

# Castle Hill Community Primary School

Sidney Street, Folkestone, Kent, CT19 6HG

**Inspection dates** 19–20 March 2014

<b>Overall effectiveness</b>	Previous inspection:	<b>Satisfactory</b>	<b>3</b>
	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 achieve well and their attainment has been rising steadily since the previous inspection.
- From their low starting points, pupils make good progress, especially in reading and mathematics. By the time they reach Year 6, they are well prepared for the next stage of their education.
- Teaching is typically good and some is outstanding. Teachers know their subjects well.
- A strong focus by senior leaders on improving the quality of teaching, together with higher expectations of what pupils can achieve, has resulted in current pupils making faster progress than those in the past, especially in writing.
- The work in pupils' books shows that pupils are making good progress in their learning.
- Teachers plan lessons that are exciting and purposeful. The standard of marking in English and mathematics is strong and pupils routinely act upon the clear guidance on how to improve their work.
- The support for disabled pupils, those who have special educational needs and those whose first language is not English is good. Focused group work ensures they achieve well.
- Pupils demonstrate positive attitudes towards learning. They work together well, and are polite and well behaved. Pupils feel safe and well cared for in school.
- Leadership is good because the decisive action of the headteacher, other leaders and governors has rapidly enhanced the quality of teaching and improved pupils' results.

### It is not yet an outstanding school because

- Not enough of the quality of teaching over time is outstanding.
- Pupils' achievement in writing is not as strong as it is in reading and mathematics.
- The most able pupils are not always set hard enough work, particularly in writing, to further enhance their skills.
- In subjects other than English and mathematics, pupils do not regularly have opportunities to act upon the advice given in their teachers' marking and therefore do not always know how to improve their work.

## Information about this inspection

- The inspectors observed teaching in all classes. They visited 24 full or part lessons and observed pupils' behaviour in the playground and around school. Fourteen observations were made jointly with senior leaders.
- The inspection team held meetings with senior leaders, the Chair of the Governing Body and two other members, pupils and a representative of the local authority.
- The inspectors observed many aspects of the school's work, including plans for its future development, the school's arrangements for keeping pupils safe, pupils' attendance records, minutes from governing body, records of how the quality of teaching is checked and records of how pupils' learning is checked and tracked.
- The views of parents were taken into account through taking note of the 21 responses to the online Parent View survey and discussions with 11 parents on the playground.
- Staff views were taken into consideration by looking at questionnaires completed by 27 staff members and through discussions with several members of staff.

## Inspection team

Gianni Bianchi, Lead inspector	Additional Inspector
Fiona Robinson	Additional Inspector
Barbara Saltmarsh	Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- It has provision for a Nursery and two classes in each of Reception to Year 4. There is one class in Year 5 and one in Year 6.
- Most pupils are White British. The proportion of pupils who come from minority ethnic backgrounds is in line with that seen nationally.
- One fifth of pupils currently on roll speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is well above that seen nationally. The proportion of pupils supported by school action plus or with a statement is well above average. One quarter of the current Year 6 class has a statement of special educational needs.
- The proportion of pupils for whom the school receives the pupil premium (additional funding for pupils known to be eligible for free school meals, children who are looked after by the local authority and the children of service families) is well above the national average. In 2013, four fifths of the Year 6 pupils were eligible for the pupil premium.
- The school does not meet the current floor standards, which sets the government's minimum expectations for pupils' attainment and progress.
- A significant number of pupils join or leave the school at times other than in Reception.
- The school has a breakfast club which is managed by the school and was included in this inspection.
- The school has a specially resourced provision for pupils with special educational needs. This Hearing Impaired Unit, which is run by the school, currently has eight pupils on roll. It uses speech and British Sign Language as the methods of communication.
- Pupils from the unit are joined by pupils with special educational needs from mainstream classes for part of the morning. These children then join their classmates in their mainstream classes for the rest of the day. They have individual support during this time and a communicator during assemblies.

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

- Raise achievement, particularly in writing, and increase the proportion of outstanding teaching by:
  - making sure that tasks are never too easy for the most able pupils, particularly in writing
  - giving pupils opportunities to respond to teachers' marking in all subjects to the same high standard seen in English and mathematics books.

## Inspection judgements

### The achievement of pupils

is good

- Children's skills and understanding when they join the Nursery class are much lower than expected for their age, particularly in speaking, reading and writing. Strong teamwork and skilful teaching ensure that children make good progress during the Early Years Foundation Stage and are well prepared for Year 1.
- Pupils in Years 1 to 6 achieve well from their low starting points. Improvements in the quality of teaching over time have resulted in a greater proportion of pupils currently on roll working at levels above those expected for their age and making faster progress than in the past.
- There has been year-on-year improvement in attainment at the end of Year 6 since the previous inspection because the quality of teaching has improved. In the 2013 national tests, Year 6 pupils make good progress in mathematics, particularly good progress in reading, but slightly slower progress in writing.
- The school recognises that occasionally in lessons, the most able pupils are set work that is too easy and, as a result, a few do not reach the standards of which they are capable in writing. This is why achievement is not outstanding.
- Reading, including the teaching of phonics (the sounds letters make), is a strength. Pupils read regularly to an adult and reading is taught flexibly across the school according to pupils' skills. As a result, pupils' attainment in reading has improved. The results of the Year 1 phonics screening check increased significantly in 2013.
- The very high proportion of pupils who join the school after Reception and whose first language is not English receive targeted support. This extra help ensures that these pupils make progress similar to that of other pupils in the school.
- The very high proportion of Year 6 pupils eligible for the additional pupil premium funding did not do as well as other pupils in the 2013 tests. They were about 16 months behind in English and in mathematics. However, they made similar progress to other pupils in the school.
- School data show that current pupils are now making the same good progress as their peers and that the gap in attainment is narrowing. The school uses the additional funding to provide extra teaching support for pupils who need it and to reduce the class size in Year 6.
- The work of pupils from the Hearing Impaired Unit is carefully monitored by dedicated staff and they make good progress. This is a result of school leaders' high expectations and improved teaching.
- Disabled pupils and those who have special educational needs make fast progress across the school. This is because the school identifies and meets their individual needs well. Teaching assistants provide excellent support for these pupils, who then gain considerable confidence in their ability as they move through the school.

