

Castledyke Primary School

Inspection report

Unique Reference Number	117967
Local Authority	North Lincolnshire
Inspection number	358230
Inspection dates	4–5 May 2011
Reporting inspector	James Alexander

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	328
Appropriate authority	The governing body
Chair	Mr Robert Smith
Headteacher	Mrs Rosie Pugh
Date of previous school inspection	7 May 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons taught by 10 teachers. They held meetings with members of the governing body, staff and groups of pupils. They observed the school's work and looked at a range of documentation including policies for safeguarding, the school's assessment records and school development plans. The 96 questionnaires returned by parents and carers were also analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether the school assessment records indicate that all pupils currently make at least satisfactory progress from their individual starting points.
- Whether the quality of teaching and the curriculum are adjusted to meet the needs and aspirations of the more-able pupils.
- How the self-evaluation, leadership and provision in the Early Years Foundation Stage has been maintained since the previous inspection.
- The impact of leadership at all levels, on raising attainment and accelerating progress for all pupils, particularly in Key Stage 2.

Information about the school

This is a larger than an average-sized primary school. Almost all pupils come from White British backgrounds and those from minority ethnic heritage represent a very small part of the school population. The number of pupils known to be eligible for free school meals is above the national average. The proportion of pupils with special educational needs and/or disabilities is below average, although more have a statement of special educational needs than average. The school has gained a number of awards including Healthy School status, Artsmark Gold, and the ICT mark. In 2009, the local authority located provision for pupils with emotional and behavioural difficulties within the school. The school also has a small number of children who are looked after by the local authority. A new deputy headteacher and two teachers were appointed in September 2010.

A children's centre is situated within the school grounds. This provision is subject to a separate inspection and a report about its quality can be found on the Ofsted website.

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. There is a welcoming environment and pupils benefit from outstanding care, guidance and support. Pupils obviously enjoy coming to school and this is reflected in their high level of attendance. They are well behaved and know who they can approach if they have a concern. Pupils are confident that their views are taken seriously. Their contribution to the school and wider community is outstanding; they willingly accept extra responsibilities and many have roles that help the smooth running of school life.

Children enter the school with skills that are generally below typical for their age, although this varies from year to year. Their language and social development is often lower. By the time pupils leave Year 6 attainment for the majority is broadly in line with the national average. This represents good progress from pupils' individual starting points. Attainment and progress varies across the school, however, and is higher in English than in mathematics and stronger in some year groups than in others. Pupils identified as having special educational needs and/or disabilities make good progress due to well deployed staff and activities that are carefully matched to their individual needs. The majority of lessons are good and some outstanding, providing opportunities for pupils to achieve very well. During these lessons activities are pitched at just the right level, providing challenge and excitement. Consequently, pupils' enjoyment of learning is high and they challenge and encourage each other to do their best. This practice, however, is not seen across the whole school. In a minority of lessons teaching remains satisfactory, work is not so accurately pitched and pupils are over directed. As a result some pupils either find the work too easy or over complicated and their progress slows. It has also meant that the proportion of more-able pupils attaining at higher levels, especially in mathematics, has been lower than it might otherwise have been.

Within the past two years the curriculum has been redesigned and much is made of the extensive grounds to successfully establish creative outdoor learning opportunities. Senior leaders have developed robust systems to track the progress pupils make. They have used this information to establish plans for improvement that are considered well. Across the school there is a shared determination to ensure the school goes from strength to strength. The governing body offers both support and robust challenge and ensures statutory requirements are met. These are among the many examples that demonstrate the school's good capacity to improve further.

What does the school need to do to improve further?

- Raise attainment by the end of Year 6, by:
- - accelerating progress for all pupils in Key Stage 2, particularly in Year 4 and Year 5

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- - increasing the proportion of more-able pupils gaining higher levels across the school, particularly in mathematics
- - evaluating the impact of recent actions taken to improve mathematics to ensure their success.
- Increase the consistency of teaching that is good or better, by:
 - - providing learning activities that are suitably demanding for all abilities in every class
 - - improving the quality of marking and guidance offered to pupils, so they know how to improve their work, and then provide opportunities for them to practise these skills
 - - ensuring all pupils know their targets and what steps they need to take to meet them
 - - increasing the pace of lessons so pupils spend less time listening to teachers talk and more time actively engaged in structured learning activities.

