

# Caistor CofE and Methodist Primary School

Southdale, Caistor, Market Rasen, LN7 6LY

**Inspection dates** 25–26 March 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	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.

- The strong leadership of the headteacher, ably supported by senior leaders, governors and all staff, has been instrumental in improving teaching and raising pupils' achievement.
- Staff feel valued and morale is high. Leaders have identified clear targets for improving the school even further, and are very well placed to achieve them.
- Pupils from all backgrounds and of all abilities make good progress. Pupils reach above-average standards in tests in reading, writing and mathematics at the end of Year 6.
- Well-planned work, knowledgeable teachers and well-managed classes enable pupils to achieve well.
- Pupils behave well, are punctual and attend school regularly. They feel entirely safe in school. They treat each other, staff and visitors with kindness and respect.
- Pupils' spiritual, moral, social and cultural awareness is very well developed. Meaningful assemblies, exciting trips and visits, varied opportunities to take responsibility and a range of after-school activities all equip pupils well for the next stage of their education and add greatly to their enjoyment of school life.

### It is not yet an outstanding school because

- The work set in lessons is mostly challenging and encourages pupils to think more deeply, but not always. Occasionally pupils are not moved on quickly enough to the next task to enable them to make rapid progress.
- Pupils who are supported by the pupil premium and disabled pupils and those who have special educational needs do not achieve quite as well as their classmates.

## Information about this inspection

- Inspectors observed 18 lessons and part-lessons. The headteacher and lead inspector made several shorter visits to classrooms. Inspectors listened to pupils read and observed the teaching of smaller groups and individual pupils in English and mathematics.
- Discussions were held with parents, pupils, staff, governors and a representative of the local authority.
- Inspectors observed the school’s work and looked at pupils’ books, progress data, safeguarding information and other documentation.
- Forty-nine responses to the online questionnaire, ‘Parent View’, were considered as well as those from the school’s own parental surveys and from school staff.

## Inspection team

Ann Ashdown, Lead inspector

Additional Inspector

Jean Whalley

Additional Inspector

Graham Marshall

Additional Inspector

## Full report

### Information about this school

- This school is larger than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for pupils who are in the care of the local authority, known to be eligible for free school meals or from service families, is below average.
- A below-average proportion of pupils are from minority ethnic backgrounds and a similar proportion speaks English as an additional language.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is above average. The proportion supported at school action plus or with a statement of special educational needs is average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- An above-average proportion of pupils join and leave the school partway through their education.
- The on-site provision for childcare, Rainbow Pre-School, is inspected separately. Its report is on the Ofsted website.

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

- Further improve the quality of teaching by:
  - adapting lesson activities to make pupils think more deeply and give them more challenging work
  - moving pupils on quickly to the next task as soon as they are ready.
- Improve the achievement of pupils who are supported by the pupil premium and that of those pupils who are disabled and have special educational needs by:
  - checking closely that the extra help they are given is fully effective and fine-tuning this when necessary
  - encouraging their parents to support learning by taking part in extra sessions such as the mathematics club.

## Inspection judgements

### The achievement of pupils is good

- Work in pupils' books and displayed on walls and the school's detailed tracking data all confirm the good progress that pupils make. From starting points in line with those typical for their age, pupils achieve well as they move through the school.
- Children settle quickly into the Reception classes and become confident learners. High quality teaching of phonics (the sounds letters make) ensures that children make good progress in learning to read and write. By the end of the Reception Year they reach at least average and often above-average standards in all areas of their learning.
- This good progress continues throughout Key Stages 1 and 2. In 2013 Year 6 pupils attained above-average standards in tests in reading, writing and mathematics. The proportions of pupils making and exceeding expected progress compared favourably to national figures.
- In mathematics pupils use their well-developed skills to confidently solve problems, balance equations and investigate probability. The most able pupils benefit from specialist teaching to help them reach the higher levels in their work. Pupils' literacy skills are developed equally well. Most pupils read aloud fluently with meaning and expression, which makes stories come alive for those listening to them.
- The pupil premium funding is spent wisely on small group and one-to-one tuition where pupils benefit from skilled teaching and good support from teachers and teaching assistants. This has reduced the gap in attainment between eligible Year 6 pupils and their classmates from over two years (as shown by scores in test results in 2013) to under a year for current pupils. However, the school rightly recognises that the extra help pupils are given is not yet fully effective in closing the gap further.
- Disabled pupils and those who have special educational needs make good progress overall but for Year 6 pupils in 2013 it was slightly slower than that of other groups of pupils. Good leadership is ensuring that help for these pupils is increasingly sharply focused but also recognises that checks on the success of this work are not yet sharp enough to ensure pupils achieve their very best.
- Pupils from minority ethnic groups, those who speak English as an additional language and those who join the school partway through their education all make good progress. Pupils feel welcome and settle into the school quickly. They also receive good support from both teachers and teaching assistants to develop their basic skills.

### The quality of teaching is good

- Work in pupils' books demonstrates that they make good progress over time and in each Key Stage as a result of consistently good or better teaching.
- In the Reception classes children make good progress because routines are secure and they have exciting and varied opportunities to learn which engage their interest. One boy explained how he was, very creatively, constructing a spaceship out of crates and tyres, while other children concentrated very successfully on improving their reading and writing skills.
- Classes are well managed and teachers continually check their pupils learning and give them

good feedback on how to reach their targets. Work in pupils' books is marked regularly, and teachers check that pupils respond to their advice and improve their work.

