

# Castletown Primary School

Grange Road, Castletown, Sunderland, Tyne and Wear, SR5 3EQ

**Inspection dates** 15–16 May 2014

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

## Summary of key findings for parents and pupils

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

- Pupils do not make enough progress in Years 1 to 4. This means that by the end of Year 6 standards are not as high as they should be in reading, writing and mathematics.
- Progress of some groups of pupils is slower than that of others in Years 1 to 4. They do not receive the necessary support for their learning and so they fall behind their peers.
- Measures to check the progress of underachieving pupils across the school are not as effective as they could be.
- Teaching is not consistently good. Too often, tasks for pupils of different abilities start at the same level and for some, work is too easy and for others too difficult.
- Targets are not shared well enough with pupils in some classes and this means that pupils are unsure as to what they need to learn.
- Overall, the pace of improvement is not fast enough. Leaders at all levels, including governors, are not yet checking the quality of teaching with enough rigour and thereby ensuring improvement in pupils' achievement.
- Use of the pupil premium funding does not benefit all eligible pupils as effectively as it should.
- Areas for improvement are not given clear time scales so as to check on the progress of actions identified for school development.

### The school has the following strengths

- Pupils feel safe in school and behaviour is good. Pupils work hard and make great efforts to please their teachers. They work well together on joint tasks.
- Children in the Early Years Foundation Stage make good progress. Within the caring and supportive setting, children access an exciting range of activities which stimulate them and help them become independent learners.
- Pupils in Years 5 and 6 make accelerated progress. Gaps in learning between different groups are narrowed in these two years.
- A strong band of teaching assistants are well trained and provide effective support within classrooms and supporting small groups of pupils.
- A broad curriculum provides pupils with good opportunities to take part in a wide range of activities and widen their experiences.
- Where the headteacher and deputy have worked to develop the roles of key leaders and bring about aspects of improvement, these have been very successful.

## Information about this inspection

- The inspection took place over two days. Inspectors visited 19 lessons. In addition, the inspection team made a number of short visits to other learning sessions and listened to reading. The headteacher and deputy headteacher took part in two joint observations with inspectors.
- Separate discussions were held with the headteacher, staff, members of the governing body and a representative from the local authority. The opinions of 20 members of staff were also considered from their questionnaire responses.
- Inspectors observed the school’s work, looked at children’s learning journals, staff planning journals, data on pupil’s progress, planning and monitoring documentation and information relating to the welfare of pupils and safeguarding.
- Inspectors took account of the 49 responses to the on-line questionnaire (Parent View) in planning the inspection and the results of the school’s own questionnaire to parents.
- Inspectors observed pupils during morning playtime and lunchtime and attended an assembly.

## Inspection team

Kate Pringle, Lead inspector

Additional Inspector

Lesley Richardson

Additional Inspector

John Pattinson

Additional Inspector

## Full report

### Information about this school

- This is a larger-than-average sized primary school.
- The proportion of pupils known to be eligible for support through the pupil premium, which provides additional funding for pupils known to be eligible for free school meals and those children in local authority care, is average.
- The vast majority of pupils are of White British background.
- The proportion of pupils who speak English as an additional language is well below average.
- The proportion of pupils supported through school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The school meets the government's current floor standard, which is the minimum expectation for pupils' attainment and progress.

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

- Improve the quality of teaching to be consistently good, or better by:
  - ensuring that teachers' expectations for pupils are high enough for all groups to make good progress and tasks focus upon what pupils need to learn
  - using pupils' past achievements to clearly identify different starting points for learning
  - making sure that pupils are always clear about their targets and know what they need to learn next and how to achieve this.
- Raise standards by making sure that progress is consistently good across Years 1 to 4 and narrow the gaps in attainment between groups where underachievement is identified, by:
  - using all information from pupils' achievement to identify those not making good enough progress and put the necessary support and interventions in place
  - measuring rigorously the impact of support and interventions through the progress pupils make.
- Strengthen leadership and management in order to quicken the rate of improvement, particularly in the quality of teaching and pupils' achievement, by:
  - improving the skills of middle leaders so that they can contribute to raising standards and ensuring that all staff respond to weaknesses in teaching once they have been identified
  - checking the impact of the allocation of pupil premium money more rigorously to ensure that the progress of all these pupils across the school is consistently good
  - putting in place timed and measureable actions for achievement of priorities in the school development plan.

