

Castleford Three Lane Ends Community Primary School

Methley Road, Three Lane Ends, Castleford, West Yorkshire, WF10 1PN

Inspection dates 26–27 February 2014

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.

- The headteacher, supported by other leaders, staff and the governing body, sets a clear direction for the school’s work and is successfully leading the drive to raise standards further.
- Teaching is good and there is a determined effort to make it even better. The best teaching enables learning to move on rapidly because work is challenging for pupils of all abilities.
- Pupils contribute to the successes of the school through their good behaviour and readiness to learn.
- Most pupils make good progress from their well below average starting points. They attain at least average standards in reading, writing and mathematics by the time they leave Year 6.
- The successful promotion of pupils’ spiritual, moral, social and cultural development is at the heart of the school’s work.
- Children make a good start in the Early Years Foundation Stage because of good teaching.
- Most parents hold the school in high regard and rightly believe that the school’s work to keep pupils safe and secure is good.

It is not yet an outstanding school because

- Progress is more rapid in Key Stage 2 and the Early Years Foundation Stage than in Key Stage 1. This is because some teaching in Key Stage 1 requires improvement.
- Pupils in Key Stage 1 do not write often enough and their progress in learning to read requires improvement.
- Subject leaders are not yet fully accountable for standards and progress in the subjects they lead.
- Some targets in the school improvement plan are not sufficiently precise and measurable which makes it more difficult for leaders and managers to check the impact of their work.
- Observations of teaching do not always focus sharply enough on how pupils of different abilities learn.

Information about this inspection

- The inspectors visited 18 lessons taught by 12 teachers; three were joint observations with the headteacher.
- They held meetings with governors, staff and pupils and talked to a representative of the local authority.
- Inspectors listened to three pupils in Years 1, 2 and 6 read.
- They observed pupils' work in all classes, especially looking in depth at work produced by pupils in Years 1, 2 and 6.
- Inspectors studied a range of documents including: the school's own evaluation documents; plans for the school's future development; outcomes of leaders' observations of lessons and monitoring records; a recent local authority review of aspects of the school's work; safeguarding policies and records; the school's analysis of data on pupils' progress, including of future projections based on the school's tracking information; and attendance information.
- The 34 responses to the on-line questionnaire (Parent View) were analysed, along with questionnaires completed by staff. Inspectors also obtained the views of a number of parents bringing their children into school.

Inspection team

Derek Pattinson, Lead inspector

Additional Inspector

Jennifer Firth

Additional Inspector

Rosemary Batty

Additional Inspector

Full report

Information about this school

- This is an above average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is broadly average. 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 that are looked after.
- The proportion of pupils supported through school action is well above average.
- The proportion of pupils supported at school action plus or with a statement of educational needs is average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Ensure that all teaching is at least good, with some that is outstanding, in order to accelerate progress and raise attainment in reading, mathematics and particularly writing, especially in Key Stage 1 by:
 - ensuring that activities are always challenging and that no learning time is wasted
 - checking that pupils are always clear about what they are required to learn and how well they are doing
 - making sure that support staff always play a full part in helping pupils to learn, especially through the use of regular and effective questioning
 - providing more opportunity for pupils in Key Stage 1 to write for a wider range of purposes
 - ensuring that in Key Stage 1 the development of reading skills increases pupils' confidence in reading.
- Strengthen further the effectiveness of leadership and management by:
 - ensuring that the priorities in the school improvement plan are more precise and that it is made clear how success is to be measured so that the impact of actions can be evaluated more rigorously
 - developing the role of subject leaders so that they are more involved in checking on pupils' learning so that they can hold teachers more to account for pupils' achievement
 - focusing more sharply on how pupils of different abilities learn when checking on the quality of teaching.

