

# Castlefields Primary School

Castlefields, Bridgnorth, WV16 5DQ

**Inspection dates** 26–27 November 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher has made a very positive impact on the quality of teaching and learning and on pupils' behaviour. As a result, the school is improving strongly.
- Pupils' attainment in reading, writing and mathematics is above average in Key Stage 1, and rose sharply in 2014. Pupils are now making rapid progress in Key Stage 2.
- Children get off to a good start in the Nursery and Reception Years. Pupils continue to make good progress throughout the school.
- School leaders make regular and detailed checks on both the quality of teaching, and on the progress that pupils are making.
- Pupils enjoy lessons, which they say are interesting and fun. Many additional activities, trips, visitors, clubs and special events help to develop pupils' spiritual, moral, social and cultural understanding well.
- The quality of teaching is good across the school and continues to improve. Relationships between adults and pupils are warm and respectful. Teachers plan lively and interesting activities so pupils enjoy learning and make good progress.
- Pupils' behaviour is outstanding because of their highly positive attitudes towards learning. They are cared for very well. As a result, they feel completely safe in school.
- Parents are very supportive of the school and its leaders. They told inspectors how much the school has improved under the leadership of the current headteacher.
- Governors know the school well. They have a range of relevant skills, and they use their knowledge effectively to check how well the school is doing, and to challenge the school to improve further.

### It is not yet an outstanding school because

- Sometimes, teachers do not provide work for their most able pupils which is difficult enough to make them think hard.
- The early years outdoor area is not always used fully to help to develop children's skills in literacy and numeracy.
- Plans for improvement do not set out in enough detail the actions that need to be taken. The measures of success in these plans are not specific enough to check how well they are working.
- The leadership skills of most teachers are not well developed because leadership roles are largely undertaken by the headteacher and her deputy.

## Information about this inspection

- Inspectors observed 16 lessons or part-lessons. Three of these were jointly observed with the headteacher. All classes were seen.
- Meetings were held with two groups of pupils, a group of governors, a representative from the local authority and with staff, including senior leaders.
- Inspectors looked at work in pupils' books and listened to them read. They spoke to pupils informally and observed them around the school at break and lunchtime. They also visited the breakfast club, and attended an assembly.
- Inspectors took account of 67 responses to Ofsted's online questionnaire, Parent View, and spoke to a small number of parents at the start of the school day. They also considered 29 responses to the staff questionnaire.
- Inspectors looked at documents, including information about pupils' achievement, records of their attendance and behaviour, school policies and procedures for keeping pupils safe, and school plans for improvement.

## Inspection team

Michael Phipps, Lead inspector

Additional Inspector

Dale Hill

Additional Inspector

## Full report

### Information about this school

- Castlefields Primary School is an average-sized primary school.
- The school provides full-time early years provision for Reception-aged children, and part-time provision for Nursery-aged children.
- The proportion of pupils who are eligible for the pupil premium, at 7.8%, is much lower than average. The pupil premium is the additional funding provided by the government to support pupils who are known to be eligible for free school meals or are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs, at 13.2%, is lower than average.
- The very large majority of pupils are of White British heritage, and almost all speak English as their first language.
- A breakfast club, managed by the governing body, provides childcare at the start of each school day.
- The headteacher was appointed in January 2013 following a period of instability when the school was led by an acting headteacher. The Chair of the Governing Body was appointed in September 2014.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

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

- Improve the quality of teaching by:
  - making sure the school's most able pupils are consistently given work in all lessons, especially in Key Stage 2, that is difficult enough to make them think hard, so they can make more rapid progress
  - making better use of the early years outdoor area so that it better supports the development of children's skills in numeracy and literacy.
- Improve leadership and management by making sure that:
  - more teachers develop their leadership skills, and make a greater contribution to improving the school, by taking on leadership roles and responsibilities
  - the school's plans for improvement give more details on the actions to be taken, and include measures of success which can be used to check that these actions are working.

