



Castle View Primary School

Inspection Report

Unique Reference Number 131776
Local Authority DERBYSHIRE
Inspection number 293844
Inspection dates 10–11 October 2006
Reporting inspector Jane Melbourne HMI

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

Type of school	Primary	School address	School Road
School category	Community		Matlock
Age range of pupils	3–11		Derbyshire DE4 3DS
Gender of pupils	Mixed	Telephone number	01629582699
Number on roll (school)	161	Fax number	01629582926
Appropriate authority	The governing body	Chair	Mr Phil Askham
		Headteacher	Mr Peter Hooper
Date of previous school inspection	29 January 2001		

Age group 3–11	Inspection dates 10–11 October 2006	Inspection number 293844
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector.

Description of the school

The school is a smaller than average primary school in the Derbyshire town of Matlock. It has six classrooms with a separate nursery on a large spread-out site. A small group of pupils come from minority ethnic backgrounds and some of these speak English as an additional language. Attainment on entry is below average. The proportion of pupils with learning difficulties and disabilities and those who are eligible for free school meals is significantly higher than national averages.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school. All pupils make good progress in their personal development. The school effectively gives support to vulnerable pupils and those with learning difficulties and disabilities, but it does not do enough to support more able pupils who are sometimes not given work that is challenging enough. Pupils' behaviour is good and is improving. Excellent relationships exist throughout the school.

Although standards are well below average in Year 6, given their starting points, pupils' progress and achievement are satisfactory. Teaching throughout the school is satisfactory overall although there are examples of good practice. By the end of the Foundation Stage, most children achieve the early learning goals which are expected for this age-group. Good pace and interesting lessons ensure that by the age of seven, many pupils achieve results which match national averages. Standards are below average in Year 2 partly because of their low starting point. In contrast, by the age of 11 standards are below average because the school does not always do enough to ensure that pupils do their best, particularly those who are capable of achieving higher levels.

The school accurately evaluates its effectiveness and has successfully brought about change in some areas. However, new approaches to teaching and arrangements for monitoring pupils' progress have not yet begun to raise end-of-year standards in English and mathematics or improve the curriculum. Although the school now has clearly defined roles and responsibilities for subject leaders, their work has not yet brought about whole school improvement. The governors fulfil their roles satisfactorily. Governors have only just begun to take an active role in monitoring and raising standards, although they are involved in the life of the school. The school is providing satisfactory value for money and has a sound capacity to improve in the future.

Although the school's overall effectiveness is satisfactory, its performance in respect of standards could be considerably better. Before its next section 5 inspection, Ofsted inspectors may visit the school to monitor the progress that it has made in remedying this weakness. The school would receive two to five days notice of such a visit.

What the school should do to improve further

- Raise standards, particularly at Key Stage 2, making sure that all pupils, including those capable of attaining higher levels, achieve their potential.
- Ensure that governors and managers set challenging targets for the school and measure the impact of any action taken on achievement and standards.
- Further develop the expertise of the curriculum co-ordinators to ensure that all subjects are effectively led and managed.

Achievement and standards

Grade: 3

Pupils achieve satisfactorily overall. Given their starting points, many pupils achieve well in their reading, speaking and listening, and personal development. By the end of Key Stage 1, early indications show that most pupils achieve their targets, although too few reach higher levels. Work sampling shows that at the end of Key Stage 1, pupils are producing some good quality work and are meeting teachers' expectations.

At Key Stage 2, the school does not ensure that enough pupils achieve the grades which are expected of them. Too few pupils achieve the higher levels in English and mathematics. Standards in English and mathematics remain well below national averages. Achievement and standards are better in science, where pupils now exceed national expectations. This was a significant area for improvement at the last inspection. Good quality teaching in some lessons and the re-organisation of classes in Key Stage 2 are beginning to impact upon pupils' achievement. Expectations for most pupils are appropriate, but higher ability pupils do not always receive sufficient support to enable them to reach their potential. New initiatives for vulnerable pupils now ensure that they make at least satisfactory progress.

Personal development and well-being

Grade: 2

Pupils' personal development is good. The school has worked effectively to raise pupils' confidence and self-esteem. Pupils respond positively to initiatives which reward their good behaviour and attitudes, which are well managed and have much improved across the school. Pupils and parents believe that the school deals effectively with the few incidences of bullying which occur. The school helps pupils to develop emotionally, making the most of external agencies and support staff for this. Pupils know who to turn to when they feel unsafe or upset. Pupils' attendance is satisfactory and the school monitors this very closely.

Pupils' spiritual, moral, social and cultural development is well developed, with good evidence of this in classroom displays and in the way pupils conduct themselves at work and play. Older children frequently care for the younger ones and try to help them.

Pupils realise the importance of drinking water regularly and make healthy meal choices. The eating of fruit and vegetables is strongly encouraged. The school council is beginning to work as a team. They speak confidently and make suggestions which make a positive contribution to the school community. Pupils' enjoyment of school is evident; they are particularly enthusiastic in those lessons with a strong practical element and where they take responsibility for their own learning. Pupils' ability to get along well with each other, general life skills and levels in basic skills contribute satisfactorily to their future economic well-being.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall, although there is some good teaching across the school. Pupils settle to learning quickly, listen well to their teachers and are mostly interested in the lessons. Some teachers allow pupils to practice speaking or explain their ideas using talking partners, which is highly effective. The best lessons are those which are well paced and where teachers' expectations are well adapted to pupil needs. In these lessons teachers swiftly build on what pupils already know and can do and allow them time to work independently. Some staff skilfully checks pupils' understanding and progress within each lesson. In the most effective lessons, pupils assess their own learning and are able to share whether they have learnt well or found something difficult. Planning is broadly tailored to meet the needs of all pupils, but in some lessons too little challenge is provided for those who are ready to move on to harder work. Planning is weaker in subjects such as physical education, music and design and technology.

