

Serco Inspections
Colmore Plaza
20 Colmore Circus Queensway
Birmingham
B4 6AT

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0121 679 9161
Direct email: ann.morris@serco.com



6 June 2014

Mrs Clare Peat
Headteacher
Castle View Primary School
School Road
Matlock
DE4 3DS

Dear Mrs Peat

Special measures monitoring inspection of Castle View Primary School

Following my visit with Chris Campbell, Her Majesty's Inspector, to your school on 4–5 June 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's previous monitoring inspection.

The inspection was the third monitoring inspection since the school became subject to special measures following the inspection which took place in July 2013. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached.

Having considered all the evidence, I am of the opinion that at this time:

The school is making reasonable progress towards the removal of special measures.

The school may not appoint newly qualified teachers before the next monitoring inspection.

This letter and monitoring inspection report will be published on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Derbyshire.

Yours sincerely

Philippa Darley
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in July 2013

- Improve the quality of teaching to a good standard and raise pupils' achievement to at least the level expected of their age by:
 - improving lesson planning so that all pupils are set work that moves their learning forward at a good pace
 - increasing teachers' expectations of what different pupils can achieve, especially the more able
 - ensuring that teachers use accurate assessment information to keep a close check on pupils' progress and act swiftly to help anyone falling behind
 - adapting teaching as lessons unfold to respond to the learning needs and strengths of all pupils
 - improving marking so that pupils are clear about what they need to do next to aim high.

- Improve leadership and management by:
 - checking the quality of teaching and its impact on pupils' learning at regular intervals and taking the necessary action to ensure it is at least good
 - ensuring that pupils' progress is regularly and accurately assessed and that this information is used by managers to check on teachers' performance
 - developing the role of the senior leadership team so that it provides effective support to the headteacher in making improvements
 - ensuring that the school development plan includes sufficiently rigorous targets and that actions bring about timely and sustained improvement
 - improving the effectiveness of the governing body in challenging school leaders and holding them to account for their work
 - undertaking an external review of governance to assess how this aspect of leadership and management may be improved.

Report on the third monitoring inspection on 4–5 June 2014

Evidence

Inspectors observed the school's work, including parts of eight lessons, many of which were observed jointly with the headteacher. Inspectors scrutinised documents, including information on pupils' progress and met with senior leaders, members of the governing body and a group of pupils from Key Stage 2. The lead inspector also held meetings with representatives from the local authority and with other partners that are providing additional support to the school. Pupils' workbooks were scrutinised and informal discussions held with parents at the start of the school day.

Context

Since the last monitoring inspection in February 2014, one teacher has reduced her working hours to a part-time basis. The local authority has seconded a deputy headteacher to work in the school for two days each week. The school has appointed two apprentice teaching assistants, who took up post after Easter.

Achievement of pupils at the school

Achievement is improving. More pupils in Key Stage 2 are making the progress they should in reading and mathematics. Whilst progress in writing continues to be less than expected overall, evidence from pupils' books shows that this has also improved recently. This is as a direct result of marked improvements to the quality of teaching in this key stage. In addition, a new approach to developing writing, based on a variety of texts and genres, is enabling pupils to sustain extended pieces of writing whilst applying a wider range of vocabulary. Pupils are also demonstrating greater precision in their use of punctuation and grammar.

The progress of pupils in Key Stage 1 is also showing signs of improvement. However, the school's own assessment from the beginning of this school year was not accurate. Because of this, pupils' workbooks show that some pupils have made more progress than the school has recorded. The local authority has verified that current assessments by teachers are accurate. This shows that more pupils in Year 2 will reach age-related expectations in reading, writing, and mathematics than was the case last year. However, standards remain below the national average, particularly for writing.

The school now has better systems in place for identifying pupils who are disabled or who have special educational needs. Their achievement is now being evaluated more accurately. This has resulted in more targeted support in lessons from teachers and teaching assistants. The evidence gathered at this inspection shows that these

pupils are now making better progress than was the case at the previous monitoring inspection.

The quality of teaching

Whilst teaching is not yet consistently good across the school, some significant improvements have been made. This is as a direct result of intensive support from practitioners from partner primary schools, and a shared determination on behalf of the teaching staff to improve outcomes for pupils as quickly as possible.

Some of the best teaching was observed in Key Stage 2. Here, teachers' plans to build clear learning progression in English and mathematics have rapidly improved. Where teaching is most effective, groups of pupils have precise learning targets and activities are further shaped to support good progress for all pupils, regardless of ability. Expectations are high. Teachers assess pupils' progress daily, through their workbooks and through regular formal assessments. This enables them to intervene more effectively to support those pupils who are at risk of falling behind. The work that is planned for pupils that are more able is now better suited to their capabilities. However, when learning activities are too repetitive, these pupils still occasionally become bored in lessons and, consequently, make less progress than they could.

Teachers and teaching assistants work closely together to design and reshape learning activities to meet the specific learning needs of individuals and groups of pupils. This is more effective in some classes than in others. However, across the school, teaching assistants now pay close attention to what pupils are learning, rather than on how they are behaving. For example, in one Year 6 mathematics lesson, teaching assistants strengthened pupils' understanding of the process they needed to follow in order to maintain accurate calculations. This ensured these pupils made steady and confident gains in their learning.

The quality of marking has improved across the school. Pupils receive detailed written guidance from their teachers. It is clear from their books that they have frequent opportunities to act on this and that their teachers check they have done so. From this, some pupils are identified as needing additional support. This additional support may consist of a programme over a period of time, or a short intervention during the school day. Pupils know they will not be left to struggle and, consequently, they are making improved progress.

Behaviour and safety of pupils

This aspect of the school was not addressed in any depth during this inspection as it was not a concern at the section 5 inspection in July 2013. However, the behaviour of pupils, particularly in lessons, has improved since the last monitoring inspection.

Pupils demonstrate very positive attitudes to learning, particularly in the older classes. Inspectors observed that pupils sustained their concentration for extended periods, often while tackling challenging work. Pupils enjoy the increased expectations their teachers have of them. They say they are having to work harder, particularly in writing, and they know it is 'working'. Attendance continues to be above the national average and many more pupils are attending for 100% of the time. This reflects how much they enjoy being in school and how aware they and their parents are of the importance of good attendance.

The quality of leadership in and management of the school

The headteacher leads an increasingly capable team of senior leaders. Since the last monitoring inspection, they have had a significant impact on improving the quality of teaching and the progress pupils make. Individual teachers continue to receive intensive support from external practitioners. However, school leaders are now more able to take responsibility for building sustainable improvements, particularly in Key Stage 2. The coordinator for special educational needs is now able to monitor the effectiveness of additional interventions and report more accurately on these to the headteacher and governors.

Governors continue to monitor school improvement regularly through half-termly committee meetings. The Chair of the Governing Body also holds more regular meetings with the headteacher. Governors ask insightful questions of school leaders and have been instrumental in strengthening how the impact of interventions is being assessed. However, whilst they have a broad understanding of the school's strengths and weaknesses, they do not yet have an independent view of these. Consequently, the challenge they provide is limited to questioning the information that is directly provided to them.

External support

The local authority has organised a range of support to the school, to build both middle leadership capacity and to improve the practice of individual teachers. This has been extremely effective. In a relatively short period, crucial improvements to teaching have had a pronounced impact on the progress pupils make, particularly in writing. The local authority adviser continues to provide external challenge and support to the headteacher. School targets are now based on realistically challenging expectations of the progress pupils can make. In addition, some crucial improvements to the schools' buildings have been secured. These have enabled the headteacher to improve the school's wider curriculum provision.