

Inspection of Castleford Three Lane Ends Academy

Methley Road, Castleford, West Yorkshire WF10 1PN

Inspection dates: 19–20 November 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Early years provision

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this school?

Pupils told inspectors that the school has improved recently. Most pupils are proud of their school.

Behaviour is improving. Most pupils conduct themselves well. A small number of pupils with more complex needs require additional support to improve their behaviour. The school is generally calm. However, pupils can be boisterous at playtimes.

Pupils' attendance has improved. Despite this, disadvantaged pupils are more likely to be regularly absent from school.

Most pupils feel that staff deal with bullying when it happens. This has not always been the case in the past. Pupils feel confident about talking to an adult if they have any worries or concerns. Older pupils enjoy supporting younger pupils.

Until recently, there has been a lot of staffing instability. This has had a negative impact on pupils' learning and progress. Teachers' expectations of what pupils should and can do are not high enough in every year group. The provision for pupils with special educational needs and/or disabilities (SEND) has not been good enough in the past. Leaders are beginning to address this.

Leaders do not ensure that the weakest readers catch up quickly enough. Not all staff are trained to deliver the school's new phonics programme. Leaders have plans to address this.

What does the school do well and what does it need to do better?

Leaders, the trust and governors know that the quality of education is not good enough. They have identified the main priorities for improvement. Pupils in key stage 2 are making better progress. Last year, Year 6 pupils' attainment and progress in reading, writing and mathematics were in line with the national averages, which was an improvement on previous years. Pupils are now better prepared for secondary school. Children in the early years and key stage 1 do not achieve as well as they should. Children are not well prepared for Year 1.

Leaders are beginning to develop the curriculum. In the past, pupils have not received their full curriculum entitlement. Some subjects were not covered fully, such as science and music. Leaders are addressing this. Subject plans are developing. However, the curriculum is not well organised. Leaders are not clear enough about the crucial knowledge, understanding and skills that pupils must learn in each subject. Curriculum plans do not make the necessary links between one topic and the next. Plans do not identify opportunities for pupils to revisit learning.

Some pupils find it difficult to recall what they have learned. There are gaps in pupils' knowledge from a legacy of weak teaching in the past. Some teachers do not

use assessment well enough to identify the gaps in pupils' learning to help them catch up fast.

Too few pupils pass the phonics screening check by the end of Year 1. Leaders do not ensure that the weakest readers catch up quickly enough. Leaders have plans in place to address this. A new phonics programme has recently been introduced. Not all staff have been trained in the school's phonics programme. This means that different phonics schemes have crept into teachers' practice. Pupils are sometimes given books that they cannot read because the books are not always well matched to the sounds that they know.

Pupils in key stage 2 enjoy reading. They talk positively about using the school's library and the range of books available. Pupils enjoy story time at the end of each day.

Pupils with SEND are not as well supported as they should be. Support plans for them are not of a good enough quality. Leaders know this is the case and are working to improve these plans. Communication with parents and carers of pupils with SEND has not been effective.

Most pupils behave well. They want to do well. However, pupils' behaviour during breaktime and lunchtime can be boisterous. Leaders ensure that all behavioural incidents and follow-up actions are recorded. However, they do not have a clear overview of these incidents so that they understand trends over time.

Pupils learn about friendships, health and well-being, and respect and tolerance. Pupils show respectful and tolerant attitudes towards others. However, they have a more limited understanding of the importance of British values and of some of the local risks.

New governors have been appointed in the last year. They have a good range of skills. They understand what needs to improve. However, they have not challenged leaders well enough to improve the quality of education.

New staff feel well supported. Most staff feel that leaders consider their workload and well-being. Staff morale is improving as a result.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand the important role they play in keeping pupils safe. They pass on any concerns they have about children, no matter how small. The school now has a more robust system for identifying pupils who may need help and support. Leaders make sure that all the necessary checks are carried out on staff before they are appointed. Pupils have a good understanding of how to keep themselves safe online. They learn about some aspects of keeping themselves safe outside of school, such as road safety and 'stranger danger'.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Curriculum plans lack coherence. This has led to gaps in pupils' knowledge and understanding. Leaders should ensure that the curriculum is coherently planned and sequenced. Leaders need to be clearer about the crucial knowledge, understanding and skills that pupils will learn in each subject and the sequence in which it should be taught. Plans should incorporate the early years where appropriate. Leaders should also ensure that curriculum plans include opportunities for pupils to revisit and build on previous learning.
- Pupils do not read with fluency and understanding quickly enough. The weakest readers, including pupils with SEND, do not catch up swiftly enough. Leaders need to ensure that all staff are trained to deliver the school's new phonics programme. They should provide additional training for staff who support the weakest readers. Leaders should ensure that the books that pupils read at home and school are well matched to their phonics knowledge so pupils can decode the words using their phonics knowledge.
- Pupils with SEND do not achieve as well as they should. Leaders should take further action to improve the quality of provision and support for pupils with SEND. Leaders need to complete support plans for all pupils with SEND with more urgency. Leaders need to ensure that targets on plans are precise to meet the needs of these pupils. Communication with parents of pupils with SEND has not been effective in the past. Leaders need to improve communication with parents.
- Pupils' behaviour can be boisterous at playtimes. Leaders should take action to eliminate the boisterous behaviour of some pupils in the playground. Leaders should develop a more effective system for monitoring and evaluating behavioural incidents so that patterns and trends can be identified and acted on more promptly.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	141290
Local authority	Wakefield
Inspection number	10110605
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	414
Appropriate authority	Board of trustees
Chair of trust	Adam Fletcher
Headteacher	Delyth Roberts
Website	www.tleacademy.co.uk/children/pages/default.aspx
Date of previous inspection	4–5 July 2017

Information about this school

- Castleford Three Lane Ends Academy is larger than the average-sized primary school.
- Since the previous inspection, a new headteacher and deputy headteacher have been appointed. There have been a number of new staff appointed.
- The school is part of the Castleford Academy Trust.
- The school uses Young Minds and UCAN Centre as alternative education provision for a small number of pupils.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher and other senior leaders. We also met with leaders responsible for safeguarding, behaviour, attendance and personal development. I held a discussion with members of the governing body, the chair of the board of trustees and the chief executive officer of the trust.
- We scrutinised a wide range of documentation relating to the school's work to

safeguard pupils. These included pupils' welfare records, behaviour records and attendance records. We also checked pupils' exclusion rates. We talked to staff about their role in keeping pupils safe. We reviewed the school's central record, which includes the checks made on staff to ensure that they are safe to work with children.

- We took account of the views of parents who responded to Ofsted's parental survey, Parent View. We also considered an email sent by a parent. We took account of the responses to Ofsted's staff survey. One inspector held a telephone conversation with some parents to get their views about the support the school provides for pupils with SEND. We also spoke to parents at the start and end of the school day.
- An inspector visited Young Minds and held a telephone conversation with UCAN Centre to find out about the alternative education provision used by the school.
- The inspection focused particularly on reading, mathematics, history and science. Other subjects were also considered as part of the inspection, such as music and design and technology. We visited lessons, scrutinised pupils' work and spoke to pupils and teachers. One inspector also listened to a number of pupils read.

Inspection team

Michele Costello, lead inspector

Her Majesty's Inspector

Beverley Riddle

Ofsted Inspector

Mary Lanovy-Taylor

Ofsted Inspector

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, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019