## Inspection judgements

### The leadership and management are good

- Parents, pupils, staff, governors and the local authority all recognise the positive impact the headteacher has made, since her appointment, on the quality of teaching, on pupils' learning and on their behaviour. She leads the school with energy and commitment, and has a clear and ambitious vision for its future.
- The headteacher manages teachers' performance well. Teachers are set targets based on how well their pupils achieve. Any under-performance is tackled robustly. Staff have good opportunities to improve their teaching skills, and are unanimously supportive of the school's senior leaders.
- Senior leaders make regular and effective checks on the quality of teaching. They have an accurate view of the school's strengths and what still needs to be improved. They check pupils' progress carefully and provide effective support for those who start to fall behind, so they can catch up. Teachers are regularly held to account for the progress made by their pupils.
- Parents are highly supportive of the school. They feel the school is led and managed well, and would recommend the school to others. Parents who spoke to inspectors commented on how approachable school leaders are, and on how much the school has improved under the headteacher's leadership.
- Leaders and governors make sure all safeguarding requirements are met, and that policies and practices to keep pupils safe are of the highest quality. Staff are suitably trained in child protection. The school does not tolerate discrimination, and ensures that pupils of all backgrounds have an equal chance to succeed.
- The school provides an interesting, broad and well-planned range of lessons and topics. These have recently been reviewed in light of the new primary curriculum. The curriculum is enhanced by a range of additional activities, trips, visitors, clubs and special events.
- The school makes sure that pupils are well prepared to live in modern Britain. Pupils learn about different faiths, and the school is linked to another local school where many pupils are from different backgrounds. Recent work on the First World War gave pupils the chance to reflect on British values. Their spiritual, moral, social and cultural understanding is developed well.
- Additional funds from the pupil premium are spent effectively on booster classes, including an Easter school, on providing extra support in English and mathematics and on subsidising breakfast club places. School leaders check the progress and attainment of these pupils so any gaps can quickly be closed.
- The national primary sports funding is spent effectively on membership of the local sports partnership, which provides many chances for pupils to take part in sports events and competitions, and on a sports coach, who teaches high-quality physical education lessons and trains school staff.
- The local authority provided valuable support to the school during its period of leadership instability. This support has now been reduced since the authority rightly believes that school leaders are well placed to improve the school further.
- The school's plans for improvement, although focused on exactly the right areas, do not spell out in enough detail the actions needed to improve the school further. The measures of success in the plans are not always specific enough to be able to check easily how well the plans are working.
- There are few chances for most teachers to play a greater part in improving the school by taking on leadership responsibilities. Most leadership roles are currently carried out by the headteacher and her deputy.
- **The governance of the school:**
  - Governors know the school well because many of them visit the school and make first-hand

observations of the quality of pupils' learning and the work of the school. They are fully aware of the strengths of the school and the areas it still needs to improve. They know how school leaders make sure that good teaching is rewarded, and how any under-performance is tackled.

- Governors have a range of relevant skills which they are keen to extend by undertaking further training. They use their knowledge effectively to analyse for themselves what the data on pupils' performance tell them about how well the school is doing compared to others. In this way, they challenge the school to improve further.
- Governors make sure that the school's finances are well managed. They have a good understanding of how additional funding, for example from the pupil premium, is spent, and its impact on the achievement of eligible pupils.

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

### **Behaviour**

- The behaviour of pupils is outstanding. Their attitudes to learning are consistently highly positive. They have a thirst for knowledge and enjoy learning new things. They work very well together and they help each other to learn. They think carefully about how they could improve their work. They told inspectors that disruption to learning caused by pupils' poor behaviour is rare, and school records confirm this.
- Pupils told inspectors how much they enjoy school, because teachers make lessons fun. This is reflected in pupils' consistently high attendance. They are punctual to lessons and wear their uniforms with pride.
- The very large majority of parents say that the school makes sure that pupils are well behaved. Parents have no concerns about pupils' behaviour, safety or bullying.
- Pupils conduct themselves very well around the school at break and lunchtimes. They are friendly and articulate. They treat visitors, staff and other pupils with courtesy and respect. Pupils are proud of their school and look after it well, for example, by not dropping litter around the site.
- Pupils enjoy the rewards they receive for working hard and behaving well, such as house points, praise in special Friday assemblies and being nominated to be 'Pupil of the Week'. They know about the school's system of sanctions for poor behaviour, but these are rarely needed.
- Pupils enjoy taking on responsibilities, such as acting as house captains and membership of the school council, and they take these roles seriously. Older pupils play with younger children in the Reception Year, which helps to create strong relationships across year groups.

### **Safety**

- The school's work to keep pupils safe and secure is outstanding. Procedures for safeguarding pupils are exemplary. Pupils told inspectors that they feel very safe in school and feel well looked after. One pupil told inspectors, 'We all look after each other.' All parents who responded to the questionnaire said their children feel safe in school.
- Pupils told inspectors that racism is virtually unknown. There have been no exclusions from school for a number of years.
- Pupils are taught well about bullying, and have very good knowledge of different types of bullying, such as cyber-bullying and racist bullying. They told inspectors that bullying is extremely rare. School records confirm this. Pupils are confident that if bullying did happen, it would stop if they told an adult.
- Pupils are taught very well how to keep themselves safe, including on the internet. Visitors speak to them, for example in anti-bullying week, about how to stay safe. During the inspection, pupils were interested to learn about safety around animals from a visitor who brought her dog into a special assembly.
- The school's breakfast club keeps pupils safe in the mornings, and provides them with an enjoyable and stimulating start to their day.