## Inspection judgements

### The achievement of pupils

### requires improvement

- In Years 1 and 2, progress slows and pupils enter Year 3 at levels similar to the national average in all subjects. This slower progress continues across lower Key Stage 2. Boys generally achieve at lower levels than girls in all subjects. The progress of the most able pupils requires improvement because they are not challenged sufficiently well to make better than expected progress.
- Pupils supported by pupil premium funding are not helped or their progress checked closely enough in Years 1, 3 and 4 to ensure they receive the appropriate support for their needs. As a result, the gap between these pupils and others widens. Where support is successfully targeted, in Years 2 and 6, the gap in attainment narrows because progress is tracked rigorously. By the end of Year 6, there is little difference in the attainment in mathematics between the two groups, but there is a wider gap in reading and writing by approximately one term owing to boys attaining at lower levels than girls.
- Pupils with special educational needs make similar progress to others in the school. Those who are supported at school action and school action plus make variable progress between year groups. Where progress is slowest, in Years 3 and 4, the gap between pupils with special educational needs and others widens. This is because they are not supported well enough within the class. Over Years 5 and 6, progress accelerates because of close checking by teachers and successfully focused learning. By the time pupils leave Year 6, there is little difference in attainment between those pupils with special educational needs and other pupils.
- The focus upon developing reading and writing across the school is beginning to show impact. This works most successfully when teachers use their knowledge of pupils' abilities to set appropriate work. Progress fluctuates between classes because of the variability of teaching.
- Work to develop mathematics shows good progress where teachers recognise when pupils need to move on and provide problem solving activities for them to use their developing skills.
- The scrutiny of pupils' books shows that, across the school, there is variable challenge and, where this is insufficient, progress is at the expected rate rather than being better than expected. Presentation in books is good with pupils taking a pride in their work.
- The majority of children enter Nursery with skills below those typically expected for their age. They make good progress over the Early Years Foundation Stage and enter Year 1 at levels which are in line with the national average.
- Pupils in the Reception class and Key Stage 1 are making good progress in learning phonics (understanding how to use letters and the sounds they make). Results for the Year 1 phonics screening check in 2013 were higher than in 2012, with achievement in line with the national average.
- Over recent years, Year 6 attainment has been variable but broadly in line with the national average. Present data indicate that 2014 results will be similar. Even though pupils' progress loses momentum in Years 1 to 4, by the time they leave Year 6, the vast majority of pupils make expected progress and an increasing proportion are making better than expected progress compared to national averages.

### The quality of teaching

### requires improvement

- Teaching requires improvement because it is too variable across years and this leads to pupils making uneven progress.
- In some classes, work provided for pupils does not help them to achieve as well as they might. Where this is the case, information about pupils' achievements and developing skills from past learning is not used well enough to set tasks to challenge pupils further. Activities often repeat work at levels already achieved and pupils have limited opportunity to build on their skills and

increase their rate of progress.

