

# Castle View Primary School

School Road, Matlock, DE4 3DS

**Inspection dates** 10–11 March 2015

| <b>Overall effectiveness</b>   | Previous inspection: | Inadequate                  | 4        |
|--------------------------------|----------------------|-----------------------------|----------|
|                                | This inspection:     | <b>Requires improvement</b> | <b>3</b> |
| Leadership and management      |                      | Good                        | 2        |
| Behaviour and safety of pupils |                      | Good                        | 2        |
| Quality of teaching            |                      | Requires improvement        | 3        |
| Achievement of pupils          |                      | Requires improvement        | 3        |
| Early years provision          |                      | Good                        | 2        |

## Summary of key findings for parents and pupils

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

- Teaching is not yet consistently strong enough to enable all pupils to make good progress in all subjects, especially in mathematics.
- Attainment gaps between boys and girls are too wide. This is particularly the case in reading and writing in Key Stage 2.
- Other adults in the classroom do not always have the skills or knowledge to provide effective support. As a result, disabled pupils and those who have special educational needs are not yet making good progress.
- Teachers do not always spot errors that pupils make in mathematics. Consequently, pupils are making less progress in this subject than they could.
- Teachers do not support pupils to use the helpful guidance they receive to improve their writing and mathematics in subsequent lessons. As a result, their progress in these subjects slows.
- The curriculum does not provide enough opportunities for pupils to develop an understanding of and appreciation for other cultures and religions in Britain today.

### The school has the following strengths

- The headteacher provides inspirational leadership. She has established a culture of high expectations.
- School leaders at all levels actively drive school improvement. As a result, all aspects of the school's work have improved significantly since the last inspection.
- Governors conscientiously check on school improvement and they direct resources to where they will have the greatest impact.
- Pupils enjoy learning and take great pride in their work. They love being in school and are frequently rewarded for the contributions they make.
- This is a happy school where children behave well. They feel safe and thrive on the care they are given.
- Rates of progress are increasing across the school. Many more pupils, in every class, are on track to reach the standards that are expected for their age.
- Children in the early years make rapid progress because teachers carefully match activities to the children's abilities and individual learning needs.

## Information about this inspection

- Inspectors observed 10 lessons, including three with the headteacher. The lead inspector also scrutinised a sample of pupils' workbooks from all classes. This included looking at pupils' work in phonics (the sounds that letters make), writing and mathematics, and at their topic work.
- Inspectors spoke with pupils at all times during the school day. They observed them during their playtimes and at lunch. Inspectors also met with two groups of pupils to ask them about their experiences at school.
- Inspectors spoke to parents at the start of the school day and the lead inspector met formally with two parents. Inspectors also considered the 23 responses to Ofsted's online questionnaire, Parent View.
- Inspectors held meetings with the headteacher and with school leaders responsible for the progress pupils make in Key Stages 1 and 2. Inspectors also met with the special educational needs manager and the manager responsible for all aspects of pupils' safety, including their behaviour and attendance.
- The lead inspector met with the Chair and other members of the Governing Body. The lead inspector also met with two advisers from the local authority.
- Inspectors scrutinised a range of documentation, which included the school's self-evaluation and improvement plan, school policies, curriculum planning and information on the progress pupils are making in reading, writing and mathematics. Inspectors also looked at how the school monitors and improves the quality of teaching, and they looked at records from governing body meetings. Inspectors scrutinised documents relating to the safety of pupils, including how the school records attendance and plans for visits off-site.
- Inspectors considered the 12 responses to the staff questionnaire and spoke to teachers about the opportunities they have had to improve the quality of their teaching.

## Inspection team

Philippa Darley, Lead inspector

Her Majesty's Inspector

Mary Maybank

Additional Inspector

## Full report

*In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.*

### Information about this school

- The school is smaller than the average-sized primary school.
- The school provides full-time places for children in the Reception classes and part-time places for children in the Nursery class.
- The vast majority of the pupils are White British and speak English as their first language.
- More than half of all the pupils are supported by the pupil premium. This is more than double the national average. The pupil premium is additional funding provided by the government to support pupils who are known to be eligible for free school meals or are in the care of the local authority.
- The proportion of pupils who are disabled or who have special educational needs is above average.
- The school failed to meet the government's floor standards in 2014. These are the minimum expectations for pupils' attainment and progress.
- A breakfast club is run by the school and operates daily.