Inspection judgements

The achievement of pupils

is good

- Most pupils achieve well from their individual starting points and reach at least average standards in reading, writing and mathematics by the time they leave.
- Children enter the Early Years Foundation Stage with skills that are well below what is typical for their age, especially in communication and social skills. However, the warm, caring, supportive approach of all adults, combined with the good teaching and provision, ensure that they successfully develop knowledge, skills and understanding as they move through Nursery and Reception Years. As a result, when they move into Key Stage 1 they have made up lost ground, although their skills are often still below those that are expected for their age.
- In the most recent national checks at the end of Key Stage 1 on pupils' ability to link letters to the sounds they make (phonics), not enough boys met the expected standard, although the proportion of girls meeting the standard was close to the picture nationally. In the early stages of learning to read, pupils lack confidence in 'having a go' which slows progress. However, by the time pupils re-sat the national check in Year 2, more boys and girls met the expected standard than nationally, indicating that progress in reading is accelerating. Overall, from well below average starting points, the proportions of pupils reaching and exceeding expected levels are similar to the national average by the end of Year 6.
- Progress in reading, writing and mathematics in Key Stage 1 is not as rapid as in Key Stage 2 because teaching is not as consistently strong. Furthermore, pupils in Key Stage 1 do not have sufficient opportunities to write for a wide range of purposes. Nevertheless pupils do make steady progress overall as they move through Years 1 and 2, although they are still below expectations when they move into Key Stage 2. However, pupils with special educational needs make good progress. As a result, they reach standards by the end of the key stage in reading, writing and mathematics which are similar to those achieved by the same group nationally.
- Progress in reading, writing and mathematics in Key Stage 2 is good for almost all pupils, including for those who are disabled or who have special educational needs. For example, pupils with special educational needs do better in mathematics and reading by the end of Key Stage 2 than the same group nationally. Furthermore, projections for the current Year 6 indicate that pupils will again reach national standards. This is good progress from below average starting points, when they entered the key stage, with increasing numbers of pupils making both expected and better than expected progress. This also provides evidence that equality of opportunity and tackling discrimination is promoted well.
- Pupils receiving support through the pupil premium, including those who are eligible for free school meals, make good progress overall. It is stronger in mathematics and reading than in writing but this is improving. In 2013 the attainment of pupils known to be eligible for free school meals was half a term behind that of other pupils in the school in reading, but they were about a term and a half behind others in writing and mathematics. However, progress for this group is accelerating and the attainment gap is closing. This is because leaders are tracking pupils' progress rigorously and regularly so that additional support can be provided where it is most needed and pupils can catch up quickly.
- The achievement of the most able pupils is good from their individual starting points. This is because they are set increasingly challenging work that allows them to make good progress. Consequently, the proportion of pupils achieving the higher Level 5 in mathematics and reading in 2013 matched the picture nationally, although it was below in writing.

The quality of teaching

is good

- A wide range of inspection evidence shows teaching over time is securely good. Many more positive than negative features were seen. However, a small amount of teaching in Key Stage 1 requires improvement.

- Teaching in the Early Years Foundation Stage ensures that children make a good start to their learning. Most adults work hard to engage children in conversation, stimulate their curiosity, extend their knowledge, develop important skills and nurture independence. For example, children make better than expected progress when they make stick puppets in the 'Big Top' and, based on the story of Little Red Riding Hood, write 'get well soon' cards for grandma and use Lego blocks to build grandma's cottage.
- Typical of the most effective learning in Key Stage 2 was a Year 5 lesson in which pupils investigated the times needed to complete a range of sporting activities which took place during the winter Olympics in Sochi. Pupils made good progress because the teacher's subject knowledge was secure, pupils knew exactly what was required of them and they enjoyed using technology to support their learning. Furthermore, no learning time was wasted and work was challenging for all abilities.
- Strong relationships underpin learning and teachers give their pupils much encouragement. This ensures that pupils are keen to learn and there is a good working atmosphere.
- Most support staff skilfully ensure that pupils with special educational needs and those who receive additional funding through the pupil premium, make similarly good progress to that of other pupils. However, they sometimes do not play a full part in helping pupils to learn, such as through the use of regular and effective questioning, as observed mostly in Key Stage 1.
- Some teaching, mostly in Key Stage 1, has other shortcomings which limit progress. Pupils do not always sustain their interest and their attention starts to wane. Occasionally, work is not at the right level of challenge, such as when pupils undertake computation in mathematics that they already understand. Pupils are not always clear about what they are required to learn or about how well they are doing, and this slows their progress.
- There is room for improvement in the teaching of reading and writing in Key Stage 1, although teaching is effective in ensuring that pupils read and write with increasing confidence in Key Stage 2. For example, pupils write for different purposes, such as in Year 6, where examples of pupils' writing included autobiographies, play scripts, writing that sought to influence the readers' views and diary entries, as well as writing linked to topic work, such as on 'castles' and 'the Victorians'.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. It is underpinned by good relationships at all levels. This is confirmed by records, observations and discussions with pupils.
- Pupils enter the hall for assemblies quietly, listen respectfully and answer politely. An assembly attended during the inspection captured pupils' attention and provided an opportunity for pupils to reflect on its moral and spiritual theme. Pupils sing joyfully together, showing that they take pride in their school and community. Indeed, spiritual, moral, social and cultural development, with its strong emphasis on care and consideration for others, is at the heart of the school's work.
- Pupils' consistently good behaviour is a significant factor in their good achievement. Almost all pupils have positive attitudes to learning. Classrooms are calm and orderly and most pupils apply themselves well, for example, when required to work independently. Pupils like the systems in place, such as the use of 'Golden Time', the awarding of team points and 'fish tokens' to reward them for their efforts.
- When pupils are particularly motivated by the task, pupils' attitudes to learning are especially positive. For example, when Year 3 pupils were building three dimensional shapes from nets, they were completely focused on completing the activity. Pupils in Year 4, too, were immersed in the task of improving their writing about working Victorian children.
- A recently appointed learning mentor has had a positive impact on behaviour management. Indeed, behaviour is almost always managed well. Occasionally a few pupils lose focus on their learning when given work which does not inspire them. When this happens, pupils do not always make good progress. Very occasionally pupils demonstrate inappropriate behaviour, but they say

that it is 'usually in the playground', is always 'dealt with' and never interferes with their learning.