- In some year groups, actions to support pupils with specific needs are not measured, recorded and responded to well enough. This means that there is less understanding about progress for these pupils, who include boys, pupils supported through school action and those eligible for support through the pupil premium.
- Where the outcomes of past achievements are not used to set work to challenge pupils at the correct level, or when pupils are easily achieving the work set, this is not always identified quickly or tasks changed towards the next level in learning. At these times, pupils do not make fast enough progress. In these cases, teachers' expectations are not high enough for all groups to make the best progress of which they are capable.
- Pupils' work is marked regularly and teachers' comments shared with pupils when they have achieved their task. Where marking is most useful, as in Years 5 and 6, teachers provide opportunities for pupils to return to their work to correct or amend it, and this helps them understand what they need to do to improve. In these classes, pupils understand how to achieve their targets and the next steps they need to take but this is not the case in all year groups.
- Strengths are developing across the school in reading, writing and mathematics but, in some classes, improvement is slower because expectations of what pupils can achieve are not high enough. In Years 5, and 6 where high expectations are shared with pupils very successfully, progress accelerates.
- Pupils enjoy school. They are happy and get on very well with each other as they work together in pairs and small groups. They settle quickly to tasks and show a great willingness to succeed and please their teachers.
- Children in the Early Years Foundation Stage enjoy an exciting curriculum which encourages them to become confident learners. In the well resourced areas, both inside and outside of the classroom, they make independent and well informed choices. Teachers challenge thinking through pertinent questioning as children develop their language, reading, writing and number skills. This was seen clearly when a helium filled balloon was released. Excitement knew no bounds as children considered why it should float away and where it might go to. Staff understand children's abilities well and plan effectively to meet their needs, recording their good progress in learning journals.
- Teaching assistants work successfully on tasks to improve learning. Many use their skills very effectively to promote pupils' understanding and contribute greatly to their progress.
- For those in the Reception class and in Key Stage 1, recent work to improve the teaching of phonic knowledge has been effective in improving progress in reading.
- Presentation of work in pupils' books is good. Pupils take pride in their work and most learn to join their writing successfully and set out work neatly.

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

- The behaviour of pupils is good. They are encouraged to be thoughtful, considerate and care for others. They show an awareness of how to keep themselves safe and show growing levels of responsibility through their roles as play, anti-bullying leaders and school councillors.
- Pupils feel secure in school. The school's work to keep pupils safe and secure is good. Opportunities to learn about dangers in the community and e-safety help them to understand their growing responsibility to keep themselves safe as they get older. They say that school is a safe place to be and that staff are always there to help and take action, if they are concerned or unhappy.
- Pupils have good relationships with their friends and their teachers. They show positive attitudes to work, sharing and taking turns as they work together.
- Pupils are polite and well mannered in lessons and in different situations about the school. They happily enter into conversation with visitors and are good ambassadors for their school.
- Pupils believe that behaviour is good and understand the rewards and sanctions of the behaviour

code. They say that instances of poor behaviour are few and that staff address these quickly. When necessary, school leaders will take the appropriate action to exclude pupils if they feel that the safety of pupils is at risk.

- Pupils understand the different forms that bullying can take. They say that it can happen in school but, as in the case of poor behaviour, it is rare. They know what to do if they experience it and are secure in the knowledge that staff will take immediate and effective action.
- Attendance is average. The current data show that, after the dip of 2013, the rate of attendance has improved and levels of persistent absence have been reduced.
- Parent View and the school's own survey indicate that parents believe that behaviour is managed well and their children are well looked after and cared for. Inspection findings agree with this.

