

# Inspection of Casterton Primary Academy

Casterton Primary Academy, Thames Avenue, Burnley BB10 2PZ

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Inspection dates: 4 and 5 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Pupils arrive at school happy and looking forward to the day ahead. Pupils say that everyone is welcome in their school family. Leaders have strong, positive relationships with parents and carers. This helps to support the families and is appreciated by parents and carers. Parents are very positive about this school.

Children in the early years are quick to settle and learn routines. Teachers have high expectations of what pupils, including those pupils with special educational needs and/or disabilities (SEND), will achieve. Leaders have created an environment where pupils are eager to learn. Pupils achieve well. They work hard together to ensure they give extra support to all their peers when they need it.

Pupils behave sensibly in lessons and at playtime. They are polite and respectful to each other and adults. Pupils feel safe. They understand what bullying is and feel confident that if it has happened, the teachers sort it out.

Pupils are taught about the world of work and understand how important it is to work hard now to reap the rewards later. Leaders have also used this work to improve pupils' attendance. Pupils are encouraged to 'SHINE' (Be safe, be here, be inspired, be neighbourly, be excellent) in all parts of the school day.

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

Since the previous inspection, leaders have designed a well-thought-out and aspirational curriculum for all pupils, including those with SEND. The subject curriculums support pupils to learn well and build from the Reception Year. Learning is planned logically and is well organised. Pupils remember important learning from previous years and can link learning across subjects. The school vision of linking learning to the world of work underpins the curriculum design and helps to make it relevant to pupils. In some subjects, leaders have not ensured that the curriculums they have designed are being carried out exactly as intended in all classes and subjects.

Leaders have invested heavily in the development of a new phonics programme. Staff are trained well and phonics is delivered consistently from the start of Reception. Children are proud to be taking reading books home. Skilled adults check their understanding and provide additional support for any pupils at risk of falling behind. The majority of pupils are successful readers by the end of key stage 1. Leaders are in the process of ensuring pupils throughout school are exposed to a rich and varied diet of class novels to aid their love of reading.

Pupils with SEND are identified quickly through the work of leaders in school, supported by additional staff in the trust. This team ensures pupils' needs are recognised and appropriate adaptations are put in place. Pupils with SEND work through the same curriculum as their peers, with adjustments where needed.

Teachers and subject leaders know how to meet pupils' needs to ensure pupils with SEND achieve well. These pupils are able to take a full part in the school life, and leaders use peer support effectively.

Pupils behave well in lessons and at social times. They enjoy the variety of activities available at playtimes. They recognise that at times some poor behaviour happens, but pupils know that adults in school will deal with it straight away. Pupils say they like the newly adapted behaviour policy. They say it is fair and that using reflection time helps you know how to deal with any problems in the future.

Pupils are encouraged to take on a range of roles across school to develop their responsibilities. These include class ambassadors, physical education (PE) ambassadors, librarians and buddies. Pupils are taught about being mentally and physically healthy and demonstrate some of this learning through playtime activities and snack choices. Pupils know about British values, and teachers help to make these purposeful. For example, having found graffiti in the area on a geography walk, pupils in the older classes have written letters to the local council, and work is soon to be carried out to remove it.

Assessment in many subjects is well developed and helps teachers know where pupils have gaps in learning. This means that they can rapidly address any gaps and help pupils to move on. In a small number of subjects, the systems are less effective. This means that teachers are less certain about exactly what pupils need to learn to make swift progress. Leaders have robust plans to address this.

Children in the early years settle quickly and are supported by a very experienced team. The learning environment is designed to meet children's needs, including using the outdoor area to strengthen the muscles needed for writing. Children learn to work independently, for example using the snack table by themselves throughout the day. Leaders have designed activities to develop children's concentration, and children demonstrated determination to complete engaging tasks.

Governors and leaders understand the importance of staff well-being. They have put a number of changes in place which make staff feel appreciated and that reduce workload where possible. Staff feel appreciated and valued and, as a result, are proud to work at this school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have created a strong culture of safeguarding. Staff receive suitable safeguarding training regularly and understand their important role in keeping pupils safe. Leaders and staff know the pupils' families well and have built strong relationships. This helps parents feel secure in asking for help from the school when they need to. Leaders work well with a range of agencies to support the pupils and families.

Pupils are taught about how to keep themselves safe. They are very clear about how to stay safe online and know what to do if they have any concerns. Pupils learn about healthy relationships. They know about mental and physical health and can access support through various channels in school.

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

### **(Information for the school and appropriate authority)**

- Leaders have not ensured that assessment is consistent and coherent across all subjects. This means that for some subjects, teachers are not clear about pupils' gaps in knowledge. Leaders should ensure that a whole-school approach to assessment supports swift identification of pupils' gaps so that pupils can make rapid progress towards curriculum goals.
- Leaders do not assure themselves that all aspects of the quality of education are fully monitored. This means that some teachers are not delivering the curriculum as intended. Leaders and governors should ensure robust monitoring is in place.

## **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 information from Ofsted Parent View 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.

## **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

<b>Unique reference number</b>	145978
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10241431
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	307
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Rob Pheasey
<b>Principal</b>	Paul Whaling
<b>Website</b>	<a href="http://www.castertonprimaryacademy.co.uk">www.castertonprimaryacademy.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Casterton Primary Academy converted to become an academy school in July 2018. When its predecessor school, Casterton Primary School, was last inspected by Ofsted, it was judged to be inadequate overall.
- This school is part of the Pendle Education Trust.
- Leaders do not make use of alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors spoke with the principal, the assistant principal and with other leaders and members of staff. They also spoke with members of the governing body and

trustees. The lead inspector also spoke with a representative of the local authority.

- Inspectors carried out deep dives in early reading, mathematics, PE, geography, and art and design. Inspectors spoke with staff who lead these subject areas. They visited lessons and spoke with teachers. Inspectors spoke with pupils about their learning and viewed examples of their work.
- Inspectors scrutinised a range of documents relating to safeguarding. They reviewed leaders' approach to safer recruitment. Inspectors also spoke with staff about their safeguarding knowledge and checked on how well they understood their safeguarding responsibilities.
- Inspectors observed pupils in key stages 1 and 2 read to a trusted adult.
- Inspectors observed pupils' behaviour during playtimes and while in lessons.
- Inspectors spoke to parents and carers to gather their views about the school. Inspectors also spoke with staff.
- The inspectors considered responses to Ofsted Parent View, including the free-text responses. They also spoke with some parents during the inspection. Inspectors also considered responses to the Ofsted staff survey. There were no responses to Ofsted's survey for pupils.

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

### **Inspection team**

Sarah Barraclough, lead inspector	His Majesty's Inspector
Patrick Rayner	Ofsted Inspector
Kate Bowker	His Majesty's Inspector

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