

Castle Batch Community Primary School

Rawlins Avenue, Worle, Weston-Super-Mare BS22 7FN

Inspection dates

9–10 October 2012

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

Summary of key findings for parents and pupils

This is a good school

- It is an inclusive community where relationships are warm and there are, as the school's mission statement states, 'Happy confident children learning to learn'.
- Pupils make good progress from their starting points and by the time they leave, an above average proportion reach the standards expected. They are learning to apply their writing skills for a wide range of different purposes, read widely and knowledgeably and use mathematics skills well.
- Pupils with disabilities and special educational needs in the resource base make above expected progress and learn to communicate well through signing and symbols.
- Teachers plan activities as a result of accurate assessment and knowledge of pupils. This enables pupils to be motivated and make good progress in their learning.
- A wide range of visits and events through the curriculum ensures that learning is based on firsthand experience and gives many opportunities for pupils to apply their skills.
- Pupils engage well with learning in lessons, enjoy school and know how to stay safe on the internet. They report, and inspection evidence shows, that incidents of bullying are very rare.
- Senior leaders and governors have an accurate view of the school and a range of plans to improve teaching and learning. Assessment data is used well to monitor pupils' progress and to take action when any slowing in progress is identified.

It is not yet an outstanding school because

- There is not yet a sufficient proportion of outstanding teaching and teachers do not consistently give sufficiently detailed guidance to pupils about how to improve their work during lessons.
- There are insufficient opportunities for outstanding practice to be shared with teaching colleagues.
- Some teachers are not always given specific targets to help improve their teaching further.

Information about this inspection

- The inspection team observed 27 lessons taught by 17 teachers, of which five were joint observations with the headteacher or deputy headteacher. In addition, short visits were made to other lessons and inspectors listened to pupils read.
- Meetings were held with the headteacher, senior and middle managers, the Chair of the Governing Body, a group of pupils and informally with parents.
- The team took account of 50 responses to the online questionnaire (Parent View) and information from parents' meetings and questionnaires undertaken by the school.
- The team looked at school documents, including the school's record of the results of end of Key Stage 1 and 2 tests taken in 2012, school data relating to assessment and pupils' progress, planning for school improvement, monitoring of teaching and learning, records relating to behaviour and attendance and documents relating to safeguarding.

Inspection team

Janet Dinsmore, Lead inspector	Additional Inspector
Anne Newall	Additional Inspector
Geoff Mason	Additional Inspector

Full report

Information about this school

- This is a much larger than average-sized primary school.
- The proportion of pupils known to be eligible for free school meals is average as is the proportion of pupils eligible for support under the pupil premium initiative.
- The proportion of pupils with special educational needs supported at school action is average.
- There is a slightly larger than average proportion of pupils supported at school action plus and with statements of special educational needs.
- There is a resource base for 20 disabled pupils and those with special educational needs, particularly in the area of speech, language and communication.
- There is a lower than average proportion of pupils for whom English is an additional language and from minority ethnic groups.
- The school meets the current government floor standards, which set the minimum expectations for attainment and progress at the end of Key Stage 2.

What does the school need to do to improve further?

- Improve teaching so that a greater proportion is outstanding by ensuring:
 - that teachers consistently review pupils' learning more often during lessons, to ensure each group of learners is fully challenged, and so accelerate progress
 - that marking and feedback is sufficiently detailed in English and mathematics and more consistently applied across the school so that pupils know exactly what to do to improve.
- Improve the management of performance by:
 - setting staff more specific targets for improvement that are regularly monitored
 - ensuring that there are more opportunities for sharing outstanding practice through coaching and mentoring.

Inspection judgements

The achievement of pupils

is good

- Almost all pupils achieved the average level or above in reading at the end of Key Stage 2 in 2012. Year 6 pupils show a good knowledge of authors and read widely and well. Younger pupils learn the links between sounds and letters (phonics) well and use these skills to decode words in well-chosen reading books. As a result, they enjoy reading and gain confidence. Parents report that they are very pleased with the progress their children make in reading and writing in the Reception Year and Year 1.
- All pupils, including those with disabilities and special educational needs make better than expected progress in reading writing and mathematics. Pupils known to be eligible for free school meals make particularly good progress because of the focused support they receive through good use of the pupil premium funding. Pupils for whom English is an additional language and who are from minority ethnic groups also make better than expected progress, in line with their peers.
- Stimulating real purposes for writing ensure that pupils are motivated, enthusiastic and make good progress. In Year 1, pupils wrote questions in preparation for their visit to an historic house and in Year 6 they wrote convincing persuasive text as a result of their experiences of caving, gorge walking and climbing. Pupils in Year 4 combined their information and communication technology skills, applying their knowledge of Celts and Romans from a recent visit in developing presentations using animation and sound.
- Pupils in the resource base make outstanding progress in acquiring and using communication skills. They use signing, symbols and visual resources, are highly motivated to learn and make exceptional progress in reading writing and mathematics. Pupils throughout the school develop good communication skills in small group discussion and paired talk; this is particularly effective as pupils support each other's work, developing their own questions and extending their understanding.
- Progress in mathematics has been accelerated and pupils are now making better than expected progress. Higher ability pupils in Year 2 developed good mental skills in adding two-digit numbers by partitioning and discovering negative numbers when counting back. Pupils in Year 6 used their knowledge of adding and multiplying decimals to calculate perimeter and area, applying these skills to problems such as finding out how much fencing and paving was needed for a garden.
- Children in the Reception class arrive with a wide range of skills, some of which are below those expected, for example in areas of communication, language and literacy. They learn and develop well so that they reach age-related expectations in all areas by the time they enter Year 1. They use their developing calculation skills to explore and discuss different combinations of numbers to make eight legs on a spider as well as observing and discussing real spiders spinning webs as they explore outside.