- Teachers are knowledgeable, have high expectations of their pupils and plan work carefully. Good use is made of a variety of resources including video clips and visits to places of interest to give pupils exciting starting points for their writing.
- Senior leaders observe teaching regularly and their focus on speeding up pupils' learning in lessons has been largely successful. Timed activities usually encourage pupils to work efficiently. Occasionally they are not moved on quickly enough to the next task and their progress slows slightly.
- Teachers usually give pupils tasks where they have to think hard and which deepen their understanding and extend their skills very well. Work in the books of the most able Year 2 pupils showed they were already beginning to successfully master the use of commas, adverbs, speech marks and paragraphs. Where work is less challenging, pupils do not make the best progress of which they are capable.

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

- The behaviour of pupils is good. Pupils look smart, take care of each other and are proud of their school. In the dining room and the school yard pupils show respect for each other. Pupils of all ages play and eat sensibly together.
- Pupils are keen to learn. They answer questions readily, work hard and take pride in keeping their books neat. They cooperate well with each other and with their teacher and lessons are conducted in an atmosphere of respect and trust.
- Pupils clearly enjoy coming to school. Their attendance is above average and they arrive punctually. Those pupils who arrive partway through their education are made very welcome at the school and settle in quickly.
- Pupils make the most of all the school has to offer and enjoy taking responsibility. Pupils talk enthusiastically about acting as buddies and befriending other children in the playground and about making sure their voice is heard as elected members of the school council.
- The school's work to keep pupils safe and secure is good. Pupils say how safe they feel in school. Parents who responded to the online questionnaire, Parent View, and to the school's own surveys, all agree that their children are very well cared for.
- Pupils are very clear about how to keep themselves safe. They understand about different types of bullying, including cyber-bullying and know how to stay safe, for example, when using the internet. Records show there are very few incidents of bullying and these are swiftly and effectively dealt with. There are no recorded incidents of racist or homophobic behaviour. They have a sensible approach to risk-taking and are well informed about dangers arising from the abuse of drugs and alcohol.
- Meaningful assemblies, reflection time, work in lessons and visits to places of interest all make a valuable contribution to developing pupils' spiritual, moral, social and cultural awareness. As Mother's Day approached a very well-led assembly about loving all of those who look after you provided a powerful and appropriate message for pupils.

**The leadership and management are good**

- The very able leadership of the headteacher has ensured that the climate at Caistor Primary is one where good teaching and good behaviour can flourish. Leaders and managers have a very clear picture of the success of the school's work but are not complacent in any way and are continually striving and working together to secure further improvement.
- All pupils are given good equal opportunities to succeed and discrimination of any kind is not tolerated. However, the school has, rightly, identified that a very careful check needs to be kept on the progress of those pupils eligible for free school meals and those pupils who are disabled and who have special educational needs, to ensure that any extra help they are being given is helping them to achieve their full potential and fully close any gaps in achievement between them and their classmates.
- Subject leaders monitor the work of their areas of responsibility very carefully by checking the quality of pupils' work in their books and by sharing good practice in teaching with their colleagues. The performance of teachers is well managed and constructive individual help and good quality training help them improve their skills further. Staff say that they are well supported by senior leaders and that their views are valued.
- Extra funding for primary school sport is used wisely to provide, for example, more opportunities for pupils to take part in competitions and for further training for staff. It has successfully helped to promote pupils' healthy lifestyles and their physical well-being.
- The school works closely with parents and surveys show that they are very satisfied with their children's education. Extra sessions, such as the mathematics club, are well attended by parents and their children. However, the school has not yet successfully encouraged high numbers of parents of pupils who are eligible for free school meals, or are disabled or have special educational needs, to attend these sessions so they can better support their children's learning.
- Safeguarding arrangements fully meet national requirements. Staff are well trained and well aware of risk assessment procedures and child protection issues.
- The local authority provides good support through the education adviser, who visits every half term and provides advice on, for example, self-evaluation and monitoring pupils' progress.
- The curriculum promotes pupils' spiritual, moral, social and cultural development particularly well. It helps pupils develop good basic skills in literacy and numeracy and ensures they are well prepared for the next stage of their education. A wealth of enrichment activities add greatly to pupils' enjoyment of school life. Pupils talked enthusiastically of the opportunities they have to play musical instruments, and their excellent musical performance during the inspection was enjoyed by the whole school.
- **The governance of the school:**
  - Governors are very knowledgeable about the quality of teaching and pupils' achievement, and are both supportive and challenging in equal measure. They use their expertise well to keep a careful check on spending of funds such as the pupil premium and manage finances well. Governors are fully involved in managing the performance of the headteacher and know how good staff are rewarded and any weaknesses in teaching are tackled. They are kept well informed about the school's performance compared to schools nationally.

## 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>	120590
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	431210

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	270
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Smith
<b>Headteacher</b>	Zoe Hyams
<b>Date of previous school inspection</b>	23 June 2009
<b>Telephone number</b>	01472 851396
<b>Fax number</b>	01472 851265
<b>Email address</b>	enquiries@caistorprimary.co.uk



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