

# Castleton Primary School

Hillcrest Road, Castleton, Rochdale, OL11 2QD

## Inspection dates

31 October–1 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- From starting points that are below those typically expected for their age, pupils make good progress and reach average standards overall in English and mathematics by the time they leave the school in Year 6.
- All groups of pupils achieve equally well and make good progress in reading, writing and mathematics.
- Pupils develop their mathematical skills particularly well and all reached the nationally expected standard (Level 4) in the 2012 tests in Year 6.
- Teaching is good with some examples of outstanding teaching. Teaching assistants provide effective support to pupils.
- Pupils behave well in lessons and show good attitudes to learning. Their good attendance shows that they enjoy school.
- The headteacher and senior leadership team have high ambitions for the school and check on the quality of teaching regularly to ensure that it is at least consistently good.
- The governing body checks that all groups of pupils make good progress including those in receipt of the pupil premium, pupils who do not speak English as their first language, disabled pupils and those who have special educational needs.

### It is not yet an outstanding school because

- The quality of teaching is not yet outstanding because pupils are not given enough opportunities to respond to teachers' marking and improve their own work.
- Pupils' achievement is good, but not as many of the more able pupils reach the standards they should, particularly in writing. This is because the activities that they are given are sometimes too easy.
- Targets are set for pupils but are not used in lessons regularly to remind pupils what they need to do next to improve.
- Standards of attainment in writing, particularly for boys, are not as high as in reading and mathematics.

## Information about this inspection

- Inspectors observed 16 lessons taught by nine different teachers. Of these observations, two were joint observations with the headteacher. Also, the lead inspector observed the headteacher reporting back to teachers on the quality of teaching and pupils' achievement in lessons.
- Inspectors met with two groups of pupils and listened to a group of Key Stage 1 pupils reading.
- Meetings were held with the Chair of the Governing Body and three governors, a representative from the local authority, senior leaders and teachers.
- Inspectors took account of the six responses to the on-line questionnaire (Parent View) in planning the inspection. Also, inspectors considered questionnaires from staff and two surveys undertaken by the school to gather pupils' views and parents' opinions.
- The school's work was observed and the inspection team looked at a number of documents, including safeguarding records, the school development plan, the school's data for tracking pupils' progress, reports on the quality of teaching, teachers' planning and work in pupils' books.

## Inspection team

Andrée Coleman, Lead inspector

Additional Inspector

Terry Bond

Additional Inspector

## Full report

### Information about this school

- This is an average sized primary school.
- About a third of pupils are from minority ethnic groups and about half of this group speaks English as an additional language.
- An above average proportion of pupils are known to be eligible for the pupil premium.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- In 2012, the school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- There is a separately managed children's centre on the same site as the school which was not part of this inspection. The centre's inspection report is available on the Ofsted website.

### What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
  - ensuring that pupils have opportunities to respond to teachers' marking and guidance on how to improve their work
  - checking that pupils have responded correctly and have understood the teachers' marking
  - ensuring that targets are checked regularly by pupils in lessons so that they can work towards meeting their targets, especially in writing
  - always setting challenging work for more-able pupils so that more of them are helped to achieve the higher levels in tests and assessments.
- Raise standards in writing, for boys in particular, by ensuring that all pupils are well motivated to write through activities that capture their imagination and interests in a wide range of curriculum subjects.

## Inspection judgements

### The achievement of pupils

is good

- Most children start school with skills that are below those typically expected for their age. They make good, and sometimes outstanding, progress in the Nursery and Reception classes as the result of well-planned, interesting activities which help them to make rapid progress. In particular, their speaking, listening and reading skills are developed very well through outstanding teaching of the sounds that letters make (phonics).
- Pupils continue to make good progress in Key Stage 1 and Key Stage 2 and attainment in reading, writing and mathematics has improved significantly since the last inspection. In 2012, pupils in Key Stage 2 reached average standards in reading and mathematics, although attainment in English was not as high.
- The number of more-able pupils achieving above the nationally expected standards at the end of Key Stage 1 and Key Stage 2 is increasing, particularly in mathematics. However, not enough of these more-able pupils are reaching these higher standards in English because their work is not always challenging enough.
- All groups of pupils are effectively supported by well-trained teachers and teaching assistants. Activities are carefully planned and help pupils to develop the skills and knowledge they need. As a result, those in receipt of the pupil premium, pupils who do not speak English as their first language, disabled pupils and those who have special educational needs achieve equally well.
- Standards in reading are average and rising as the result of good and sometimes outstanding teaching. Daily sessions which help pupils to learn about the sounds that letters make in reading are lively, well taught and enjoyed by pupils. Pupils say that they enjoy reading and that there is a good range of interesting books for them to read.
- Although standards in writing are improving, they are below the standards reached in reading and mathematics, particularly for boys. Boys are not as enthusiastic about writing as girls because there are not enough writing activities across a range of subjects which capture boys' interests and motivate them to write.