### The quality of teaching

is good

- The quality of teaching has improved over time and is consistently good, with some that is outstanding. This is the main reason for the improvement in standards at the end of Key Stage 2. However, it has not yet led to fast enough progress being made by all pupils, particularly in writing. This is why the quality of teaching is not outstanding.
- Teachers' expectations of pupils are high and, when set more difficult work, pupils achieve as well as they can. In a Year 4 mathematics lesson where pupils were learning about division, the most able pupils were promptly moved onto their task whilst the rest of the class listened to further explanations of the learning. In this lesson, these pupils made faster progress.
- Teachers know their subjects well. They ensure that pupils develop a good understanding and learn well.
- Classrooms are tidy. Displays include helpful advice that pupils make good use of. The level of

artwork on display is particularly impressive.

- Too often in writing, teachers are less clear about what they expect from pupils. The most able pupils are not always challenged enough in these lessons and progress slows.
- Work in pupils' writing and mathematics books is well presented. The standard of marking is excellent. Pupils regularly act upon the advice given by their teachers and this results in better understanding of the skills being taught. However, this is not the case in other subjects and pupils therefore do not always understand how to improve their work, for example in science.
- All pupils spoken to by the inspectors said they enjoyed their lessons and all parents who offered an opinion considered that their children were taught well.

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

- The behaviour of pupils is good. All pupils are confident in making contributions during lessons because they know their views will be valued by their classmates and their teachers.
- The school is welcoming, pupils are keen to do well and this contributes to the good progress they make.
- Pupils' behaviour has improved, but it is not yet outstanding because a few pupils sometimes lose concentration during lessons, particularly when their work is too easy. On these occasions, their attention wanders and their progress slows.
- Pupils behave well out of lessons and in the playground. They enjoy spending time with each other and show respect for adults.
- The school's work to keep pupils safe and secure is good. Parents who responded to Parent View consider their children to be safe and well looked after.
- Pupils told inspectors that bullying is uncommon. They are confident that adults will resolve any concerns quickly and sensitively. School records indicate that any allegations of bullying are followed up promptly and discrimination in any form is not tolerated.
- Pupils have a sensible view of their own responsibilities in reducing risk. They know what they can do to help stay safe when using the internet.
- The school's focus on improving attendance has been successful. As a result, attendance levels have steadily improved and are in line with the national average. High expectations of attendance and 'pizza rewards' have been embraced by pupils and parents.
- The breakfast club provides pupils with a positive start to the school day and contributes to many aspects of pupils' personal development.

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

- The inspirational headteacher and other senior leaders have very successfully established a culture of high aspirations for all pupils. The school's commitment to ensuring equal opportunities for all pupils in this diverse learning community is illustrated in the school's motto 'An Adventure in Learning'. It underpins the school's strong values of care and has made an important contribution to a rapidly improving quality of education. This ensures pupils are prepared for their secondary education.
- The drive to improve the quality of teaching has been sustained over an extended period of time and has resulted in year-on-year improvements in pupils' achievement. This demonstrates the school's secure capacity for sustained improvement.
- The school's checks on pupils' progress and teaching give an accurate view of its strengths and development needs. Termly progress meetings, where teachers discuss with senior leaders the progress of pupils in their class, ensure that pupils at risk of not doing as well as they should receive the extra support they need.
- Middle leaders make a successful contribution to school improvement. In response to the slower progress made by pupils in writing, middle leaders have been pivotal in introducing 'Talk for Writing' to improve pupils' writing skills. This is having an immediate impact on pupils' progress

but has not yet impacted on end-of-key-stage results.

- Pupils learn a good range of subjects and learning is exciting and purposeful. The development of pupils' spiritual, moral, social and cultural understanding is strong. Trips and after-school activities such as the homework club enrich pupils' learning and broaden their experiences. The pupils have opportunities to take on responsibilities and Year 5 pupils are very proud to be sports leaders.
- The sports funding is used to employ a sports teacher who promotes active engagement in sports and to create links with the local secondary school. Pupils' participation in physical activity has increased and leaders are beginning to see improvements in the self-esteem of pupils whose circumstances make them at risk of not doing so well.
- The school ensures that all statutory safeguarding requirements are met.
- School leaders value the planned and effective support given by the local authority which has helped secure necessary improvements. The school is part of a support network with two other local schools and often shares expertise with, for example, headteachers carrying out observations of learning within each other's schools.
- **The governance of the school:**
  - Governors are active in the life of the school and offer effective support and challenge. Their direct impact on the school's drive for improvement is good. They are well informed of the school's performance and how it compares to that of other schools. They are proud of the school's successes but have an accurate and realistic overview of standards. They set the headteacher challenging targets that focus directly on school improvement. Governors ensure the efficient management of financial resources, including the use of pupil premium funding, and understand the links between salary progression and teachers' performance.

## 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>	133177
<b>Local authority</b>	Kent
<b>Inspection number</b>	431031

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>	387
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lorraine Balcombe
<b>Headteacher</b>	Pete Talbot
<b>Date of previous school inspection</b>	8–9 March 2012
<b>Telephone number</b>	01303 251583
<b>Fax number</b>	01303 226537
<b>Email address</b>	headteacher@castlehill.kent.sch.uk



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