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

- Improve the quality of teaching and raise achievement, particularly in mathematics, and for boys and those pupils who are disabled or have special educational needs, by:
  - continuing to develop teachers' mathematical subject knowledge, so they are better able to support pupils to use and develop these skills in other subjects
  - ensuring that all adults provide well-informed support for pupils in lessons so that pupils are able to develop their understanding of subjects and, when appropriate, move on quickly to more difficult work
  - ensuring that all teachers and teaching assistants concentrate on the knowledge and understanding they want pupils to develop, rather than simply asking them to complete an activity
  - enabling pupils to use the written guidance they receive from their teachers to inform and improve their next pieces of work.
- Continue to develop the curriculum so that it provides opportunities for pupils to develop their understanding of and appreciation for other cultures and religions in Britain today.

## Inspection judgements

### The leadership and management are good

- The headteacher is a highly inspirational role model and leader in the school. She has driven school improvement with tenacity. Through her coaching and support, she has built a senior leadership team who are increasingly effective in monitoring and improving their areas of responsibility. Consequently, there is strong capacity for further improvement.
- Senior leaders have established a climate of high expectations where only the best will do. This has had a discernible impact on improving the quality of teaching and establishing a strong culture of learning across the school. Parents express their positive views of the school's leadership.
- Leaders' evaluation of the school's effectiveness is thorough and accurate. It draws on an extensive range of evidence and focuses sharply on the impact the school has had on improving pupils' progress across all subjects. The precision of their thinking has accelerated pupils' progress and drives school improvement very effectively.
- With the leaders of Key Stages 1 and 2, the headteacher has provided staff with an extensive programme of professional development. Leaders monitor what goes on in the classroom on a daily basis and they challenge ineffective practice. As a result, teaching has improved considerably since the previous inspection.
- The manager with oversight of disabled pupils and those who have special educational needs works closely with the headteacher to evaluate the additional programmes of support for these pupils. School improvement planning rightly prioritises developing the expertise of staff – for example, in sign language – to ensure that they meet the individual learning needs of these pupils. This determination illustrates how successfully leaders promote equality of opportunity.
- School leaders have used pupil premium funding to improve the quality of teaching and to provide additional support for some pupils. This has proved to be effective. There are few gaps in the attainment of disadvantaged pupils and other pupils in the school. In addition, the pastoral manager works closely with families to improve attendance and support pupils when they experience difficulties. This work has had a positive impact on the behaviour and attendance of these pupils, and it is highly regarded by parents.
- The sports premium is used to train teaching assistants and lunchtime supervisors to increase pupils' access to sports at lunchtimes. Pupils also have increased opportunities to experience a range of sports, including golf and basketball. Pupils now spend on average about three hours a week engaged in physical activity and the school has won its first sporting trophy.
- Relationships with parents are very positive. Parents who responded to the online questionnaire all agreed that their children are making better progress, and that their children behave well and are safe in school. They value the support they and their children receive from the dedicated team of staff at the school.
- Leaders are developing the wider school curriculum to ensure that it fully meets new National Curriculum requirements and builds on the personal experiences of pupils. The new topics in the curriculum develop pupils' literacy skills well and provide good opportunities for pupils to be creative and learn about their local community. However, there are insufficient opportunities for pupils to learn about and appreciate the different cultures and religions in Britain today. Consequently, their understanding of life in modern Britain is largely limited to their immediate environment.
- Arrangements for safeguarding pupils meet statutory requirements.
- The local authority has provided very effective support to the school. This has increasingly focused on strengthening the skills of senior leaders and governors to ensure that the school runs independently of

external support. Advisers have provided training for staff and direct support in the classroom. This has been instrumental in helping to secure improvements since the last inspection.