### The quality of teaching

is good

- The quality of teaching is good and is continuing to improve. Most of the teaching observed in lessons was good with some that was outstanding. Pupils learn quickly because teachers have high expectations and make clear what they are expected to learn in lessons. Teachers encourage pupils very well. Pupils say that they feel confident to 'have a go' and enjoy lessons.
- The curriculum is interesting and covers a wide range of subjects which ensures that pupils are well prepared to live in a diverse society. For example, in a French lesson, pupils made outstanding progress and developed their understanding of French words through lively activities which they greatly enjoyed. Outstanding teaching ensured that they spoke with an excellent French accent and learned several new words in a short time.
- Teachers' marking of pupils' work is good and there are clear comments which guide them well about how to improve further. However, occasionally, pupils do not have time to look at this guidance and respond to it. Also, there are a few instances where pupils have responded but this has not been checked by the teacher to ensure that they have fully understood.
- Teaching assistants and teachers give excellent support to pupils in receipt of the pupil premium, pupils who do not speak English as their first language, disabled pupils and those who have special educational needs and this ensures that these groups achieve well. In one mathematics lesson seen by inspectors, two more able boys were given a difficult task which ensured that they had to try very hard to work out the correct answers with support from a teaching assistant. However, occasionally the work set for more-able pupils is too easy and does not help them to achieve higher standards.
- Appropriate targets are set for pupils but their effectiveness is sometimes limited because pupils

do not check them regularly enough in lessons to see if their work is helping them to meet the targets. Mostly, teachers remind pupils which targets to work on and this is effective. However, in a few lessons, because pupils are not referring to their written targets, they sometimes forget what they have to do next to improve.

### **The behaviour and safety of pupils** are good

- Pupils behave well in lessons and around school. They are enthusiastic and, in lessons where the teaching is outstanding, pupils show excellent attitudes to learning. Pupils are polite and cooperate in pairs and small groups on activities very well.
- Pupils say that they feel confident in reporting any worries to adults in school and that all forms of bullying are rare. The school's records confirm this and show that behaviour over time is good.
- Pupils' attendance at school is good and they say that it is important to attend school regularly. Their good attendance shows that they are happy and feel safe in school and this is confirmed by pupils in discussion and through the recent questionnaire they completed.
- Pupils have a good understanding of how to keep themselves safe in a range of situations. For example, they talked knowledgeably about ways to help someone who was drowning without entering the water themselves. They know how to keep safe when using the internet and many use the social networking site on the school's website rather than a commercial site.
- Parents have a positive view of pupils' behaviour as shown by their responses to the on-line questionnaire (Parent View) and the survey undertaken by the school. They agree that their children are safe, happy and looked after well.
- Although pupils' behaviour and safety are good, they are not yet outstanding because at times, pupils become a little too boisterous in the playground and there are sometimes minor disagreements over the use of play equipment.

### **The leadership and management** are good

- The headteacher has high ambitions for the school and is well supported by senior leaders and the governing body. The improvements made to the school since the last inspection show that the school's leadership is capable of continuing to make further improvements. The headteacher's clear view as to how successful the school can be is understood by all staff and motivates them to work hard.
- Although the leadership and management of the school are good, they are not yet outstanding because teaching is not yet outstanding and pupils' attainment in writing is not yet as good as in reading and mathematics. In addition, more-able pupils are not always given challenging enough work, particularly in English.
- All school leaders check carefully and regularly on the progress that all groups of pupils make. This ensures that the school promotes equal opportunities and tackles discrimination well. Short teaching programmes to help particular groups of pupils, including those in receipt of the pupil premium, are carefully evaluated to make sure pupils make quicker progress as a result.
- All staff, including teaching assistants are well trained. Teaching assistants make an effective contribution to supporting pupils of all abilities.
- As part of teachers' appraisal, senior leaders check regularly on the quality of teaching provided by each teacher. This system works well and teachers are only rewarded if they have been successful in helping pupils to make at least good progress.
- The varied and interesting curriculum gives pupils opportunities to think about social and moral issues. For example, one class discussed the advantages and disadvantages to humans and wildlife if a new bypass was built on fields near to a village. This is an example of how the curriculum makes a good contribution to pupils' spiritual, moral, social and cultural development.
- The local authority provides a good level of support to senior leaders and the governing body

and has helped them to plan appropriate improvements based on an accurate view of the school's performance.

■ **The governance of the school:**

- Governance is of good quality because the governing body checks regularly on pupils' attainment and progress and ensures that all groups of pupils make equally good progress. The governing body makes sure that the school budget is spent wisely and, in particular that the pupil premium funding is used effectively to support pupils who need help to reach the same standards as similar pupils across the country. Short teaching programmes, usually taught by teaching assistants, have been very effective in supporting these pupils, particularly in reading. The governing body is well informed about the school's relative strengths and weaknesses and how pupils' attainment compares with attainment in most schools because governors have been trained in how to evaluate data about pupils' achievement. The quality of teaching is checked through reports from the headteacher and examination of pupils' progress data. This ensures that teachers are only rewarded if they have ensured that pupils have made at least good progress.

## 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

<b>Unique reference number</b>	105765
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	400798

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	246
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Miss Tina Jones
<b>Headteacher</b>	Miss Lindsay Torrance
<b>Date of previous school inspection</b>	19 November 2009
<b>Telephone number</b>	01706 631858
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