



Castleford Three Lane Ends Primary (J & I) School

Inspection Report

Unique Reference Number 108240
LEA Wakefield
Inspection number 277932
Inspection dates 20 February 2006 to 21 February 2006
Reporting inspector Mrs Brenda McIntosh CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Methley Road
School category	Community		Castleford
Age range of pupils	3 to 11		West Yorkshire WF10 1PN
Gender of pupils	Mixed	Telephone number	01977 723 065
Number on roll	337	Fax number	01977 723 067
Appropriate authority	The governing body	Chair of governors	Mr D Travis
Date of previous inspection	27 November 2000	Headteacher	Mr Edward Price

Age group 3 to 11	Inspection dates 20 February 2006 - 21 February 2006	Inspection number 277932
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This is a larger than average primary school. It serves a mixed community in social and economic terms. The percentage of pupils eligible for free school meals is about average. Most pupils are from white British background with a very small proportion of children from Traveller families. The percentage of pupils with learning difficulties and/or disabilities is declining and is now close to average. The school has gained several national and local awards which include Investors in Pupils. The headteacher has been in position for 18 months.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school that provides good value for money. The school judges its overall effectiveness as good and the inspection confirms this is accurate.

Standards and achievement in English and science are significant strengths. The quality of teaching and learning is good overall but the provision for mathematics is not as good as in English, particularly for higher attaining pupils. The provision in the Foundation Stage is good and children achieve well. Systems to provide a clear overview of children's progress are being developed.

Pupils' personal development is good, as are the care, guidance and support they receive. Pupils' contribution to the school community is outstanding. The school has developed an exceptional partnership with parents that contributes significantly to pupils' achievement and attitudes to learning. The curriculum is good with a strong emphasis on creativity and enjoyment.

Leadership and management are satisfactory. There have been significant changes to the leadership team recently, including the appointment of a new deputy headteacher. That role is being developed and as a result the monitoring and evaluation of school performance are not yet rigorous enough to pinpoint precisely its strengths and weaknesses. The school is developing its system for tracking pupils' progress which is helping to identify any underachievement, as recently highlighted in mathematics. Pupils are involved in assessing their own learning in literacy and this is now being developed in mathematics. Governors support the school well but now need to be more involved in some aspects of self-evaluation.

The school has made steady progress since the last inspection and has a sound capacity to improve further.

What the school should do to improve further

- Develop the role of the deputy headteacher and senior managers, particularly in monitoring and evaluating the school's performance.
- Ensure there is consistently good or better teaching across the school.
- Make better use of assessment information to ensure higher attaining pupils are challenged sufficiently especially in mathematics.

Achievement and standards

Grade: 2

The school accurately evaluates pupils' achievement and standards as good.

Children enter the nursery with skills well below those typical for their age. They make good progress throughout the Foundation Stage although, despite this, the majority do not achieve the goals expected of them by the end of the Reception year. Pupils make good progress in Key Stage 1 and, by the end of Year 2, they attain broadly

average standards. This represents particularly good progress in reading and writing in relation to their low level language skills when they first start school.

Throughout Key Stage 2 progress is good in English and science and satisfactory in mathematics. In 2005, results in English and science were significantly above average. In mathematics the standards were broadly average because too few pupils reached level 5. Since 2003 standards in mathematics have declined. The new tracking system has highlighted some underachievement in mathematics in the current Year 6 especially among the higher attaining pupils. The school has introduced strategies to boost pupils' learning.

Pupils with learning difficulties and/or disabilities and Traveller children make similar progress to others. Those pupils with a statement for their learning difficulties and/or disabilities do significantly better because of the effective support they receive.

In 2005 the statutory targets were exceeded in English and broadly met in mathematics. Targets set in mathematics for individual pupils are not as challenging as those for other subjects. In addition to English and science, pupils make good progress in art and design, and design technology.

Personal development and well-being

Grade: 2

The school rightly judges that personal development is good and that pupils enjoy school. Children say '...teachers make our lessons interesting and fun!' Pupils develop a good understanding of the richness of world cultures. They show respect for others and know the difference between right and wrong. They behave well around school and are courteous and friendly towards visitors. Pupils respect their teachers, want to please them, and understand that they are at school to learn. Attendance is good. Teachers ensure that children work safely and healthy lifestyles are well promoted. Healthy snacks contribute well to this and pupils eagerly take part in a very good programme of sporting activities. Outdoor play is energetic and play leaders encourage good cooperative, purposeful play. Children contribute outstandingly well to school life through, for example, an effective school council supported by the mayor and local MP. The school council has recently raised funds for a digital camera and it is now developing games to play at a 'family fun night'. The work undertaken by the school to develop 'peer support partners' encourages children to become active listeners and to support others at playtimes; this helps older pupils take responsibility and develops their social skills well.