#### ■ **The governance of the school:**

- Governors are highly skilled and conscientious in determining if the actions taken by leaders are effective in bringing about school improvement. Governors have established links to each class so that they know how well pupils are achieving. They assiduously oversee other aspects of the school's work, such as how well the safeguarding policy is put into practice.
- Governors receive detailed reports on the quality of teaching, and check this against what they know about pupils' progress. They make uncompromising decisions about teachers' pay and progression, and challenge ineffective teaching. This aspect of their work has had a significant impact on accelerating improvement in the school.
- Governors have a good understanding about how the pupil premium funding is used. They know it is having a positive impact in ensuring that gaps in attainment do not widen for these pupils. Nevertheless, governors have commissioned an external review into their use of the funding to see if they can increase its impact further.

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

#### **Behaviour**

- The behaviour of pupils is good. They are keen to learn and rarely go off-task in lessons. Their positive attitudes are reflected in their books, in which pupils, from a very early age, present their writing beautifully. They work hard to complete tasks, even when they are difficult.
- Pupils' conduct around the school is always good. They play together well and enjoy the opportunities they have to engage in different games and sports at lunchtime. Pupils, teachers and parents all agree that behaviour is good. School records show that very few pupils need to be reprimanded seriously for poor or unkind behaviour.
- Pupils love the 'castle coins' rewards system and this motivates them to think about others and be respectful. One pupil described to inspectors how important it was 'to be nurturing'. Pupils save up their coins and spend them on small toys and books, which they sometimes give as gifts to their friends and family members.
- Pupils have many opportunities to develop, socially and morally. The school encourages pupils to take on everyday jobs, such as helping in the library and managing the school shop. Inspectors observed older pupils helping younger children to clear their trays at lunchtime. Pupils value these roles because they want to show the adults in school how responsible they are.

#### **Safety**

- The school's work to keep pupils safe and secure is good. Staff are vigilant in ensuring the well-being of pupils; their welfare and happiness is a priority for everyone. Parents also feel that their children are safe in school.
- There are good systems for checking on the attendance of pupils. Any absence is quickly followed up as leaders want to be sure that pupils are safe. Good attendance is reinforced in many innovative ways; older pupils have combined their rewards for attendance to purchase a gecko for the school library. Many more pupils now attend school regularly and overall attendance is now much closer to the national average.
- Pupils feel safe in school and describe what they should do if they are bullied. They are confident that staff will help them to resolve any problems they might have with their friends. Other pupils act as 'buddies' and 'guardians' when new children join the school.
- Pupils have a good understanding about keeping themselves safe online, as teachers quickly pick up how they are using their electronic devices at home. School leaders are assiduous in keeping parents informed of the age-appropriateness of online social media sites and computer games.

**The quality of teaching** requires improvement

- The quality of teaching requires improvement because, despite recent improvements, the progress all groups of pupils make in reading, writing and mathematics is not yet consistently good.
- Teachers have high expectations of themselves and their pupils. These are quickly shared by new teachers to the school, but the frequency of staffing changes to some classes has slowed pupils' progress. This has stabilised more recently and, consequently, progress is now accelerating.
- Teachers follow a consistent approach to planning lessons and this helps them to cater for the different learning needs and capabilities of all the pupils in their class. However, the support given to individual pupils is not always as helpful as it could be. This is particularly the case in mathematics.
- Not all staff have the mathematical subject knowledge to be able to identify where and why pupils have made mistakes in their work, or what questions to ask that will check if pupils' understanding is secure. As a result, pupils with low prior ability, and those who are disabled or have special educational needs, do not make as much progress as they could.
- Teachers are providing pupils with more opportunities to develop their reading and writing skills across the curriculum. However, at times, they direct pupils to complete tasks without always insisting on pupils using what they know to new pieces of work. For example, when pupils were completing a written activity, they finished the work without really thinking about how they could use it as an opportunity to demonstrate accuracy in punctuation or variety in sentence structure.
- Pupils do not have enough opportunities to practise and apply their mathematical skills in other subjects. While their mathematics books show they make progress in these lessons, teachers do not reinforce this with opportunities to apply their newly gained skills in other contexts. As a result, some pupils, particularly the less able, struggle to retain their knowledge and they make less progress over time.
- Teachers' marking has improved since the last inspection. Teachers always check pupils' work and provide them with helpful feedback. Pupils are given time to respond to this and to correct their work. However, teachers do not ensure that the pupils use this feedback to help them to complete subsequent work to the best of their ability.