## **The leadership and management requires improvement**

- The pace of improvement is not fast enough. The headteacher and deputy headteacher regularly monitor the performance of teachers and feedback their findings with areas for development. However, expectations of the pace of teachers' improvement are not stringent enough and, as a result, some teachers have been too slow in improving their performance. This creates variability in the achievements of pupils across the school, particularly those of different groups.
- The judgements of leaders and managers regarding the effectiveness of the school are in line with the findings of the inspection. The headteacher and her deputy both understand fully the strengths of the school and where the weaker elements are.
- In this large school, not all middle leaders fully contribute to their subject or outcomes for pupils. They are at different stages of their development and do not have the necessary skills because they are not yet fully trained to check the performance of teaching and outcomes for pupils.
- The school development plan clearly indicates the priorities to address and how these can be achieved. However, because there is no time line for when actions are to be achieved, there is sometimes slippage and this slows progress.
- Although the school has a lot of information about pupils' attainment and progress, it is not used well enough to plan lessons to challenge all groups of pupils. This is reflected in the variable progress of specific groups, including the most able pupils.
- Where identified areas have been addressed, for instance in the teaching of phonics, the school can show good improvement which is enabling pupils to make better progress in reading and acquire higher reading skills. Improvements to writing and mathematics are at earlier stages of development and are not yet as effective. Where there is good quality teaching, there are clear improvements but for those who are slower to take up the changes, progress is slower.
- Pupil premium funding has been used to provide additional staffing and training. Where this has been a firm focus, it has enabled good progress. Elsewhere, progress for this group of pupils is erratic. Plans to develop the use of this funding more widely have already been determined and put in place.
- There has been successful action to improve teaching in the Early Years Foundation Stage and this is shown in the good progress made by children. Other training to develop teaching is having a varied effect. Such developments are not assuring consistently good or better teaching as reflected in the slower rates of progress made in classes from Year 1 to Year 4.
- Despite the variances of pupil progress, the school shows a clear commitment to the inclusion of pupils and makes every effort to ensure that pupils are happy in school and discrimination of any kind is not tolerated.
- Sports funding has been used to support additional lunchtime and after-school activities. Sports coaches are used to develop the teaching of gymnastics and the school buys in to the local sport partnership to develop competition between schools. The school is presently developing ways in which to measure the impact of this funding on the health and physical fitness of pupils.
- The link between the quality of teaching of different staff members, pupils' outcomes and

progression in pay is rigorous. There are clear expectations of what levels of performance are expected for different levels of salary and a strong commitment to withhold progression through the pay scales if targets are not met.

- The curriculum provides a number of opportunities for pupils to extend their skills and experience the wider world through visits and visitors to the school. Pupils access an interesting range of additional activities during lunchtime and after school, including a varied range of sports and the choir. Older pupils particularly enjoy their residential week at an outdoor centre and more challenging sports, such as body boarding. A strong emphasis is placed upon developing the whole child as an effective member of society. Personal and social development forms a strong thread through lessons to successfully extend pupils' skills through their spiritual, moral, social and cultural development.
- The local authority has supported the school successfully through evaluating data and developing the Early Years Foundation Stage. Its view of the school's performance supports that found by inspectors.
- **The governance of the school:**
  - Governors are highly supportive of the school and many are regular visitors. Over recent months, training for governors has included school evaluation and how to interpret school data. Governors are clearly committed to their roles and are strengthening their responsibilities as more show a growing understanding of how to challenge the school. Governors recognise where improvements are required and are working with the headteacher and deputy headteacher to achieve these. They are increasingly aware of the quality of the school's effectiveness, including pupils' achievement and the quality of teaching and are ready to act where action is required to improve provision for pupils.
  - Governors are aware of how the additional money for pupil premium funding is allocated. However, they have not kept a check on the progress of all pupils eligible for support through this funding to ensure that all make sufficiently good progress. They now have plans to include this in their responsibilities. They are less sure about the use of sports funding, its impact upon pupils and teachers and how the improvements to pupils' achievements will be measured. Governors are now much more rigorous in linking teachers' performance to pay and monitor this closely. They ensure that the school fulfils its statutory responsibilities for safeguarding including the training of staff to keep pupils safe from harm.

## 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>	108792
<b>Local authority</b>	Sunderland
<b>Inspection number</b>	443929

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>	381
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Trevor Oughton
<b>Headteacher</b>	Joan Lumsdon
<b>Date of previous school inspection</b>	17 November 2010
<b>Telephone number</b>	0191 553 5210
<b>Fax number</b>	0191 553 5212
<b>Email address</b>	castletown.primary@schools.sunderland.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

