stops. The spending of this funding is checked carefully for effectiveness by the governing body and school leaders.
- The local authority has adopted a 'light touch' approach to supporting the school. It has been aware of the problem relating to target-setting and pointed this out to the headteacher some time ago. However, the local authority did not pursue this matter when it was clear standards were sliding and subsequently went on to endorse the school's generous view of achievement and the quality of teaching. Consequently, more could have been done to try to arrest the school's decline.
- **The governance of the school:**
 - Members of the governing body are committed and dedicated, giving up their spare time to visit the school very often to hear pupils read or support in class.
 - The governing body does not have a complete understanding of what is needed for achievement to become good, although its members are learning quickly. They have been too quick to accept the school's generous self-evaluation and the headteacher's reasons why standards are just average and have been declining.
 - While very few pupils are eligible for pupil premium funding, the governing body ensures that the funding is used well to ensure that their achievement does not fall short of their peers. They do this by regularly measuring the impact of its spending.
 - Members of the governing body are now very clear that achievement is not where they wish it to be and are keen to improve their skills so that they are better able to challenge school leaders on matters relating to progress and target-setting.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors. A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.

School details

Unique reference number	118003
Local authority	East Riding of Yorkshire
Inspection number	440829

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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	369
Appropriate authority	The governing body
Chair	Tony Hewitt
Headteacher	John Killeen
Date of previous school inspection	23 September 2010
Telephone number	01430 422526
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