

Castle View Primary School

School Road, Matlock, DE4 3DS

Inspection dates 9–10 July 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Pupils make inadequate progress from Year 1 to Year 6. As a result, standards are too low in reading, writing and mathematics.
- Teaching is inadequate. Teachers do not have high enough expectations and this leads to pupils' inadequate achievement.
- Teachers do not use information about the progress pupils make well enough. Work set in lessons does not match pupils' needs appropriately and marking is weak.
- Pupils' behaviour requires improvement. In some lessons pupils lose concentration and interest, as they are not sufficiently involved in thinking and working independently.
- Leadership and management are inadequate. In the past, the checks made by senior leaders on pupils' learning have not been thorough or frequent enough. As a result, the quality of teaching has not improved.
- Governors have some awareness of the school's weaknesses but have not taken effective action to hold school leaders to account. Leaders and governors do not demonstrate the capacity to bring about sustained improvement.

The school has the following strengths

- The new headteacher is fully aware of the strengths and weaknesses of the school. She has quickly and accurately identified where improvement is needed and is beginning to bring about improvement.
- Children are taught well and so make good progress in the Early Years Foundation Stage.
- Pupils are friendly and welcoming. They feel safe at school and say that behaviour has improved recently.

Information about this inspection

- Inspectors observed nine lessons, two of which were joint observations with the headteacher. They looked at pupils' work, held discussions with pupils and heard them read.
- Inspectors considered the 14 parents' responses to the online questionnaire (Parent View). Questionnaires completed by 12 members of staff were also taken into account.
- Meetings took place with the headteacher and senior staff, four governors and a representative from the local authority.
- Various school documents were examined. These included external reports, school data on pupils' achievement, minutes of the governing body meetings, monitoring records of the quality of teaching and performance management, development plans, records of pupils' attendance, behaviour records and safeguarding documentation.

Inspection team

Ian Jones, Lead inspector

Additional Inspector

Jonathan Sutcliffe

Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- This school is smaller than the average-sized primary school.
- Most pupils are White British. The proportion of pupils from minority ethnic groups is well below the national average. No pupils speak English as an additional language.
- The proportion of pupils known to be eligible for pupil premium funding is above average. This is additional funding for pupils known to be eligible for free school meals, those who have a parent in the armed forces and those in local authority care.
- The proportion of pupils identified as disabled and those who have special educational needs is twice the national average. The proportion supported at school action plus or with a statement of special educational needs is also well above average.
- A breakfast club run by the school operates daily.
- The school has experienced a high turnover of teaching staff and senior leaders this year.
- A new permanent headteacher has been in post from the beginning of the summer term 2013.
- The school does not meet the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching to a good standard and raise pupils' achievement to at least the level expected for their age by:
 - improving lesson planning so that all pupils are set work that moves their learning forward at a good pace
 - increasing teachers' expectations of what different pupils can achieve, especially the more able
 - ensuring that teachers use accurate assessment information to keep a close check on pupils' progress and act swiftly to help anyone falling behind
 - adapting teaching as lessons unfold to respond to the learning needs and strengths of all pupils
 - improving marking so that pupils are clear about what they need to do next to aim high.
- Improve leadership and management by:
 - checking the quality of teaching and its impact on pupils' learning at regular intervals and taking the necessary action to ensure it is at least good
 - ensuring that pupils' progress is regularly and accurately assessed and that this information is used by managers to check on teachers' performance
 - developing the role of the senior leadership team so that it provides effective support to the headteacher in making improvements
 - ensuring that the school development plan includes sufficiently rigorous targets and that actions bring about timely and sustained improvement
 - improving the effectiveness of the governing body in challenging school leaders and holding

them to account for their work

- undertaking an external review of governance to assess how this aspect of leadership and management may be improved.

Ofsted will make recommendations for action on governance to the authority responsible for the school

Inspection judgements

The achievement of pupils

is inadequate

- Standards of attainment in Year 6 are well below average in reading, writing and mathematics. Too few pupils leave school being able to read, write and apply their numeracy skills as well as they should. Standards of attainment in Years 1 to 6 are not high enough because of weaknesses in teaching.
- Disabled pupils and those who have special educational needs make inadequate progress. Targeted provision for them has not sufficiently accelerated progress over time.
- The rate of progress in Key Stages 1 and 2 is inadequate. It varies between subjects and classes but is too slow overall. Progress has been especially weak in writing this year, and few pupils demonstrate the ability to write imaginative, extended accounts using a wide range of vocabulary.
- Pupils' attainment in mathematics is well below average by the end of Year 6. In 2012, standards were a year behind pupils nationally. Pupils' understanding of mathematical concepts is superficial because teachers do not check their learning closely enough. Too little attention is given to enabling pupils to apply or practise their numeracy skills in different contexts. Practical learning and resources are not used well enough to enable all pupils to deepen their mathematical knowledge successfully.
- Pupils make appropriate progress in reading up until Key Stage 2, when it declines. Effective strategies to support the teaching of phonics (letters and the sounds they make) have raised younger pupils' achievement in spelling and reading.
- Pupils in Year 6 make good progress in reading and mathematics. The school puts in additional support, such as extra teaching funded by pupil premium money, and this has improved progress for eligible pupils, in mathematics and English, so that they are less than a term behind all pupils in their year. However, the slow rate of progress in previous years means that pupils are unable to fully catch up to where they should be.
- Children start in the Nursery with skills and knowledge well below those typically expected for their age. They make good progress in the Early Years Foundation Stage because they are well taught. Nevertheless, most typically start in Year 1 with standards that are below the level expected, especially in reading, writing and mathematics.