- Most pupils and parents are unreservedly positive about behaviour. Inspectors found no evidence to support the negative view of a very small number of parents that leaders do not deal effectively with bullying when it occurs.
- Pupils enjoy school because they say that 'teachers make some learning fun' and 'teachers always help them'. This helps to explain their good punctuality and their improving attendance, which is now a little above average.
- The school's work to keep pupils safe and secure is good. Pupils understand the importance of safe practices. For example, they know that all visitors to the school must 'sign in' and wear a badge. Well-supervised play times ensure that pupils enjoy their time outside, playing with their friends. Play leaders organise a range of games and buddies ensure that pupils have someone to play with during their time outside. Pupils have a good understanding of 'cyber bullying' and 'e-safety', because of lessons which teach them about the dangers posed by the Internet. They say that 'there is absolutely no 'racist name-calling'.

The leadership and management are good

- The headteacher, ably supported by senior leaders, knows what the school's strengths and weaknesses are. He has successfully instilled in staff, with the recent support of the local authority, the necessary drive to accelerate pupils' achievement in Key Stage 1 so that it is as good as in the Early Years Foundation Stage and in Key Stage 2.
- All staff are committed to continued improvement. There is good team spirit and morale is high. Professional development, informed by secure performance management arrangements, is given much emphasis. As a result, the leadership of teaching is good. However, the regular monitoring of teaching does not focus sharply enough on how well different groups of pupils learn, to be of maximum benefit.
- Leaders have successfully tackled weaker areas from the previous inspection. For example, the outdoor area in the Early Years Foundation Stage has been improved and is now used consistently as an important extension to the learning which takes place in classrooms.
- Priorities for development are the right ones to help secure improvement and they are being actively pursued with the involvement of the governing body. However, some targets lack precision and success is not always easy to measure. This makes it difficult for leaders and managers to measure the impact of their work.
- Experienced subject leaders increasingly know what works well and what needs doing, checking provision and standards in their subjects regularly. However, they are not yet fully involved in checking regularly on pupils' learning so that they can hold teachers fully to account for pupils' achievement.
- The school's own assessment information and checks on test results provide accurate information about how well pupils are doing from when they join the school to when they leave. As a result, leaders are able to give immediate support to those falling behind, but also set challenging targets to help increase the numbers of pupils making better than expected progress. Regular reviews indicate that the progress of almost all pupils is accelerating.
- Topics and themes such as 'Castles' and 'the Victorians', visits, such as to Kingswood and Eureka, themed events, such as a Greek Day, and a wide variety of displayed work including clay trolls and art work in the style of L.S. Lowry contribute to a rich and varied curriculum. Clubs, such as football, baking and gymnastics also help to extend pupils' learning.
- Good financial management ensures that the new primary sport funding has been used wisely, such as to appoint coaches to support professional development and work alongside teachers. A local rugby team runs a range of clubs for pupils and has been involved in training pupils to become 'leaders in sport'. As a result, pupils are developing healthy lifestyles, better physical well-being and are beginning to improve their performance.
- Safeguarding and child protection arrangements meet requirements. For example, arrangements

for access to the building are secure to ensure that pupils are safe.

- Parents are overwhelmingly supportive of the school. However, a small number hold negative views, such as about how leaders deal with concerns they raise. A small number of parents believe that the school is not led and managed well. However, inspectors found that the leadership and management of the school are good.
- Recent support from the local authority has enabled leaders to re-invigorate their focus on accelerating pupils' progress in Key Stage 1. This work is starting to have an impact on pupil progress.

■ **The governance of the school:**

- The governing body has substantially increased its involvement in the work of the school, such as by attending training on performance data analysis. Governors know how leaders measure pupils' progress and that ambitious targets have been set to raise standards further. Individual governors are becoming more confident in seeking out information for themselves about pupils' progress. The governing body clearly understands where the school's priorities lie and what action needs to be taken, such as to accelerate pupils' progress in Key Stage 1. It knows how teachers' performance is measured and ensures that it is linked to pay progression through the achievement of rigorous targets. It knows, too, that pupil premium funding is being used wisely to ensure that pupils who benefit are in most cases making similarly good progress to that of other pupils. As a result the governing body is increasingly effective in leading the school's direction and holding it to account.

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	108240
Local authority	Wakefield
Inspection number	431383

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	378
Appropriate authority	The governing body
Chair	John Iveson
Headteacher	Edward Price
Date of previous school inspection	22 April 2009
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