

Scawthorpe Castle Hills Primary School

Jossey Lane, Scawthorpe, Doncaster, South Yorkshire, DN5 9ED

Inspection dates 7–8 May 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' progress, especially in writing and mathematics is not consistently good so not all pupils achieve all that they could.
- Work is not always challenging enough for all pupils, especially the most able.
- Questions do not always make pupils think deeply and extend their learning.
- Marking does not always identify ways to improve and checks to see if pupils are responding to guidance are inconsistent.
- Tasks in mathematics are often dull and unrelated to real-life problem solving. Pupils do not have enough opportunities to use practical resources to improve their understanding of mathematical concepts.
- There are too few opportunities for pupils to write at length across a range of subjects.
- Pupils are unclear about their longer term targets for improvement in writing and mathematics.

The school has the following strengths

- Senior leaders and members of the governing body have an accurate view of the quality of teaching and pupils' achievement. Together, the executive headteacher and head of school have raised expectations and the school is now improving.
- Teaching in the Early Years Foundation Stage is good so children make good progress.
- Pupils develop positive attitudes to learning. They behave well in lessons and around school.
- Pupils say that staff keep them safe. Parents agree.
- The executive headteacher and head of school are supported well by staff and governors. There are signs of improvement, for instance in reading where Year 1 pupils achieve well in the phonics (letters and their sounds) screening. Progress in reading is now good.

Information about this inspection

- Inspectors observed 20 lessons or part lessons, four of which were observed jointly with the executive headteacher and the head of school. In addition, inspectors made other visits to classes and looked at pupils' work.
- The inspection team held meetings with governors, staff and pupils and talked to a representative of the local authority.
- Inspectors listened to pupils read in Year 2 and Year 6.
- The 27 responses on the online questionnaire, Parent View, were analysed. Inspectors spoke with parents during the inspection, taking account of their views.
- The lead inspector examined anonymised documents about the management of staff performance.
- Inspectors scrutinised a range of documents, including: the school's self-evaluation; development and action plans; documents relating to safeguarding; policies; information about pupils' progress; minutes of meetings held by the governing body; and records of behaviour and incidents. They also looked at the school's website and records of monitoring and evaluation of the quality of teaching and learning.

Inspection team

Michael Wintle, Lead inspector

Additional Inspector

Paul Spray

Additional Inspector

Steve Rigby

Additional Inspector

Full report

Information about this school

- This is an average-size primary school.
- Most pupils are of White British heritage and almost all speak English as their first language.
- The proportion of pupils eligible for the pupil premium (additional government funding for pupils known to be eligible for free school meals and children who are looked after by the local authority) is well above average.
- The school provides a breakfast club for pupils, which runs from 7.30am every day.
- The executive headteacher and the head of school took up their posts in September 2013. Since that time the school has experienced a high turnover of staff.
- Overall, the proportion of disabled pupils and those with special educational needs who are supported by school action is well above average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The school did not meet the government's current floor standard, which is the minimum expectation for pupils' attainment and progress in English and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good by:
 - making sure that work challenges pupils, especially the most able, to work hard and achieve their potential
 - ensuring that pupils always know their expected outcomes and how to achieve them
 - checking that that marking helps pupils to improve their work and achieve their targets by giving clear guidance about how to improve and checking that pupils respond to guidance
 - improving the use of questioning to probe pupils' understanding, develop their responses and increase their participation in lessons.
- Improve the overall progress of pupils in writing and mathematics by:
 - providing pupils with frequent opportunities to undertake longer pieces of writing across a range of subjects
 - increasing resources and opportunities for pupils to use their mathematical skills to investigate and solve real life problems.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because over time progress is not consistently good especially in writing and mathematics. While some teaching is good, not enough is consistently good to raise standards and to quicken progress.
- Attainment at the end of Key Stages 1 and 2 has been below average because pupils' progress as they move through the school has been variable. However, the school's reliable data, pupils' work and lesson observations show attainment is rising across the school.
- Pupils now make consistently good progress in reading. In the most recent national check on pupils' ability to link letters and sounds they make (phonics), which is carried out at the end of Year 1, pupils performed close to that typical nationally, although the performance of girls was stronger than boys. Nevertheless, both boys and girls are starting to make better progress in learning to read accurately and fluently for pleasure, information and enjoyment as they move from Year 1 to Year 6.
- Pupils' skills in writing are improving but not at the same rate as their skills in reading. This is because many struggle to write with confidence because teachers do not always provide opportunities for pupils to write at length and with enthusiasm across a range of subjects.
- Pupils' achievement in mathematics requires improvement because progress over time has been hampered by a lack of practical tasks and few problem-solving activities. As a result, pupils lack confidence when applying their skills.
- Most children start Nursery with skills and abilities well below those typical for their age, particularly in communication and language, literacy and number. All groups of children achieve well because activities are very often exciting and make them curious to know more. The children make equally good progress in reading, writing and mathematics because they speak, read and write as part of all activities. They practise their number skills regularly.
- The progress of the most able pupils is similar to other pupils. However, not all of the pupils capable of reaching higher levels do so. Activities in some lessons do not make them think really hard to encourage them to explore and to consider the different ways to solve problems and to strengthen and extend their writing skills.
- Pupils who are eligible for pupil premium funding make similar progress to other pupils in most classes and subjects. Leaders have planned very carefully for the use of the extra funding that they receive for this group. By the end of Year 6 the majority of eligible pupils were working at a similar level to their peers in all areas.
- The school is committed to equal opportunities and provides effective support, particularly on a one-to-one level, to ensure that those pupils identified for support through school action and those with a statement of special educational needs make at least expected progress against their starting points. This is an improving picture.