The quality of teaching

is good

- Teachers use day-to-day assessment well, particularly in mathematics lessons, to plan tasks and re-group pupils for the following day so that all are challenged, ensuring better than expected progress. However, teachers do not always consistently review how well pupils are learning during lessons to make sure that all groups are fully challenged to do as well as they could. In lessons where the quality of teaching is good or outstanding, pupils are actively involved in tasks for most of the time and resources are used well to provide structure to pupils' learning.
- Teachers use questioning well to check understanding continually and address misconceptions quickly. Pace is maintained well by giving pupils precise times for completing tasks, by the high expectation of the amount of work to be done and by changing activities and groupings during the lesson. A consistent system of marking is used throughout the school but in a small minority

of cases, comments are not sufficiently detailed to help pupils understand exactly what they need to do to improve their work.

- Writing is taught well because teachers are good at helping pupils develop their skills and provide engaging opportunities to motivate them. Pupils are given frequent opportunities to practise their writing skills independently and for different purposes, such as reviewing books they have read, working towards targets to improve their writing.
- All pupils benefit from a good range of visits and visitors which enrich the curriculum and provide meaningful links between subjects. Boys have responded well to the school's approach to using first-hand motivational experiences as a stimulus for writing. For example, they have written lively accounts of visits to football grounds and factories.
- Skilled teaching assistants are deployed well to support groups of pupils in lessons, ensuring that teaching is well matched to all groups of learners. For example, they accelerate the progress of the more able in mathematics and reinforce the previous day's learning so that pupils with disabilities and special educational needs continue to make good progress.
- Teachers in the resource base know the pupils very well so that each activity is well designed to meet individual need and ensure exceptional progress. The youngest pupils enthusiastically developed verbal language skills and knowledge of other cultures and foods when exploring the story of 'Handa's Hen' and all the planned activities promoted pupils' learning in a range of areas. Older pupils with speech, language and communication difficulties learned to explain their understanding and apply their knowledge of calculation to a range of written problems.
- Well-constructed plans for individual pupils in reading and mathematics are delivered by well-trained teaching assistants, helping any pupils who have been making slower progress to catch up. Pupil premium money is used to good effect to increase the amount of individual and small group teaching and, as a result, pupils achieve well.
- Parents comment that teachers recognise mathematical ability and ensure there is well-matched work for those with higher ability. They also commented that teachers had changed pupils' attitude to writing for the better so that their older children were now doing really well in the next stage of education.

The behaviour and safety of pupils are good

- Pupils engage well with learning in lessons; they report that there is 'loads to do' and they are 'never bored'. They work well in pairs and small groups and are polite and considerate to each other. They have a good moral understanding and play well together, encouraged by 'Batch Buddies', Year 6 pupils trained to sort out minor disagreements.
- There is a positive start to each school day, which parents and carers appreciate. Teachers greet them and their children, so passing on any minor concerns and information. Teachers know pupils very well and parents report that they are very approachable. There are high quality, warm relationships between adults and pupils throughout the school that contribute well to a very safe environment; pupils say, 'everyone's friendly and we help each other'.
- Parents comment that the school has a 'really strong nurturing environment'. This is also demonstrated in the school's support for pupils whose circumstances make them more vulnerable, supporting them well in their social, emotional and behavioural development. Incidents of bullying and poor behaviour are extremely rare; pupils commented that anyone who is 'being a bit silly' is dealt with very well.
- Pupils know how to stay safe on the internet and can recall 'think, think, think before you click, click, click', having learned this from Key Stage 1. Pupils also demonstrate good knowledge of how to assess risk and use the outdoor play equipment safely. Safeguarding requirements are met and are effective in keeping pupils safe.

The leadership and management are good

- Leaders and managers at all levels, including the governing body, have ensured that the areas for improvement identified at the previous inspection have been addressed and therefore have demonstrated capacity for further improvement. The local authority has also reduced its level of support for the school because it is, as inspection evidence confirms, well placed to maintain the momentum of continuous improvement. Self-evaluation, particularly the use of assessment data, provides an accurate picture of the work of the school and ensures there is no discrimination and that all pupils are treated equally.
 - Middle leaders use assessment data well to plan staff deployment and interventions to accelerate progress. Senior staff ensures that there is effective monitoring of teaching and learning through a focused time-limited plan, reporting results to the governing body.
 - The school has successfully improved the quality of teaching since the previous inspection. Attainment in mathematics is now above average and progress in reading, writing and mathematics is good and accelerating throughout the school. However, not enough is being done to share some of the existing best practice more widely through coaching and mentoring. Targets set for teachers to prompt improvement in the quality of their work are not always sufficiently precise, and are not always checked up on quickly enough by senior leaders.
 - The resource base is well run and, because of this, pupils make strong progress. Consideration of the learning needs of pupils who are disabled or have special educational needs has a high effective profile.
 - **The governance of the school:**
 - ensures that the performance management of the headteacher is effective in raising pupils' achievement
 - monitors improvements through regular reports from senior staff and visits to the school
 - provides challenge as a result of secure knowledge of the school's strengths and weaknesses.
-

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	<p>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.</p> <p>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.</p>

School details

Unique reference number	109135
Local authority	North Somerset
Inspection number	405216

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	4-11
Gender of pupils	Mixed
Number of pupils on the school roll	430
Appropriate authority	The governing body
Chair	Grant Coulton
Headteacher	Robin Strawbridge
Date of previous school inspection	9–10 November 2010
Telephone number	01934 514552
Fax number	01934 522907
Email address	castlebatch.pri@n-somerset.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