Resources, including the skills of support staff, are often used effectively, but this is often channelled towards low-attaining pupils and those with learning difficulties or disabilities, who achieve satisfactorily. The high attaining pupils are less well supported. They rarely achieve their potential and often work does not challenge them sufficiently. In English, mathematics and science, accurate assessment data is mostly used well to help staff plan more effectively to meet pupils' needs and to identify weaker areas. This information is not available for other curriculum areas, which are less well managed, and this limits the school in its ability to support and challenge pupils to the full.

Curriculum and other activities

Grade: 3

The school offers a satisfactory curriculum. The school provides a wide range of activities, such as out-of-school clubs in sport and art, which contribute to pupils' physical and overall well-being. Pupils particularly enjoy special whole school topics covering a range of subject areas. These take place twice each year, generating much enthusiasm, and culminate in a display and presentation to governors and members of the local community. There are inconsistencies in the quality and quantity of some curriculum areas across the school. The school has rightly addressed the shortage of music provision by enabling Key Stage 2 pupils to learn to play instruments together, which is improving their musical understanding.

Pupils enjoy class visits and the recent residential trip for Years 5 and 6 pupils is a welcome addition to the curriculum. The school's accommodation limits the curricular provision for physical education. However, other improvements to the accommodation, such as the installation of food preparation areas in one former classroom and a special soothing environment in another, has enabled the school to provide a Breakfast Club and 'Magic Room' which add value to the wider curricular provision.

Care, guidance and support

Grade: 3

The quality of care, guidance and support is satisfactory. Care and support of pupils, including vulnerable pupils, are typically good and this significantly contributes to pupils' personal development, including their confidence and self-esteem. Guidance for all pupils in terms of how to improve their work or meet greater challenges is not consistent across the school. Pupils in Key Stage 2 are more certain of their targets but these are not always well matched to their needs. In some lessons pupils receive advice about how to improve, for example through the developmental marking of their work, but this is not yet consistent across the school. These factors impact on pupils' attainment.

Pupils are well prepared for entry into the school and when they are ready to move onto the next stage of their education. Risk assessments are carried out in a rigorous and professional manner. Staff take a pro-active approach to their responsibilities for child protection. Staff provide a safe environment and are swift to address any concerns they may have.

The school has introduced effective systems for improving pupils' behaviour and attitudes. Most pupils take on safe and healthy lifestyles because of the effective guidance of staff. Pupils respond well to the rewards and initiatives which are in place. Support for pupils with learning difficulties and disabilities is good, with these pupils making at least satisfactory progress academically, but often good progress personally and socially. The school works well with outside agencies. The school is working hard to develop relationships with parents and the community.

Leadership and management

Grade: 3

Leadership and management at the school are satisfactory and there is a commitment to improving the school. Some initiatives, in response to key issues from the previous inspection, have made a difference for most pupils. Improvements have been made in checking pupils' progress accurately in English, mathematics and science. However, the assessment process has not begun in other subjects, where curriculum development and the monitoring of teaching are both at early stages.

Changes in management and in the allocation of key roles and responsibilities are beginning to bring about improvement. Creativity in the use of staff resources for regrouping classes and providing cover for teachers' planning and preparation time with specialist-teaching has been particularly beneficial. The recently modified school improvement plan is now a more workable document, but it has not yet begun to guide staff in driving the school forward. Some effective monitoring has been undertaken by the headteacher and this has led to accurate analysis of the school's strengths and weaknesses. Senior leaders are beginning to set more challenging targets in order to raise standards. The governing body has undergone a period of change and reviewed its role. It is now more aware of its responsibilities and is beginning to become more

involved in the cycle of school improvement. Until now it has not specifically measured the impact of any action taken by the school on achievement and standards.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

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

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

12 October 2006

Dear Pupils

Castle View Primary School, School Road, Matlock, Derbyshire, DE4 3DS

Thank you for being so helpful when Mr Ramsey and I visited your school this week. We especially enjoyed our tour of the school and all of our conversations with you. Most of you are very happy at school and are trying really hard to behave well and keep the Castle View School Charter. We were impressed that you had helped to write the charter. Some of you use the Breakfast Club and the 'Magic Room' and these are very special things to have at your school.

These are the things we liked best at Castle View:

- The calm and purposeful way that you all settle to learning, listen well to your teachers and show you are interested in the lessons
- The way that you practice speaking using talking partners or by explaining your ideas
- The way that some of you share whether you have learnt well or found something difficult
- Older children are caring for the younger ones and trying to help them
- Your choice of healthy options at meal times. You eat lots of fruit and drink water often
- Your performance in science has improved
- Teachers are now charting your progress much more accurately

These are the things we think would help you do better:

- If teachers make sure that all of you, particularly those in Key Stage 2, achieve the highest possible standards, especially in English and mathematics
- If the planning of the lessons takes greater account of all of your individual needs
- If those of you that find things too easy were given harder problems to solve. You can help by telling the teachers if the work is too easy or when you finish quickly
- If the curriculum is always of high quality and includes enough of all subjects

We want all of your lessons to be good or better. We have asked the governors and staff to check that you are all doing as well as you can and that the school is improving.

We wish you and your school every success for the future

Yours sincerely,

Jane Melbourne HMI

Lead Inspector