

# Castle Hill Primary School

Buckland Road, Chessington, KT9 1JE

**Inspection dates** 13–14 February 2014

<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.

- Pupils make good progress in reading and mathematics and attain above the national average in reading, writing and mathematics by the time they leave school at the end of Year 6
- Children get off to a good start in the Early Years Foundation Stage. From average starting points they make good progress in both the Nursery and Reception classes. They are well prepared for entry into Year 1.
- Leaders and teachers carefully check the progress of every pupil to ensure that nobody falls behind.
- Disabled pupils and those with special educational needs make good progress. Those who attend the resource provision who have speech and language difficulties benefit from often excellent teaching and have their needs expertly managed.
- Pupils are polite and courteous. The school is a calm and welcoming place. Behaviour is good and the school's work to keep pupils safe and secure is good.
- Pupils' good spiritual, moral, social and cultural development is evident through all aspects of the very broad and exciting curriculum.
- The headteacher and senior leadership team have an accurate view of the school's strengths and areas for improvement. They have high expectations regarding the quality of teaching. Senior leaders and governors have strengthened weaker areas and lifted overall performance significantly since the last inspection. This demonstrates that the school has a strong capacity for further improvement.
- Parents are very supportive of the school and would recommend it to others.

### It is not yet an outstanding school because

- Progress in writing for those in Key Stage 2 is too slow. This includes those pupils who are eligible for the pupil premium.
- The impact of middle leaders on the progress of pupils is limited. They do not take enough responsibility for the data in their areas of responsibility. They do not have enough opportunities to observe outstanding practice in other schools.

## Information about this inspection

- Inspectors observed 29 lessons and part-lessons including six joint observations with the senior leadership team. In addition, inspectors heard pupils reading in Years 2 and 6.
- Meetings were held with a group of pupils, members of the governing body including the chair, school staff and a representative from the local authority.
- Inspectors took account of parents' views through the 36 responses to the online questionnaire (Parent View) as well as correspondence and informal and formal discussions.
- Inspectors observed the school's work and analysed a wide range of documents and policies, including the school's own data on pupils' current progress, planning and monitoring documentation and records relating to behaviour. Safeguarding documents were also scrutinised.
- The views of staff were analysed through the 39 responses to the staff questionnaire.

## Inspection team

Liz Bowes, Lead inspector

Additional Inspector

Penny Spencer

Additional Inspector

David Morris

Additional Inspector

## Full report

### Information about this school

- Castle Hill Primary is larger than the average-sized primary school.
- The proportion of pupils known to be eligible for support through the pupil premium is average. Pupil premium is additional funding for looked after children, pupils known to be eligible for free school meals and pupils with a parent in the armed services. Currently, there are no pupils with a parent in the armed forces on the school roll.
- The proportion of disabled pupils and those with special educational needs supported through school action is average. The proportion of pupils who are supported at school action plus or with a statement of special educational needs is higher than the national average.
- There is a resource provision from Nursery to Year 2 for pupils with speech, language and communication disorders.
- The proportion of pupils from different ethnic backgrounds is higher than average, as is the number of pupils whose first language is not English.
- The school meets the current floor standards, which are the minimum standards for attainment and progress expected by the government.
- There is an on-site children's centre and pre-school which are subject to a separate inspection.

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

- Ensure that the progress of pupils in Key Stage 2 in writing is good or outstanding, particularly for those who are eligible for the pupil premium, so the gap in their achievements continues to close.
- Ensure that all middle leaders have a greater impact on progress by:
  - providing them with more opportunities to observe outstanding practice in other schools
  - making sure that they take more responsibility for the data in their subject areas.

## Inspection judgements

### The achievement of pupils is good

- Pupils attain above the national average in reading, writing and mathematics by the time they leave in Year 6.
- Children start in the Nursery and Reception classes with skills and abilities that are broadly in line with those expected for their age. They make good progress and attainment is above average by the time they enter Year 1, because of the well-planned activities in both the indoor and outdoor environments. Pupils benefit from learning about world cultures and those in the Nursery thoroughly enjoyed eating foods and dancing to music to celebrate the Chinese New Year.
- Pupils are encouraged to develop a love of reading throughout the school. The school ensures that each pupil receives the skills they need in phonics (the sounds that letters make) to become fluent readers. Pupils read regularly to their parents who are very supportive of the school's high expectations. Pupils perform in line with the national average in the Year 1 phonics screening check and progress at a faster than expected rate to attain well above the national average by the end of Key Stage 2.
- The achievement of pupils who are eligible for the pupil premium funding is good in reading and mathematics. By the end of Key Stage 2 these pupils often do better when compared to all pupils nationally.
- In writing the school has improved attainment for those in Key Stage 1. However, progress in writing was too slow in the 2012 and 2013 Key Stage 2 assessments. Those who are eligible for the pupil premium also made slower progress than expected. They attained two terms behind their peers and all pupils nationally. The school is very aware of this issue and has already implemented plans to address the situation. Evidence in each class now shows that all pupils are beginning to make better than expected progress in writing and that any gaps between those who are eligible for the pupil premium and others are closing at a rapid rate.
- The progress of those who speak English as an additional language is above those in the rest of the school. This is due to the very experienced teaching assistants who make full use of the local authority network to ensure that pupils are helped to learn English quickly.
- Disabled pupils and those who have special educational needs, including those in the resource provision for speech and language difficulties, make good progress.
- Those who are more able do well. Many pupils achieve the highest levels in mathematics and writing due to the individualised support they receive.