Quality of provision

Teaching and learning

Grade: 2

The school considers teaching and learning to be good overall and inspectors agree.

On occasions where teaching is outstanding, the content is imaginative, stimulating, challenging, taught at a brisk pace and matched to the needs of all pupils. But there is some inconsistency in the quality of teaching throughout the school. Where teaching is less effective, low expectations, slow pace and insufficient challenge to meet the needs of all abilities limits pupils' progress. The school is aware of the need to raise expectations and levels of challenge for all pupils, particularly higher ability mathematicians. The senior leadership team is beginning to establish a system for tracking pupils' progress in class, but assessment information is not always used effectively to provide an appropriate challenge for pupils in lessons.

Teachers have a good relationship with their class and use praise well; this ensures good standards of behaviour and attitudes to learning. Teachers use homework effectively and this is supported extremely well by parents.

Good teaching in the Foundation Stage, based on children learning through mostly practical activities, helps them achieve well. Assessment procedures, however, need further development to give an accurate overview of progress throughout the Foundation Stage.

Pupils with learning difficulties and/or disabilities are taught well and helped to take an active part in lessons.

Curriculum and other activities

Grade: 2

Inspectors agree with the school that the curriculum is good.

The school celebrates pupils' achievement well through bright and interactive displays, both in classrooms and around the school. The school has given a good emphasis to developing pupils' creative talents particularly through art and design technology, and enjoyment features highly. Literacy is developed effectively across the curriculum. Opportunities are missed for pupils to apply numeracy skills and to challenge the most able through mathematical investigations in subjects other than maths.

The Foundation Stage children benefit from an exciting curriculum and two well-designed outdoor learning areas ensure they have access to large scale practical and investigative activities.

Pupils have opportunities to learn French and Spanish and the school offers a rich variety of other activities including visits and visitors into school. Numerous sporting opportunities coupled with residential visits help develop children's physical and social skills. A strong focus on developing basic literacy skills together with workshops for parents on how to support their children's learning at home contribute to the good gains pupils make in developing their speaking and listening skills.

Care, guidance and support

Grade: 2

Care, guidance and support are good. A welcoming, caring environment helps pupils to concentrate on their learning. Child protection and health and safety procedures

are well established and understood by staff. Risk assessments are secure. Pupils say 'teachers look after us well and quickly sort out any problems'. The programme for personal, social and health education is effective in supporting pupils' health and well-being. Pupils are taught how to lead healthy lifestyles and to keep safe. They say 'It is cool to walk to school'.

Pupils with learning difficulties and/or disabilities are supported well. Learning support assistants are used effectively to guide these pupils in their learning.

Pupils are becoming increasingly involved in their own learning, aided by targets for writing, but this does not yet apply to mathematics. There are good induction arrangements to help children settle quickly into the nursery. Good links with high schools assist transfer to the next phase of pupils' education. Intensive support is provided for vulnerable pupils or those who are likely to find the transfer particularly difficult.

Leadership and management

Grade: 3

The school judges leadership and management to be good but inspectors judge them to be satisfactory. This is because the roles of the deputy headteacher and senior managers are underdeveloped, particularly in the monitoring and evaluation of the school's performance. Whilst the school has a reasonable view of its effectiveness and overall provision the procedures for judging this are not yet sufficiently robust to clearly identify its key areas for development. For example, standards in mathematics have declined slightly since 2003, but it is only recently that appropriate strategies have been implemented to boost pupils' learning. There is no clear plan of action to guide the improvements needed in the teaching of mathematics especially for the higher attaining pupils. The headteacher has recently introduced a tracking system to ensure a consistency of progress across each year group.

There are good features in the leadership, for example in the way it draws upon outside expertise to improve practice in a range of areas, including developing pupils' personal and social skills. The partnership with parents is excellent and contributes strongly to pupils' learning and the life of the school. The school values pupils' views and involves them fully in decision making to improve its provision. The governing body is supportive and fulfils its statutory duties but its procedures for checking school performance need to be more rigorous. Financial management is good.

Improvement since the last inspection is satisfactory. The school is involved in the primary leadership programme and has the capacity to improve further.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you very much for welcoming us to your school. We really enjoyed ourselves, and the opportunity to chat with you.

What we liked about your school

- Your good behaviour and how you are polite to adults.
- Your enjoyment of learning and the excellent contribution you all make to the school community.
- Your achievements particularly in English, science, art and design technology.
- The way the staff look after you really well and make sure you have a safe place in which to learn.
- The enthusiasm of the school council in helping to improve the school.
- The way your parents take such a keen interest in your learning.

To make things even better we have asked your headteacher and teachers to

- Make sure everyone takes part in checking what the school provides for you and how well you are doing.
- Make sure that the teaching is good or better throughout the school.
- In mathematics lessons in particular, make sure that tasks and activities really challenge you and help you achieve as well as you are able.

We wish you all well in the future.