



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

South Cave Church of England Voluntary Controlled Primary School

Church Street
South Cave
East Riding of Yorkshire
HU15 2EP

Previous SIAMS grade: Good

Current inspection grade: Good

Diocese: YORK

Local authority: East Riding

Date of inspection: 13 November 2015

Date of last inspection: November 2010

School's unique reference number: 118003

Headteacher: Julie Newby

Inspector's name and number: Alan Thornsby 137

School context

South Cave is a large primary school with most pupils coming from White British backgrounds. The proportion of pupils with special educational needs and/or disabilities and those eligible for pupil premium are below average. Falling numbers have resulted in the creation of mixed age classes. The current headteacher took up post in September 2014, following the retirement of the previous long serving headteacher.

The distinctiveness and effectiveness of as a Church of England school are good

- The drive and vision of the headteacher creates a distinctively Christian learning environment.
- Staff and governors ensure that routines, policies and the curriculum are securely based on Christian values.
- Christian values, such as trust and endurance, have significant impact on the academic and personal development of pupils.

Areas to improve

- Increase the impact of collective worship through the effective working of the 'worship squad'.
- Review the vision and values of the school, including recognising the biblical foundations, to fully implement and celebrate the distinctive Christian character.

The school, through its distinctive Christian character, is good at meeting the needs of all learners

The school has an inclusive and welcoming ethos that is securely based on five Christian values of respect, endurance, trust, compassion and thankfulness. These are the foundations for the practice and policy of the school and are regularly strengthened by the use of the school creed. 'Stained glass' windows are a constant reminder of the Christian values throughout the school. Pupils' behaviour and attitudes are reinforced through displays of school rules and links to Christian values. They are confident and articulate. Children recognise the inclusive nature of their church school and identify values in action in their and other people's lives. They are beginning to make links between the values, Biblical teachings and the life of Jesus. Adults are role models for Christian values in action and children mirror these values. This results in good relationships, attitudes and strong pastoral support for children and families. Children recognise the importance of forgiveness and compassion, in addition to the trust and respect they have for adults. A typical comment from a child is 'We say thank you to the teachers at the end of the day for teaching us'. Christian values are identified in the curriculum and are referred to in lessons and discussions. Greater consistency in teaching and the profiles of care, trust and endurance have enabled improvements in pupil achievement and progress. These are now at least in line with national averages. Attendance is good as children enjoy being in school. Spiritual, moral, social and cultural (SMSC) development is good because of a number of visits and the cross-curricular links with worship and religious education (RE). Thinking skills are developed through the effective use of reflection and stilling to 'clear our thoughts and find the answer'. Children recognise the difference between RE 'to learn about other faiths' and worship 'to worship God'. Children recognise Christianity as one of a number of global faiths because of visits from members of other faiths and diverse communities. Children are very aware of helping others, through links with St Anne's School and the support for a range of local and global of charities.

The impact of collective worship on the school community is good

A daily act of worship is an important part of daily routines to reinforce Christian values and encourage the deeper thinking of pupils. Pupils are also encouraged to consider questions such as 'Why is it important to support charities?' through responses on the worship board. Staff recognise the 'time for all to be together in a peaceful situation and have time for reflection in an incredible busy day'. The behaviours and responses of pupils show that they are engaged by worship. They recognise the meaning and purpose of Christian values and how these are developing the school ethos. A 'Tree of Values' displays established values and pupils who show a value in action. Worship themes reflect the Social and Emotional Aspects of Learning (SEAL), Christian values, the church year and local and global events. The headteacher and vicar plan themes. The comprehensive policy has guidelines and suggestions for the wide range of worship leaders. These include staff, clergy and church members from the local Anglican and Methodist churches. The weekly planning sheet ensures distinctively Anglican worship, with references to gathering, engaging, responding and sending. The 'Singing Bowl' is used as a call to worship. Prayer, including the Lord's Prayer and the school creed are regularly used as 'a time to talk to God'. Children are developing an awareness of the Trinity, describing 'God the Father, God the Son and God the Holy Spirit' in their own words. Children experience a range of forms of worship, including Friday worship that recognises pupils how have displayed Christian values in action. Children lead class worship, to which parents are invited. Children create a quiet atmosphere for worship. The core purpose of worship is firmly embedded, resulting in children keeping a firm focus throughout. This includes worship when pupils wear costumes to support Superheroes Day for Children in Need. The school has good links with the local church which is used for festival services, as well as a resource to extend pupils' understanding of Christianity. The youth worker is a regular worship leader, engaging pupils. The newly appointed curate is keen to have a presence in the life of the school, through 'Tots Praise', worship for younger children. Currently, monitoring and evaluation results from pupils' comments and interviews. However, the school has recently introduced a 'worship squad' of adults and children, to plan, lead and evaluate the impact of worship.

The effectiveness of the leadership and management of the school as a church school is good

The headteacher is committed to continually developing the distinctive Christian character of the school. The school ethos is founded on a set of five Christian values. These are currently being reviewed to create a vision, motto and logo to ensure an effective and continuing distinctive Christian character. Staff and governors are aware of the need to make secure links between Christian values and their biblical origins. Following training, staff and governors have a heightened awareness of working in a church school. All are aware of the caring and inclusive ethos that values everyone and their wellbeing. This has developed consistency in all aspects of school life, especially in the quality of teaching and learning. The sharing of good practice by staff has furthered the sense of teamwork. This is because values thread through the curriculum and there is respect for other points of view. Headteachers' reports to governors, regular meetings between foundation governors and subject leaders and learning walks identify strengths and areas for development of the Christian character. Christian values are implicit in the work of the governing body, but more explicit when making difficult decisions. The development points from the previous inspection have been addressed, although changes in staffing and procedures have resulted in these being revisited. The school improvement plan has a specific section relating to monitoring the effectiveness as a church school. Senior leaders and foundation governors review the SIAMS action plan each term, ensuring that RE and worship meet statutory requirements. The recently appointed RE coordinator and opportunities to work with the previous subject leader reflect an awareness of succession planning by governors. Parents are proud of the school and its impact on children, commenting, 'the involvement of church and village is like a big family'. They recognise how the school enables children to easily discuss faith and prayer as well as ask questions such as 'Who is God?' The recently introduced family homework project supports children learning at home with parents. The Friends' Association raises funds and brings the whole local community together at events. They enjoy the support of local businesses as corporate sponsors. This enables children, for example, to be part of the reopening of the local petrol station. The links with the diocese have supported the recent developments as a church school. The school is part of the South Hunsley partnership of schools which supports curriculum and professional development.

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