The quality of teaching

requires improvement

- Although there is evidence of teaching improving there is still too much variation in practice.
- Expectations of what pupils can achieve are too low. Activities do not always challenge pupils to do as well as they can and to achieve their very best. As a result, pupils, including the most able, spend time completing work that is either too easy or too difficult for them.
- Marking is too variable to fully promote good progress and help pupils' reach their targets. Although in some classes pupils are given helpful advice, it is not consistent and pupils do not regularly respond to advice given in marking. Senior staff are aware that some teachers need support to improve their practice in this area.
- Sometimes questions are too specific, only seeking answers that are right or wrong. They fail to probe pupils' understanding and develop their responses to increase their participation in and understanding of their learning. On the other hand this skill is improving with examples of

questions expertly probing and insisting pupils think deeply.

- Teaching of mathematics is not always effective because tasks often involve easy calculations where all pupils undertake the same work at the same time and do not have enough opportunity to apply their skills.
- Early reading skills are taught well because adults receive specific training to enable them to do so. This strategy was observed in the Early Years Foundation Stage where children were eagerly learning about new phonemes such as 'ng'. They were able to say and write words such as ring and ping pong with great energy and engagement.
- Teaching is improving and learning is most effective when there is a range of well-designed resources to support learning. Imaginative tasks are varied and appropriately demanding. Expectations for work and behaviour are higher and pupils understand the purpose of their work and make faster progress.
- There are good relationships across the school and this is helping to support learning. In Key Stage 2 in literacy using synonyms pupils were fully challenged to think and try hard. A lovely learning atmosphere that allowed pupils to work on their own and then be challenged to explain their new skills.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Nearly all parents and carers, staff and pupils agree with this.
- Behaviour in lessons is almost always good, such as when pupils in Key Stage 1 were looking at tricky words in their phonics and developing sentences in their writing. Pupils' attitudes to learning were good because they were highly engaged and motivated to please their teacher.
- Pupils are polite, thoughtful and considerate. They show respect to others and make a positive contribution to the school's calm, orderly environment. They show high regard for all staff and these positive relationships encourage pupils to seek help if they need it.
- The school's work to keep pupils safe and secure is good. Teaching ensures that pupils know how to be safe and to stay safe in a range of situations, including when using the internet. They know the importance of staying safe online and the value of having a strong password.
- Pupils have a good understanding of the different types of bullying and a well-developed sense of right and wrong. They say that incidents of bullying are rare and should they occur, staff deal with them quickly. One pupil said that teachers 'sorted it out before we even tell them.'
- Pupils' attendance is above average. This reflects pupils' strong sense of belonging and their pride in their school. The school has good systems to check attendance and parents understand the school's high expectations regarding their child's attendance.

The leadership and management are good

- The executive headteacher and head of school and governors have improved leadership at all levels and established a leadership structure that is effective.
- The executive headteacher and head of school give clear direction to the work of the school. The executive headteacher has high expectations of staff and effective teamwork is driving improvement strongly. Staff are committed to giving pupils the best education. The most recent data show pupils' progress is accelerating and attainment is rising in both English and mathematics. Morale in school is good.
- Leaders at all levels, including middle leaders, regularly check on the quality of teaching and learning. Where teaching requires improvement good procedures are in place to improve teachers' performance further. This has helped the school to improve teaching skills and provides support for staff in meeting the teachers' standards.
- There is a thorough system for checking on pupils' achievement and teacher assessments are increasingly accurate. This allows for leaders to hold teachers to account at the regular pupils progress meetings.

- The curriculum meets the needs of pupils and balances the development of essential skills and creativity. The variety of after-school and lunchtime clubs deepens pupils' enjoyment of learning and supports spiritual, moral, social and cultural development effectively. The breakfast club offers high-quality care and provision.
- School leaders have planned carefully for the use of the additional school sport funding. They have used it to ensure pupils have regular competitive sport. Outcomes are good and pupils say they enjoy the active lessons and lifestyles.
- The school has worked successfully to improve communications with parents and carers and support their involvement in their children's education. Feedback from Parent View is very positive overall; with the vast majority of parents who took part saying they would recommend the school to others.
- The local authority has provided some effective training to support improvements to teaching.
- **The governance of the school:**
 - The governing body has a good understanding of the school's performance. Governors receive good information from senior leaders and also learn much through their own involvement in the school. Best value principles of financial accountability are applied and financial management is secure. They ensure that primary sports funding is used to increase pupils' access to sport and that pupil premium is used to support the pupils for whom it is intended and that they know the impact. The governing body has effective arrangements to ensure that pay awards are closely linked to teachers' performance and that the procedures to measure that performance are thorough. They fully understand the data regarding the current school performance and pupils' progress and ensure that safeguarding procedures meet requirements.

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	106693
Local authority	Doncaster
Inspection number	442185

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	256
Appropriate authority	The governing body
Chair	Cheryl Pinder
Executive Headteacher	Alison Rahman
Date of previous school inspection	29 November 2012
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