Outcomes for individuals and groups of pupils**2**

Pupils enjoy learning and their achievement is good. They are particularly keen to rise to the challenge when lessons are precisely pitched for their individual abilities and interests. This was seen, for example, in a lesson for pupils in a Year 1 and 2 class, who were helped to make outstanding progress in a literacy lesson; excellent relationships and finely tuned challenge ensured everyone was captivated in developing ideas for their fantasy stories. Across the school a majority of pupils know their targets well and just what is required to reach them. This really helps accelerate their progress. Whilst other pupils knew their targets they are less clear about what steps are needed to meet them.

Attainment is broadly average as pupils reach the end of Year 6, although it is higher in English than in mathematics. The proportion of pupils gaining higher levels in reading and writing is also increasing, but less so in mathematics. Overall, pupils make good progress during their time at school, although it is faster in Key Stage 1. As pupils move through Key Stage 2 progress slows and whilst it remains satisfactory it does not accelerate again until Year 6. Pupils identified as having special educational needs and/or disabilities, including those who access school through the behaviour support unit, also make good progress across the school.

Pupils are helped to grow in confidence as they move through school and they recognise that teachers are, 'here to help us'. Consequently, by the time they leave Year 6 they are caring and independent young people. Many take an active part in school life. Play leaders, for example, have focused on creating enjoyable and caring playtimes. Pupils' behaviour is good. Those pupils who have been identified as having emotional or behavioural difficulties are effectively supported and rare incidents of unacceptable behaviour are managed well by staff. This enables the overwhelming majority of pupils to feel safe and happy. Pupils' level of attendance has improved significantly since the time of the previous inspection and is now high.

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These are the grades for pupils' outcomes

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

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

How effective is the provision?

Teaching is good and improving, and some is outstanding. There remains, however, some variation in the quality across the school. In the best lessons, teachers make very good use of the time available. They plan activities that interest and engage pupils of all abilities, developing their knowledge and enabling them to apply the skills they have learnt in a relevant way. As a result these lessons move on at a very brisk pace and much is achieved. In a minority of lessons, however, the level of challenge is pitched more at one level and consequently the more-able pupils can find the work too easy. On occasions, teachers can talk for extended periods of time and pupils become passive in their learning. The quality of marking is generally high and in the majority of classes pupils' good work is not only recognised but constructive suggestions are made on how it can be improved. This good practice, however, is not consistent in all classes and some marking lacks clear guidance on how work can be improved. Throughout the school teaching assistants are deployed well and ensure that those pupils with special educational needs and/or disabilities make good progress.

The curriculum is broad and balanced and provides a wide variety of local visits that enhance the learning well. The school has worked successfully to ensure opportunities are established to reinforce reading, writing and information and communication technology skills across a wide range of subjects. Pupils are finding this creative approach, 'interesting

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and fun'. This year the school is beginning to focus on creating the same opportunities in mathematics, although it remains at an earlier stage of development.

Excellent attention is given to care, guidance and support. Pupils are recognised and treated as individuals and families are also offered tailored support. Highly effective support is routinely put in place to help pupils whose circumstances make them potentially vulnerable. Partnerships with a wide range of agencies ensure that support is timely, focused and sustained. Clear evidence of this is the impact the school has had in raising attendance, especially for those who have previously been more difficult to engage.

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	1

How effective are leadership and management?

School improvement is driven by the good leadership of the headteacher, recently appointed deputy headteacher and a highly committed staff team. There is a strong determination for the school to further improve. The school is inclusive, promoting equality of opportunity and access to educational entitlement well. Leaders and managers make concerted and successful efforts to tackle any discrimination and this mostly ensures that all groups achieve equally well. Governors care greatly about the success of the school and therefore support and challenge it well. The school's accurate self-evaluation has enabled it to recognise where its strengths and weaknesses lie and leaders work well to improve the school further. This is illustrated, for example, by its effective targeting of English in recent years. Leaders recognise the need to evaluate the impact of recently introduced strategies to raise attainment and accelerate progress in mathematics. The overwhelming majority of parents and carers speak very highly of the school saying, 'What a massive difference the school has made.' and that, 'We can't thank the school enough.'