**The quality of teaching** is good

- The quality of teaching is good across the school and continues to improve. Checks on pupils' work made by inspectors showed that pupils' learning and progress in literacy and mathematics are consistently at least good and are sometimes outstanding.
- Relationships between adults and pupils are warm, positive and respectful. Teachers plan interesting lessons and activities which engage pupils' interest, and praise pupils for their contributions. This helps to make lessons fun, and means pupils enjoy learning and make good progress.
- Teachers regularly check pupils' understanding in lessons by asking questions about what they are learning. Teaching assistants give good support to pupils who need it. This means that disabled pupils and those who have special educational needs are successful and make good progress in lessons.
- Pupils and the very large majority of parents agree that the standard of teaching in the school is good. Parents are pleased with the frequency and content of the homework that their children receive.
- Teachers assess pupils' progress regularly and accurately. The school has started to plan for changes to national assessment. This work is still at an early stage.
- Teachers mark pupils' work regularly and in a helpful way. Consistent systems ensure that pupils know that comments written in green pen identify what they have done well, while comments in pink pen identify how they can improve their work. Pupils are then given the chance to make these improvements.
- Teachers usually plan tasks at the right level of difficulty for most pupils. Sometimes, however, the school's most able pupils, especially in Key Stage 2, are not consistently given work in all subjects which is difficult enough to make them think hard.

**The achievement of pupils** is good

- Pupils make good progress in Key Stage 1 and standards are rising. They rose particularly sharply in 2014. Their attainment in reading, writing and mathematics by the end of Year 2 has been above average for many years and is now well above average.
- Pupils' progress in Key Stage 2 has accelerated over the last two years and is now good, although this is not yet reflected in standards at the end of Key Stage 2 because of a legacy of slower progress in previous years. Standards by the end of Key Stage 2 are broadly average, although attainment in writing in 2014 and in reading in 2013 was well above average. Checks made by inspectors confirm good progress across the school.
- Pupils are taught to read well. They have a good understanding of phonics (the sounds that letters make) because these early reading skills are taught regularly and systematically by teachers and skilled teaching assistants. This means pupils can work out how to read unfamiliar words. By Year 6, pupils are regular and confident readers who enjoy talking about their favourite books and authors.
- Pupils make good progress in mathematics. The proportion of pupils making the progress expected of them in mathematics is above national figures. Basic skills are taught well, and pupils are able to choose which strategies to use to solve mathematical problems.
- Disabled pupils and those who have special educational needs make the same good progress as their classmates. Their progress is checked regularly, and effective extra help is quickly given when it is needed.
- Disadvantaged pupils supported by the pupil premium make the same good progress as other pupils in

school. School leaders work effectively to make sure that any gaps between their achievement and that of their classmates are closed rapidly. There were too few disadvantaged pupils in 2014 to be able to comment on their attainment without identifying them.

- All groups of pupils, including those from minority ethnic backgrounds, make similarly good progress.
- Pupils learn to write well. In 2014, all pupils made the progress expected of them in writing, and the proportion who made more progress than this was above national figures. Standards of writing in 2014 were well above average.
- The school's most able pupils generally achieve better in Key Stage 1 than in Key Stage 2. The proportions reaching the highest levels in statutory tests in 2014 were well above national figures by the end of Key Stage 1. By the end of Key Stage 2, the proportions reaching the highest levels were broadly average. This is because these pupils are not always given work which is difficult enough for them.

### The early years provision

is good

- Children make good progress in the effective early years setting. They enter the Nursery Year with skills and knowledge in line with those typical for their age. They are taught well, and all groups of children make good progress. The proportion who enter Year 1 with a good level of development is higher than average.
- The quality of teaching is consistently high in early years. Teachers organise many engaging activities so that children can learn new skills. The indoor learning environment is colourful and stimulating. Adults talk to children and ask them questions as they play. As a result of new procedures, adults' assessment of what children can do is frequent and accurate, and children are well prepared for Key Stage 1. Although good use is made of the school's forest area, other outdoor areas are not always used so well to develop children's literacy and numeracy skills.
- Children are very well cared for. All safeguarding and welfare requirements are fully met. Staff make sure that children are completely safe, and know how to keep themselves safe. Relationships between adults and children are very warm and harmonious, so children behave exceptionally well and enjoy learning.
- The leadership and management of early years are strong. Leaders have an accurate understanding of the strengths of their area of the school, and what they need to do to improve it further. They work hard to ensure that the quality of teaching is never less than good. They check the progress of each child carefully and provide extra help when it is needed. Parents feel well informed about their children's learning and have complete confidence in their children's teachers.

## 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>	123432
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	448915

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>	247
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Christine Grainger
<b>Headteacher</b>	Jackie Hampson
<b>Date of previous school inspection</b>	14 December 2009
<b>Telephone number</b>	01746 764072
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