**The achievement of pupils** requires improvement

- The standards pupils reached in the end of Key Stage 2 tests in 2014 were well below the national average, particularly in mathematics. The progress pupils made across reading, writing and mathematics was inadequate in this year. No pupils reached Level 5 or above.
- Many pupils failed to reach age-related expectations by the end of Key Stage 1 in 2014. This was as a direct consequence of previously poor teaching over time for these pupils.
- In 2014, disadvantaged pupils reached standards that were higher than their peers in reading and in mathematics. They were about a year ahead of other pupils in the school in reading and a term ahead in mathematics. In comparison with other pupils in the school, there were no differences in the standards attained by disadvantaged pupils in writing. However, disadvantaged pupils remained just over a year behind pupils nationally.
- The progress of current pupils is improving across all year groups. Most pupils are achieving outcomes similar to age-related expectations in reading and writing. Evidence shows that pupils extend their vocabulary, sustain their interest in a variety of reading genres and write creatively at length. While progress is slower in mathematics, it is improving.
- Disadvantaged pupils continue to make progress and reach standards in line with other pupils in the

school. However, as the quality of teaching improves and pupils' progress increases, the gap between boys and girls is widening in reading and writing in the current Year 5 and 6 class. Additional support for these boys is starting to have a beneficial impact on the progress they make.

- Disabled pupils and those who have special educational needs are now making the progress they should. Some interventions are very effective in accelerating their progress further so they catch up. While they make steady progress, not all of these pupils are supported effectively in the classroom, so they do not make as much progress as they could.
- The achievement of the most-able pupils has improved considerably. Across all classes, many more of these pupils are demonstrating high standards of achievement and are on track to exceed age-related expectations at the end of Year 2 and Year 6. This is as a direct result of improvements to the quality of teaching across the school.
- Staff ensure that there is a seamless transition from the early years into Year 1. Here, the positive start children have made in the early years, especially in developing their personal and social skills, prepares them very well for learning. These pupils are making good progress in reading, writing and mathematics.

### The early years provision

is good

- The vast majority of children join the early years with skills and knowledge below those typical for their age. This is particularly the case for their language and communication, number and aspects of their personal, social and emotional skills. They make good progress in the early years and are well prepared for Year 1.
- Outcomes for children in 2014 were below the national average, particularly in numeracy and literacy. However, these children made good progress in relation to their starting points. School data for this Reception Year shows that children continue to make good progress, and more are on track to reach a good level of development.
- The quality of teaching is good. Teachers monitor children's development very carefully and make constant adjustments to the learning environment. Children have access to all the areas of learning, both inside and out. Adult-led activities, and investigations they choose for themselves, give them a rich range of experiences across the curriculum.
- Adults use every opportunity to support children's language development. They ask questions that encourage children to think and develop their ideas about their environment. For example, children were investigating how they could use a water wheel to force vegetables to move down a chute. They could explain that the sprout 'moves fastest because it is round'.
- The leadership of the early years is good. The early years leader checks on planning daily and ensures that activities provide interesting learning opportunities across all areas of learning. She works with the teacher to monitor use of each area in the classroom, and they use this information to skilfully adapt and create new activities to inspire the children.
- Behaviour is good. Children play and learn together safely, and are happy to be on their own or to work with their friends. They are keen learners, listen well and are just as happy to sit and work with their teacher on writing their letters and numbers as they are making 'hot chocolate' in the mud kitchen.
- Adults help the children to resolve any little quarrels they may have. They model for them how to say sorry and how to make friends. This helps children to resolve their differences quickly. Sometimes, children spend a little bit of time on the 'thinking chair' if they have lost their temper. They all understand what this is for and there are times when a child will go to it without an adult asking them to. This shows how well they are developing their appreciation for the feelings of others.

## 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> | 131776     |
| <b>Local authority</b>         | Derbyshire |
| <b>Inspection number</b>       | 454401     |

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

|  |  |
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| <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> | 127                                      |
| <b>Appropriate authority</b>               | The governing body                       |
| <b>Chair</b>                               | Sarah Bradnock                           |
| <b>Headteacher</b>                         | Clare Peat                               |
| <b>Date of previous school inspection</b>  | 10 July 2013                             |
| <b>Telephone number</b>                    | 01629 582699                             |
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