

# Castleford Three Lane Ends Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	108240
<b>Local Authority</b>	Wakefield
<b>Inspection number</b>	324731
<b>Inspection date</b>	22 April 2009
<b>Reporting inspector</b>	Jane Hughes

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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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 (total)	337
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Iveson
<b>Headteacher</b>	Mr Edward Price
<b>Date of previous school inspection</b>	20 February 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Methley Road Castleford West Yorkshire WF10 1PN
<b>Telephone number</b>	01977 723 065

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<b>Age group</b>	3–11
<b>Inspection date</b>	22 April 2009
<b>Inspection number</b>	324731

**Fax number**

01977 723 067

<b>Age group</b>	3-11
<b>Inspection date</b>	22 April 2009
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## Introduction

The inspection was carried out by two additional inspectors. Inspectors evaluated the overall effectiveness of the school, the effectiveness of the Early Years Foundation Stage and investigated the following issues: the successes of leadership and management, particularly in terms of pupils' achievement, their personal development and well-being and the care, guidance and support they enjoy; how effectively the school promotes rising standards, particularly in writing; and the consistency of teaching and learning. Evidence was collected from lesson observations, scrutiny of pupils' work, assessment, monitoring and tracking data, school documents and parents' questionnaires. In addition, there were discussions with the headteacher, governors, staff, pupils and parents. Other aspects of the school's work were not investigated in detail.

## Description of the school

This large school draws pupils from a mixed economic and social area. A larger than average proportion of pupils is eligible for free school meals. Almost all pupils are of White British heritage. One pupil in three has learning difficulties and/or disabilities. Increasingly, pupils of mainly Polish origin are joining the school and are at the very early stages of learning English. Some children from Traveller families also attend the school. The school has achieved many external awards, the most notable of which are Basic Skills Agency Quality Mark, Investors in People, Healthy Schools and Activemark. The school's Early Years Foundation Stage comprises a 52 place part-time Nursery that provides morning and afternoon sessions, and a Reception class. An on-site, private provider runs a breakfast club, wraparound care, an out-of-school club and a holiday club. The provision was not part of this inspection.

## 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 with outstanding features. Driven by outstanding leadership from the headteacher, the school has improved well since its last inspection and provides good value for money. Along with stable staffing, regular support from well informed governors and excellent partnerships with parents, these elements all signpost the school's good capacity to improve further. Parents sum up their overwhelmingly positive views of the school with comments such as 'a perfect stepping stone for any child to better themselves' and 'excellent all round'. They also comment on the 'exceptional help and care' for pupils with learning difficulties and/or disabilities in this inclusive school.

Achievement is good and pupils make good progress irrespective of ability, age or background. From well below average starting points, pupils make good progress through the Early Years Foundation Stage and onwards through Years 1 and 2. Pupils' attainment is still below average in writing by the end of Year 2 but is broadly average in reading and mathematics. By the end of Year 6, pupils' work and the school's most recent assessment data reflect above average standards in English, mathematics and science. The school's strong focus on mathematics since the last inspection has helped pupils to achieve consistently very well in this subject. Pupils' achievement in English has fluctuated in the past, mainly due to inconsistencies in the teaching of writing. A programme of training and support for staff in teaching writing skills is eliminating inconsistencies across the school, although some still remain, as evidenced in the school's own monitoring. Pupils with learning difficulties and/or disabilities achieve well because of teachers' scrupulous monitoring of their progress. Skilful teaching assistants use well conceived support programmes to work very effectively with individuals or small groups of pupils to ensure that they engage fully in their learning and make as much progress as their peers. Regular support from a native Polish speaker helps newly arrived pupils of Polish heritage to settle in quickly, achieve well and to make the most of their time in school.

Improvements in pupils' achievement and standards are a direct consequence of key changes to the school's assessment, monitoring and tracking systems introduced by the headteacher. These are now of a high quality and produce a wealth of very accurate information about what each pupil knows, understands and can do. Teachers use this information successfully as they plan work to match the needs of individual pupils in their classes. Teaching and learning are good. Teachers ensure that daily activities generally offer pupils of all abilities just the right levels of challenge. Lessons proceed at a brisk pace as teachers motivate pupils to move on quickly in their learning. There is an increasing proportion of outstanding teaching throughout the school and this fires pupils with enthusiasm for their learning. In some lessons pupils were so absorbed in their learning they did not realise it was playtime and audible groans could be heard when the teacher brought the activity to an end.

The curriculum is outstanding. Innovative curriculum development ensures that pupils enjoy increasingly practical tasks that engage the interest of all and cement links between subjects. The school has been very successful in promoting boys' ready involvement in their learning by tailoring topics, projects, additional activities and the renewed book stock to capture their interest. The successful integration of information and communication technology to the curriculum adds an additional dimension to many lessons and pupils are thoroughly familiar with using interactive whiteboards and laptop computers to extend their learning. Many pupils learn to play a musical instrument and there are plentiful opportunities to participate in extra-curricular sport and other activities. These supplement the school's very strong focus on

promoting pupils' awareness of the importance of healthy and safe lifestyles through a well developed programme of personal, social and health education, along with input from community health workers and the school's cook.

Pupils' outstanding personal, spiritual, moral, social and cultural development ensures that they are developing into respectful, sensitive and useful citizens of the future. Of particular note is pupils' interest in the different cultural backgrounds of their peers. The school goes to great lengths to ensure that everyone is able to appreciate the differing nuances of multicultural Britain and pupils talk knowledgeably about the differing lifestyles of families within their own school and local community. They also have a growing global awareness and understanding of world religions and festivals. Pupils' exemplary behaviour ensures that the school is a happy and orderly community. Pupils are keen to take responsibility and to improve the quality of life in school for others through their roles as, for example, 'peer supporters', recycling monitors or gardeners. They are keen to raise funds for local, national and international charities and eagerly participate in community events such as Castleford Heritage week. The attendance records of most pupils are good. The school forges positive links with Traveller family support services and pupils from Traveller families attend school as often as possible.

