

# Castledyke Primary School

## Inspection report

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<b>Unique Reference Number</b>	117967
<b>Local Authority</b>	North Lincolnshire
<b>Inspection number</b>	312763
<b>Inspection dates</b>	7–8 May 2008
<b>Reporting inspector</b>	Ruth McFarlane

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

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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 on roll</b>	
School	301
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Robert Smith
<b>Headteacher</b>	Mrs Rose-Marie Pugh
<b>Date of previous school inspection</b>	1 July 2004
<b>School address</b>	Castledyke West Barton-upon-Humber North Lincolnshire DN18 5AW
<b>Telephone number</b>	01652 632455
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## Introduction

The inspection was carried out by three Additional Inspectors

## Description of the school

This primary school is of above average size and its Nursery serves a much wider local area than the rest of the school. Almost all pupils are of White British heritage. The proportion of pupils eligible for free school meals is above average, as is the proportion of pupils with statements of special educational need. The school holds the Artsmark Gold award and the Healthy Schools Award level 3, and has a children's centre.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Castledyke Primary School is a good and improving school. Many parents who responded to the questionnaire expressed their appreciation of the way in which the school cares for their children. 'The staff make great efforts for the pupils, over and above the call of duty' was a typical comment. Partnerships with outside agencies to promote the well-being of learners are strong.

From their starting points, which are below those typical for their age, pupils make good progress. By the time they leave Year 6 they achieve well, reaching standards that are broadly average. This good achievement is due to a strong emphasis on staff training combined with good teaching and very careful nurture.

The recent significant investment in redeveloping the Foundation Stage has provided a lovely stimulating environment in which to embark on school life. Children are making good progress there because the leadership and teaching are so good, but the lack of any cover for the outdoor area restricts access to outdoor learning opportunities. The focus on improving teaching and learning for the youngest children is having a positive impact on standards further up the school. In Years 1 and 2, where standards had dipped to well below average, inspection evidence shows they are now much better.

Provision throughout the school is good. As one parent put it, children come on 'in leaps and bounds' in the exciting Foundation Stage. Their natural curiosity is harnessed well through a wide variety of stimulating activities. The area buzzes with laughter. Older pupils, too, enjoy coming to school. Indeed, one pupil said, 'I simply love school!' Pupils know all about living healthy lifestyles and take part in frequent exercise, inspired by excellent coaching. They appreciate having a voice through the school council and contribute widely to their community. Pupils feel safe in school and free from bullying and harassment. They leave the school confident learners, adequately prepared for secondary school.

The school provides a good curriculum with a vibrant range of enrichment activities. Care, guidance and support are good. Strong support is provided for vulnerable pupils and those with learning difficulties and/or disabilities. Though teaching is mostly good, sometimes teachers do too much of the thinking for their pupils and this means pupils are sometimes not challenged enough in working things out for themselves, particularly the most able. All teachers monitor pupils' progress carefully through an effective progress tracking system that is straightforward to use and easy for teachers to extract information.

Leadership, management and governance are good and united. They are quick to identify and tackle weakness and choose apt long-term supportive strategies. The school's evaluations of its effectiveness are accurate. Subject leaders monitor quality well. Governors hold the school to account for standards achieved and give ready and strong support to the school, but the school improvement plan is not sufficiently clearly focused and benefits for pupils are not always clearly signposted.

There has been good improvement since the last inspection and, taking into account the strong teamwork evident, the school has a good capacity to improve further.

## Effectiveness of the Foundation Stage

### Grade: 2

The Foundation Stage is good with some outstanding features. The focus on care and support, even before children start, means that children settle happily into the school routine. They achieve well, as a result of good and often great teaching. Staff have a shared understanding of the needs of young children and are developing into a very well-led strong team. Assessment is effective. Staff make good use of the space and much-improved resources both inside and outside. The accommodation is good. It includes a well-equipped outside play area but this is underused because there is no covered section to facilitate learning in wet weather. The plans in place demonstrate that the school has recognised this shortcoming and is taking appropriate action to bring about the needed improvement.

### What the school should do to improve further

- Make school improvement planning more focused on benefits for pupils.
- Implement the plans to provide a cover in the outdoor area to enable children in the Foundation Stage to engage in outdoor activities more often.
- Increase the opportunities for all pupils to think things out for themselves, and ensure that the more able are sufficiently challenged.

## Achievement and standards

### Grade: 2

Pupils achieve broadly average standards by Year 6, showing good progress and achievement overall. Children enter the Nursery with skills and abilities below those expected for their age. An increasing number enter with limited speech and language skills. Inspection evidence and school data show that they make good progress and the majority are now meeting the expected early learning goals by the time they enter Year 1. This was not the case in recent years when pupils were entering Year 1 with below typical standards. Standards at the end of Year 2 in 2007 showed a continuing decline to well below average. The school's response included significantly improved provision in the Foundation Stage. The positive impact is now moving through the Early Years. Inspection evidence shows current standards in Year 2 are broadly average, showing good progress and achievement for pupils whose starting points were below those expected for their age. Pupils are making the best progress in mathematics at all levels, from a particularly low start in calculation skills. The new system of support introduced this year to improve the standards attained by pupils who find learning difficult, and those who are vulnerable, is already successful. These pupils are now making good progress and achieving well from their starting points because the nurture groups and teaching assistant deployment support their learning very well.