### The quality of teaching is good

- Lessons start promptly and pupils are keen to learn because lessons are often very interesting and capture their interest. For example, pupils have been making models of volcanoes that actually erupt.
- Homework is given regularly and parents are very keen to help support their children's learning at home. Most parents agree that teaching over time and across classes is good.
- Those who are most able receive high quality support to help them achieve to the best of their abilities. Well-trained staff have developed close links with the local secondary school so that pupils are given every opportunity to succeed.
- Teachers and support staff in the resource provision are extremely skilled. As a parent stated, 'Each child is given intensive learning and support tailored to their needs in a very positive learning environment that helps build on the child's confidence.'
- Pupils know that the comments teachers make during lessons and when marking work in books help them to improve. Teachers make good use of information from regular checks on progress so that they can plan lessons that build on what pupils already know. Teachers ensure that they

plan together in year groups and this helps ensure that pupils make good progress.

- Any pupils who are identified as falling behind or who may benefit from additional help are given high quality support in small focused group sessions.
- The school's corridors and classroom walls are full of interesting displays that enhance learning and bring it to life. The topic on the Second World War developed pupils' historical knowledge. As one pupil said when looking at a model of an Anderson Shelter that he had made, 'It must have been so small, dark and scary – I wouldn't have liked to be in there.'

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

- There is a very positive ethos in and around the school and pupils conduct themselves well; consequently, behaviour is good and at times it is exemplary. Pupils say that they very much like the new behaviour system introduced with the arrival of the headteacher.
- Pupils' attitudes to learning are good. They listen carefully, share ideas and are keen to follow the teacher's instructions.
- Pupils enjoy taking on responsibility. For example, the Year 6 prefects act as buddies to the younger children in playground. Moral development is also encouraged through the charities that the school supports.
- The school's work to keep pupils safe and secure is good. The entire site is well fenced and all pupils who were spoken to say that they feel very safe in school. Parents are also very positive about how well the school looks after their children. Pupils know about internet safety as well as the danger of strangers.
- Incidents of bullying are rare but pupils report that they felt confident that the school would take immediate action if they felt at all concerned.
- Respect and understanding about world events is encouraged in all classes and as such pupils show mature attitudes. An example of this was in a Year 4 lesson when pupils were discussing the Boxing Day tsunami.
- Pupils feel very involved in all aspects of school life, for example the school council helped decide on the playground equipment.
- The school's attendance is now much improved and is now slightly above the national average.

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

- In the two years since the current headteacher has been in post there have been many positive changes. Achievement has risen considerably and the school is well placed to continue improving. The senior leadership team and the governing body have high aspirations and all staff support these aims.
- The impact of middle leaders on the progress of pupils is more limited as many of them are new in post. At present they do not take enough responsibility for the data in their areas of responsibility. They also do not have enough opportunities to observe outstanding practice in other schools.
- Teaching is regularly observed and the performance management of teachers is robust. The link between salary progression and pupils' achievement is understood by governors and staff. More is expected of those teachers on the upper pay scale.
- Governors and leaders rigorously monitor every aspect of the work of the school in order to identify strengths and school development needs. The governors are given extensive information about the school because the quality of the headteacher's report to them is exceptional. The school has good systems in place for checking pupils' progress. The regular pupil progress

meetings enable staff to quickly act if any pupil is falling behind.

- The local authority provides a light-touch level of support to the school which is appropriate.
- The curriculum promotes achievement well and is enhanced by a variety of trips and visits. Pupils say that they really enjoy the specialist music and drama provision. Pupils talk with great excitement about the range of trips that they experience. For example Years 4 and 5 visited France and enjoyed improving their French skills. These opportunities contribute well to pupils' social development.
- All pupils are fully included in the life of the school. The school is committed to equality of opportunity and parents feel that their children are fairly treated.
- Pupils' participation in a wide range of sports is high. Staff receive good training and support from the borough. One example of the sports funding that has been very effective is the sunken trampoline. Pupils report that, 'It's great fun and as it's not high up you can't fall off.'
- **The governance of the school:**
  - Governors are very competent and have a clear understanding of the next steps the school needs to make in order to improve further. They have undertaken training on understanding the progress data and so know how well the school is performing compared to other schools. School leaders are held to account for their performance. Governors have a clear understanding about the quality of teaching as they are assigned to particular year groups and get to know staff well. They meet and hold discussions with staff and pupils. As they are so well informed about the quality of teaching they are able to ensure that pay and promotion are justified by the impact of teaching on learning. They keep close checks on the impact of the pupil premium and sports funding.
  - Governors ensure that the school meets its statutory duties with regard to safeguarding.

## 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>	102563
<b>Local authority</b>	Royal Borough of Kingston on Thames
<b>Inspection number</b>	430829

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>	483
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Anne Pearman
<b>Headteacher</b>	Lou Anderson
<b>Date of previous school inspection</b>	March 2012
<b>Telephone number</b>	020 8397 3951
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