

Castledyke Primary School

Castledyke West, Barton-upon-Humber, Lincolnshire, DN18 5AW

Inspection dates 29–30 October 2013

Overall effectiveness	Previous inspection:	Good	2
	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.

- Based on their starting points, pupils' achievement is good. They make good progress as they move through the school. By the end of Year 6, most pupils reach standards that are broadly average in English and mathematics.
- The quality of teaching is good overall. In most lessons, pupils are challenged in their work and this results in them making good progress.
- Pupils' behaviour is good overall. Their good behaviour and attitudes to learning are important factors in supporting their good progress.
- Pupils express very positive views of the school. They say that they enjoy their lives at the school.
- Safeguarding arrangements are good and pupils say that they feel safe in school.
- The headteacher provides strong and positive leadership in this improving school. She is fully supported by the deputy headteacher and their leadership skills complement each other effectively.
- The senior leadership team and middle leaders work closely together to ensure that pupils are taught well and so good progress is maintained.
- The school provides a good and interesting curriculum for its pupils.
- Governance is good. Governors provide strong challenge to the headteacher and staff, holding them firmly to account for the school's performance.
- Parents have very positive views of the school. They believe that the school does all it can to support their children during their time at the school.

It is not yet an outstanding school because

- In spite of the good progress they make, the standards that pupils reach remain broadly average in English and mathematics. Pupils' writing skills are not as good as their reading or mathematical skills.
- Although good overall, the quality of teaching is variable across the school. In some lessons, pupils are not always challenged well enough to make the best progress possible.

Information about this inspection

- Inspectors observed 10 teachers teaching in 13 lessons.
- They observed pupils in lessons, at play, as they moved around the school and in assemblies.
- Discussions were held with the staff, the Chair and other members of the Governing Body, pupils, the School Improvement Partner, a representative of the local authority and several parents.
- Inspectors heard pupils read from Years 1 and 5. They analysed in detail pupils' work from Years 2, 4 and 6.
- Inspectors took account of the 49 responses from the on-line questionnaire (Parent View) and the views of nine parents who asked to meet the inspectors.

Inspection team

John Foster, Lead inspector

Additional Inspector

Jennifer Firth

Additional Inspector

Peter Bailey

Additional Inspector

Full report

Information about this school

- This school is larger than the average-sized primary school.
- Almost all pupils are of White British heritage. The few remaining pupils are from a range of minority ethnic backgrounds.
- The proportion of pupils supported through school action is average. The proportion supported by school action plus or with a statement of special educational needs is above average.
- The proportion of pupils known to be eligible for the pupil premium is high. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- In 2012, the school did not meet the government's current floor standards which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Continue to raise standards in English, particularly in writing, and in mathematics by:
 - using data gained from the assessment of pupils' progress in English and mathematics to identify those pupils who are not making enough progress
 - ensuring that work planned for these pupils matches their individual learning needs
 - carefully checking that work set is successful in bringing about improvements needed
 - giving all pupils the opportunities to develop their writing skills across a range of subjects.
- Ensure that the quality of teaching and learning is good or better in every lesson by:
 - monitoring teaching closely and giving specific support to teachers so that any identified weaknesses in their practice is quickly overcome
 - ensuring that all teachers' planning focuses on all pupils needs and inspires them to learn
 - maintaining a suitable pace to all lessons so that pupils of all abilities, and particularly the most able, are fully challenged.

Inspection judgements

The achievement of pupils is good

- Children start in Early Years Foundation Stage with skills and knowledge that are below, and often well below, those expected for their age. They get off to a good start in the Early Years Foundation Stage and they make good progress. The staff provide good opportunities for learning both inside the classroom and in the outdoor learning area.
- Throughout Key Stage 1 and Key Stage 2 pupils continue to make good progress so that by the time they leave Year 6, most pupils reach standards that are broadly average. However, pupils' writing skills remain below those expected nationally.
- In 2012, the Key Stage 2 national tests indicated that pupils' standards had dipped significantly when compared to the 2011 results, and were significantly below those of pupils nationally. The school devised strategies to raise standards and these have been largely successful. The 2013 results indicate positive gains in attainment. In the 2013 national tests, the proportion of pupils reaching the expected Level 4 in reading and mathematics was close to that found nationally. The school's data indicates that the current Year 6 is on track to attain nationally expected standards in English and mathematics.
- Disabled pupils and those with special educational needs are catered for well and, because they are taught well and given particular support, they make similar progress to other groups of pupils.
- Pupils eligible for pupil premium funding make good progress because the school focuses on their particular needs. The attainment gap between those pupils known to be eligible for free school meals and the non-free school meals pupils is closing. For example, in English and mathematics six per cent more of these pupils reached the expected standards than the non-free school meals pupils. The school's strong values ensure that there is no discrimination and that pupils are given equality of opportunity in all they do.
- Most pupils enjoy reading and are keen to read. The older pupils use phonics (letters and the sounds they make) well to work out words that they do not know. The younger pupils are less confident in their reading skills and in working out unknown words when compared to many pupils of a similar age.
- Pupils' writing skills vary across the school but overall they are not as well developed as they could be. The school has introduced a commercial scheme of work to help to develop pupils' writing skills and this is beginning to have a positive impact. Pupils are not always given enough opportunities to develop their writing skills across a range of subjects.
- Historically, pupils' standards in mathematics have been below those of English, but the strategies put in place by the school to improve the teaching of mathematics have been successful in raising standards in the subject.
- By the end of Year 6, pupils' skills in numeracy and literacy are developed well so that they are well prepared for the next stage of their education.