## Personal development and well-being

### Grade: 2

Pupils' good personal development is a result of careful attention to their well-being. They come into school smiling and enthusiastic about the day ahead and say they feel safe. 'My child is happy and confident and thoroughly enjoying his school experience' a parent wrote. Pupils behave well in and around the school. They show good understanding of school procedures and other pupils' needs. Imaginative approaches have raised attendance to average levels. Pupils' spiritual, moral social and cultural development is good. This is supported well through

music and the arts, and by learning about life in China, Sweden and France. Understanding of British cultural diversity is less developed. Pupils learn how to conduct themselves sensibly, reinforced by an increasing understanding of right from wrong. Older pupils make a good contribution to the school and wider community through taking on tasks and responsibilities such as being school councillors or acting as reading partners for younger pupils. Pupils also raise significant funds for charity, and perform at various competitive festivals locally, often winning prizes in choral and public speaking. The school promotes healthy lifestyles well so that pupils understand how to keep fit. They engage in a very good range of physical and sporting activities. Their good personal development, together with the acquisition of basic skills provide a sound preparation for the next stage of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Most pupils make good progress in their learning because the teaching is good. Teachers share clearly with pupils what they are expected to learn. In the best lessons teachers encourage pupils to be involved in assessing the quality of their own work. Lessons are interesting and enjoyable because they proceed with good pace and teachers encourage discussion and cooperation. Interactive whiteboards are used well to provide a variety of stimulating resources which enhance learning. Teaching assistants make a valuable contribution to lessons, especially for pupils with learning difficulties and/or disabilities. Pupils' behaviour is well managed and the positive atmosphere encourages learning. Work is generally well matched to the pupils' abilities but in some lessons pupils are not given enough chance to work things out for themselves. The most able pupils are sometimes not provided with enough time for challenging tasks. This is because some class tasks do not move their learning on, and this slows their rate of progress. The school is in the process of reviewing its policy for marking pupils' work and in the best lessons clear verbal or written feedback gives pupils specific guidance on how to improve.

### **Curriculum and other activities**

#### **Grade: 2**

The school's good curriculum meets the needs of all its pupils, providing especially well for those who are vulnerable and find learning difficult. The school's Family Links Scheme, which supports vulnerable pupils and their parents, has a positive impact on attitudes to learning across the school. Counselling support for the most vulnerable pupils is doing much to raise self-esteem and build confidence for learning. The development of a themed curriculum helps the younger pupils make links between learning in different subjects. This is less well established for older pupils although some cross-curricular work is evident in planning and in some of the good work on display. The school is especially successful in enriching the curriculum through educational visits, music, French teaching and its cultural links with schools abroad, particularly in China. The comprehensive programme of personal, social and health education deals well with learners' social and emotional needs. Pupils enjoy the exciting range of well-attended after-school and lunchtime clubs. The sports clubs offer excellent coaching and make a significant contribution to pupils' physical development and progress.

## Care, guidance and support

### Grade: 2

Care, guidance and support are good and pastoral care is a particular strength. The emphasis on nurturing is reaping strong benefit in terms of pupils' personal development and academic progress. Vulnerable pupils or those with learning difficulties and/or disabilities are very carefully supported so that they want to come to school and enjoy their tasks and activities. Good links with the on-site children's centre and other agencies ensure that family liaison plays a strong part in helping pupils to gain from their time here. All required safeguarding and child protection measures are in place. The staff have worked successfully to put in place more effective systems to check whether children are meeting the targets set for their progress, a criticism of the last inspection. These good systems are beginning to make it easier to plan academic support for groups and individuals to meet their needs more sharply. Consistent and structured approaches to managing behaviour are successful, as are concerted efforts to improve attendance by making school an exciting and fun place to be.

## Leadership and management

### Grade: 2

This friendly and welcoming school owes much to the teamwork of its staff, moulded together skilfully by the headteacher, who develops talent and encourages innovation. A parent noted, 'The head and her team are very easy to approach and are willing to advise and solve any issues that arise.' The impact of senior leaders is especially apparent in the high levels of care and in pupils' enjoyment of school. Gains have also been made in achievement and standards and teaching and learning as a result of the efforts to reverse the decline in standards recorded for younger pupils. Governors are extremely well informed about the school and act as a forward-thinking critical friend. However, some policies are not reviewed frequently enough, and some documentation is not sufficiently succinct for easy use. One important example is the school improvement plan, which does not currently relate clearly enough to benefits for pupils. The school runs very smoothly on a day-to-day basis. It is not surprising that almost all parents voice their support for the school and its management.

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## Annex A

## 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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### 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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

9 May 2008

Dear Pupils

Inspection of Castledyke Primary School, North Lincolnshire, DN18 5AW

I know you will remember that a team of inspectors recently visited your school. We really enjoyed meeting you. This letter is to thank you for making us feel so welcome and to tell you what we found out about your school.

One of the things the school is good at doing is helping you to grow into friendly, very well-behaved and enthusiastic learners. You told us how much you like school and how well all the adults look after you and help you to learn. Your parents agree and we saw that this was true on our visit.

You work hard and the staff work equally hard to make your lessons interesting. We saw the exciting range of activities you take part in. As a result of your hard work you make good progress to be ready for your next school. You have a particularly good understanding of the importance of eating healthily and of how to keep yourselves safe and fit. We saw many examples of how well you care for one another and take on responsibilities in and around the school. Those of you who spend time in the nurture group receive really good support.

To help you to make even better progress we know that your teachers and governors have plans to provide an outside covered area so that the youngest children can work and play outdoors more often. We have asked the school to give you more opportunities to work things out for yourselves and give some of you harder work, as we think you could cope with more challenge. We agree with your teachers and governors that they need to make their plans for the future easy to understand and especially to show how you will benefit from their efforts.

I wish you well for the future.

Yours sincerely

Ruth McFarlane

Lead inspector