The quality of teaching

is inadequate

- Pupils make inadequate progress because teaching is not strong enough to enable pupils to make up for past underachievement or fill the gaps in their knowledge. A scrutiny of pupils' work reveals that in the past some teachers have lacked the knowledge of how to teach writing and mathematics effectively.
- Teachers' expectations of what pupils are capable of achieving, or of how much work they should complete, are still not high enough. Often pupils of all abilities are given the same task to complete and this means some find it too hard and others too easy.
- Assessment information about the progress individuals are making is not always accurate. Not all

teachers make sure that work is appropriate for every pupil, especially the more able. In the past, teachers have not adjusted lessons quickly enough, with the result that some pupils are not well challenged throughout the lesson and this slows their progress.

- Pupils' understanding of how to improve their work is weak because marking is inconsistent. Teachers' marking is irregular, with some pupils' work going unmarked for too long. Marking is not effective in helping pupils to know exactly how well they are doing or how to improve their work. Opportunities to engage pupils in their learning or test their understanding through marking are often missed.
- On the rare occasions when pupils are challenged and engaged, progress accelerates. For example, in a mixed Year 2 and Year 3 mathematics lesson, pupils were absorbed in an investigation into the properties of odd and even numbers. They persevered with the task, despite the challenges it brought, and made outstanding progress aided by careful questioning and encouragement of the teacher.
- Teaching in the Early Years Foundation Stage is good. Positive relationships ensure that children settle well and make good progress in their personal, social and emotional development. They are provided with a wide range of practical activities, which supports the good gains made in reading and mathematics skills. Well-planned opportunities help children to investigate, explore and develop their critical thinking skills.

The behaviour and safety of pupils requires improvement

- While pupils generally behave well around the school, for example during assemblies and playtimes, behaviour overall requires improvement.
- Pupils do not have enough opportunities to play a full part in their learning. They say that lessons are sometimes uninteresting and they are not given enough to do. On occasions, pupils engage in low-level disruption which prevents them making progress. Pupils say that these incidents are becoming less frequent since a new behaviour policy was introduced by the headteacher. However some pupils continue to lose interest in lessons when activities fail to engage them or stir their imagination.
- The school works well with a small number of particularly vulnerable pupils, and they are well supported to ensure that their welfare needs are met.
- Pupils enjoy attending the breakfast club, which provides good opportunities to talk and play together at the start of the day.
- Although the school has a higher than average proportion of pupils who are regularly absent, attendance remains broadly average overall. The school works hard with pupils, parents and carers to promote regular attendance and is meeting with some success.
- Most pupils have a secure knowledge of how to stay safe when using the internet. They are aware of different forms of bullying. Pupils are confident that any poor behaviour is dealt with promptly and effectively by the school.
- Pupils feel safe in school, and this was confirmed by parents and carers through Parent View.

The leadership and management is inadequate

- In the past, leadership has not been effective, and achievement and teaching have declined sharply since the previous inspection and are now inadequate.
- Although the new headteacher has made a promising start, leaders and managers at all levels do not demonstrate the capacity necessary to secure the essential improvements.
- In previous years, leaders and managers have not effectively monitored the quality of teaching. As a result, pupils' progress has slowed and this has remained unchecked, so that support to help those falling behind has not been given quickly enough.
- While the school collects information about pupils' attainment and progress, this has not been used effectively by teachers to support learning. In the past, senior leaders did not hold teachers to account for the progress made by their pupils; the new headteacher has plans to meet regularly with teachers to review pupils' progress in the required detail.
- The current school development plan identifies most issues in need of improvement. However, it has not been fully implemented and lacks the rigour and robustness required. The lack of challenging and measurable targets hampers school leaders from identifying whether actions have been successfully delivered and had the required impact.
- Little or ineffective use has been made of training or targets for teachers' performance to tackle weaknesses and improve teaching.
- A renewed focus on teaching and learning led by the headteacher, supported by the local authority, is bringing improvement, and no inadequate lessons were seen during the inspection. However, these very recent improvements have not yet had a significant impact on raising achievement. Newly qualified teachers should not be appointed.
- Pupil premium funding has been used for a wide range of purposes and is appropriately targeted. However, senior leaders do not have a secure view of the impact of this funding.
- The majority of parents and carers expressed confidence in the school, especially following the appointment of the headteacher.
- The local authority correctly identified the school as causing concern last year. They have given the school appropriate support. A review of teaching and learning by the authority has provided the school with better understanding about what needs to be improved. The local authority has also provided additional support through regular training in literacy teaching for staff and through the appointment of an executive headteacher in the spring term.
- The curriculum in Years 1 to 6 is inadequate because activities do not consistently make sure that all pupils make good progress, particularly in English and mathematics. Despite the good progress in reading and mathematics in Year 6, there are still not enough opportunities for pupils to use writing and mathematics in other subjects.
- **The governance of the school:**
 - Governance is inadequate. Governors are committed to the school and to making the school successful through the improvements needed. However, until recently, the governing body did not have an accurate view of the school's effectiveness and its weaknesses. They now have an accurate view of the school's position. In the past, governors have been overly reliant on the

headteacher and have not formed an independent view of pupils' performance. They have not held school leaders to account and have had little influence on the school's direction. Governors have not had sufficient involvement in setting targets for the headteacher's performance or monitoring whether they have been met. They have not kept an accurate check on the impact of pupil premium money spend, nor have they established any link between rewards for teachers and the progress of their pupils. The governing body has, however, ensured that arrangements for safeguarding are met.

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	131776
Local authority	Derbyshire
Inspection number	412618

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	155
Appropriate authority	The governing body
Chair	Sarah Bradnock
Headteacher	Clare Peat
Date of previous school inspection	08 March 2010
Telephone number	01629 582699
Fax number	01629 582699
Email address	headteacher@castleview.derbyshire.sch.uk

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