Pupils are involved in a wide range of activities in the community and have made links with other schools both in this country and beyond. Leaders have evaluated the school's provision for community cohesion and have planned for further improvement in this area during the coming year. Safeguarding practices are good and are regularly reviewed in detail by the headteacher and the governing body. Governors and all staff receive up-to-date training in child protection and robust arrangements ensure the safety of all who work in the school. The school deploys its resources well and provides good value for money.

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

Early Years Foundation Stage

Children make good progress in the Early Years Foundation Stage and are prepared well for Year 1. They are helped to settle in quickly and are confident in using the indoor and outdoor spaces available. Children talk happily to visitors and explain clearly what they are doing. Relationships between staff and children underpin the good behaviour. The well-organised and attractive learning environment provides a wide range of activities, meeting the children's needs well. The outdoor area has been developed since the time of the last inspection and staff are working hard to ensure interesting and relevant learning opportunities are readily available. The assessment of children's progress is good. Adults make the most of every opportunity to move children's exploration and learning on to a higher level of understanding. Parents and carers appreciate the good communication and efforts made by staff to keep them informed of their children's progress. The recently appointed deputy headteacher has leadership responsibility for the Early Years Foundation Stage and ensures that the provision and children's welfare is led and managed well.

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

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Views of parents and carers

Around a third of parents and carers responded to the inspection questionnaire. Of these, an overwhelming majority expressed very positive views about the school. All say their children enjoy school and are kept safe. All parents and carers say the school is led and managed effectively. A small minority of parents do not feel their children make enough progress or that the school is meeting their children's particular needs. Inspectors found that pupils made good progress during their time at school, although better in some year groups than in others.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Castledyke 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 96 completed questionnaires by the end of the on-site inspection. In total, there are 328 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	60	63	34	35	0	0	2	2
The school keeps my child safe	59	61	36	38	0	0	0	0
My school informs me about my child's progress	51	53	40	42	4	4	1	1
My child is making enough progress at this school	52	54	38	40	5	5	0	0
The teaching is good at this school	57	59	37	39	1	1	0	0
The school helps me to support my child's learning	55	57	37	39	4	4	0	0
The school helps my child to have a healthy lifestyle	45	47	49	51	1	1	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)	43	45	45	47	2	2	0	0
The school meets my child's particular needs	53	55	37	39	6	6	0	0
The school deals effectively with unacceptable behaviour	46	48	46	48	2	2	0	0
The school takes account of my suggestions and concerns	42	44	49	51	2	2	1	1
The school is led and managed effectively	47	49	46	48	0	0	0	0
Overall, I am happy with my child's experience at this school	54	56	40	42	1	1	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 all 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



6 May 2011

Dear Pupils

Inspection of Castledyke Primary School, Barton-upon-Humber DN18 5AW

Thank you for the warm welcome we received when we inspected your school recently. We would like to let you know our views of your school. Castledyke Primary is a good school and your attendance is excellent. Staff care, guide and support you extremely well and you have many opportunities to contribute to school life; you make a magnificent difference.

We are aware that you and your teachers have been working hard recently to improve your work. The progress you make is good. As a result attainment is improving and is broadly average by the time you leave Year 6. You obviously enjoy the fun learning opportunities that your teachers provide. The 'magic flying dust', which helped pupils in the mixed Year 1 and Year 2 class prepare for their fantasy story writing, was great! Across the school we were impressed with how well you use information and communication technology to support your learning. This will really help you in future life. You attend a wide range of clubs and your teachers organise lots of lessons outside too, which you really enjoy. We hope the pupils in Year 6 enjoyed their overnight camping adventure with the RAF!

We have asked your school to do a number of things to become even better. These are to raise attainment further, especially in mathematics, and help your lessons become even more challenging, fun and rewarding, particularly in Year 4 and in Year 5. You can play your part by responding to teachers' comments when they mark your work.

Thank you for completing the pupil questionnaire and taking time to talk with us. Your contribution to the inspection was extremely helpful.

Yours sincerely

Jim Alexander

Lead inspector

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