Very strong links with parents and outside support agencies enhance the provision for all pupils. There is sensitive support for pupils with a range of learning difficulties and/or disabilities and from various backgrounds and cultures. The school's leadership promotes community cohesion and equality of opportunity well and shows similar regard for the elimination of discrimination. Differences here are acknowledged as a reason for celebration and this approach is reflected in the many displays around school. These create key links for pupils as they see themselves portrayed on huge photoboards around school, increasing their self-esteem. Colourful displays reflect key elements of the various communities that make up the school, with Polish language posters alongside photographs depicting important Traveller family activities.

Staff provide high-quality pastoral care and personal support to pupils and this helps them to settle in quickly and to feel safe. There are appropriate procedures in place to safeguard pupils. Academic guidance is equally strong at all levels so that the tracking of pupils' progress, teachers' marking, and their reporting to parents, combine successfully. Pupils are clear about their individual targets and know what they need to do to improve their work. Parents are fully involved in their children's learning and teachers have a very clear overview of pupils' progress and what they need to learn next. Pupils with learning difficulties and/or disabilities receive appropriate daily support through individual learning programmes and the information from these is used well by teachers in lessons.

Leadership and management are good overall. The headteacher has established a strong team of senior leaders who work well together and provide excellent models for middle managers and subject leaders to emulate. As a result, leaders at all levels provide outstanding direction for the school and ensure that improvement remains a key priority for everyone in school. The large school staff team works well together, ensuring effective communication so that information is shared well throughout the school. Governors are conscientious supporters of the school's development. They have a very clear understanding of the school's priorities and take a keen interest in every aspect of the school's work, helping to shape future plans.

There are regular opportunities for parents to attend popular 'family learning' courses and parents agree that these provide them with valuable experience in how the school teaches literacy, for example. They particularly appreciate the time they spend with their children in daily 'morning work' as this helps them to feel regularly involved in what their children are

learning. The school pays close attention to the opinions of parents and carers and changes some aspects of its provision as a result of parental requests. For example, porches have been erected outside school and an A to Z handbook produced for parents of children in Reception. Parents report that their children enjoy school very much and pupils confirm that they would 'rather be here than anywhere else' because 'this is a nice place to be'.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Children typically join the Nursery with skills well below those expected for their age, particularly their communication, language, literacy, mathematical and social skills. By the end of Reception, although their skills are below the national average, particularly in writing, children have made good progress. Strong links with parents and other early years settings ensure that children experience first-class continuity in their care. Staff give children time to settle in and to develop at their own pace while also ensuring that their individual needs are quickly identified and their abilities developed. The large, interactive notice board in the entrance to the Early Years Foundation Stage captures parents' interest as they check how and what their children are doing and look at the eye-catching photographic storyboards. The welcoming learning environment, particularly inside, engages children's curiosity and they clearly enjoy their time at school. They behave well and cooperate happily. Staff use questioning very well to challenge children and extend their speaking and listening skills through good-quality opportunities for constant dialogue. As children move through Reception, they give more extended answers to adults' questions, although they still demonstrate a lack of confidence in using language and some delays in their speech development. Children have daily access to indoor and outdoor provision but the activities available outside are sparse, lacking in imagination and do not exploit the space available to best effect. As a result, there are too few links between activities and learning opportunities inside and outdoors. All aspects of young children's welfare needs are outstandingly well addressed by the caring and knowledgeable staff. The Early Years Foundation Stage is well led and managed. The environment is calm, secure and welcoming to young children. Parents value the challenge and nurture their children receive during their time here and the security offered by children's key workers. A typical view is expressed in the comment that young children here 'grow in confidence from day-to-day'.

### **What the school should do to improve further**

- Raise standards in writing.
- Improve the quality and range of outdoor learning activities in the Early Years Foundation Stage.

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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?	1
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

## Personal development and well-being

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

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

## 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	1
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 eliminated	2
How well does the school contribute to community cohesion?	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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Inspection of Castleford Three Lane Ends Community Primary School, Castleford, WF10 1PN

Thank you for your warm welcome when we inspected your school. My colleague and I enjoyed our day with you and it was good to chat to many of you and listen to your views about your school. I am writing to you to tell you what we found out during the day. As you are all concentrating on using 'wow' words at the moment, I shall try to include some in this letter, so I hope you can spot them!

We judge that your school is a good school with outstanding aspects. These include everyone's first-class personal development. We were especially impressed by your exemplary behaviour and the respectful interest you show in other cultures and communities. You are extremely fortunate that all the adults provide you with excellent care, guidance and support as these help you to achieve well, particularly in your numeracy work. You told us that your lessons are fun and we agree that your teachers create a very lively curriculum for you. It was a pleasure to walk around the corridors and classrooms and see the dazzling displays, exotic artwork and personal photographs that illustrate beautifully all your varied activities. The candlelight and soothing classical music in some lessons provide an inspirational atmosphere to help you create your 'strange worlds' during literacy sessions, for example.

One of the reasons for our inspection visit was to see what your school could do better. We have asked your teachers to help you reach higher standards in your writing. (We know you are already trying hard with this, so keep up your good efforts). We have also asked that children in the Nursery and Reception classes have more stimulating activities to enjoy outside.

We hope you harvest a mouth-watering crop of vegetables this summer and that you enjoy eating them together.