The quality of teaching is good

- The quality of teaching is good overall, although it is inconsistent across the school. No inadequate teaching was observed during the inspection.
- Where teaching is at its best, pupils are challenged at their own rate and make exceptional progress. For example, this was seen in a Year 6 mathematics lesson where pupils were solving a range of clues to solve a murder, using a wide variety of mathematical strategies. They were fully involved in the activities devised for them and worked consistently hard to reach the accurate conclusion to the problems set.
- In the small proportion of lessons where teaching is less than good and requires improvement, some pupils do not always make as much progress as they could. The main reason for the less effective teaching is the lack of challenge for all pupils and, particularly, for some of the most

able.

- Children get a good start in the Early Years Foundation Stage because of the good teaching they receive. Teachers plan exciting and stimulating activities for the children which allow them to make good progress. The activities are planned well to use the indoor and outdoor learning areas and children gain confidence in their own ability, developing skills and knowledge well.
- Support staff are used well to help pupils to learn. They know their role within the lesson and what must be done to support pupils' learning. They participate in assessing pupils' progress and have close links with the class teachers.
- The quality of teaching for disabled pupils, those with special educational needs and those supported by pupil premium funding is good overall. This allows them to make good progress overall in their learning and make good progress in meeting their targets. The pupil premium funding is used to employ extra support staff for this group of pupils and to provide one-to-one support for some of the eligible pupils.
- The quality of teachers' marking is good overall. In most cases, pupils are made aware of what they are doing well and how their work can be improved. The marking is often linked to pupils' targets and gives them a clear idea of what they need to do to reach the next level in their work. Teachers' half-termly assessments of pupils' work are used in planning future, challenging work, though this is not consistent across the whole school.
- Teaching promotes pupils' spiritual, moral, social and cultural development well. Pupils are given frequent opportunities to work together in lessons and they do so enthusiastically.

The behaviour and safety of pupils are good

- Pupils' behave well in most lessons and this contributes to the good progress they make in their learning. There are very few instances of inappropriate behaviour in lessons.
- The school is recognised as a leading school for behaviour management and many pupils from beyond the school's immediate area who have difficulties behaving well attend the school. However, because of the high quality of behaviour management, this has little negative effect on pupils' learning.
- In lessons, pupils settle down well to their work and concentrate well throughout the lesson. Occasionally when moving about the school, pupils make some noise and are slower to settle down.
- Pupils have very positive views about their school. They told inspectors that they feel totally safe and that there is no bullying of any description. They said that all age groups play well together and that should they have a problem there is always an adult that they can talk to, knowing they will be listened to sympathetically.
- Attendance levels are average. During recent months, the percentage of absences has risen although the school follows up absences effectively and encourages pupils to attend school regularly.

The leadership and management are good

- The headteacher provides good leadership and she is fully supported by the deputy headteacher in this role. Their leadership skills are used to best advantage to improve the opportunities for pupils.
- The school conducts frequent assessments of its performance and formulates plans for future development. The development plans are used as an important tool to ensure that pupils are given good opportunities for learning.
- Subject leaders are effective and know their subjects well. They undertake lesson observations and check on pupils' work to ensure that progress is maintained, producing effective action plans for developing their subjects.
- There are efficient systems for checking the performance of the staff. A planned programme of

lesson observations and discussions with staff ensure that senior leaders know what is happening in the school and can agree targets to improve the school's performance further. The staff are aware that the challenging targets set must be achieved before the governing body considers any increases in salaries.

- The curriculum is good. Pupils are given many opportunities to develop their skills across a range of subjects. Literacy and numeracy are taught well in English and mathematics lessons, although pupils have limited opportunities to develop their writing in other lessons. Information and communication technology is used well throughout the school to support pupils' learning. The extensive range of visits and visitors are effective in helping pupils to learn. They have opportunities to take part in residential visits, in addition to those undertaken locally.
- The recent Primary School Sport funding for developing pupils' sporting skills has been used effectively. The school has employed a sports coach, to help to improve the quality of physical education at the school. Staff work alongside the coach in order to improve their own knowledge and skills so that in the future they will be more able to support pupils' learning in this area.
- Safeguarding arrangements are good and meet current requirements.
- **The governance of the school:**
 - Governance is good. The experienced Chair of the Governing Body leads the governors effectively. Clear processes are in place for governors to gain information about the school and to check on how well the school is performing. Each governor is linked to a class in the school. They lead the checks made on each class's performance through discussion with the teacher and visits to see the class in action. Governors understand the progress made by pupils and they ensure that where this is too slow, strategies are put in place to improve the rates of progress. They are fully aware of the strengths and weaknesses in the school and work closely with the senior leadership team to build on the strengths and bring about improvements. Governors are fully involved in the staffs' performance management and ensure that staff meet their targets before they are eligible for movement through the pay scale. They ensure that any under-performance is dealt with quickly and effectively.

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	117967
Local authority	North Lincolnshire
Inspection number	426002

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	311
Appropriate authority	The governing body
Chair	Robert Smith
Headteacher	Rosie Pugh
Date of previous school inspection	4 May 2011
Telephone number	01652 632455
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