

Burnley Casterton Primary School

Inspection report

Unique Reference Number	119219
Local Authority	Lancashire
Inspection number	339381
Inspection dates	13–14 January 2010
Reporting inspector	Garry Jones HMI

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

Type of school	Primary
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	266
Appropriate authority	The governing body
Chair	Rev Ian Watts
Headteacher	Mrs Maggie Crooks
Date of previous school inspection	9 November 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 19 lessons, reviewed samples of pupils' work and held meetings with governors, senior staff and groups of pupils. They observed the school's work, and looked at documentation that included assessment data, records of monitoring and evaluation, school policies, particularly with regard to safeguarding, and analysed 124 parental questionnaires.

- the progress and attainment of pupils, particularly in Key Stage 2
- the effectiveness of teaching and assessment in raising standards
- the extent to which the curriculum meets the needs of all pupils
- the impact of leadership and management in bringing about improvement.

Information about the school

The school is slightly larger than average and serves a wide area in the north of Burnley. The proportion of pupils eligible for free school meals is well above that found nationally. The school has a higher than average proportion of pupils from minority ethnic groups and the proportion of pupils who speak English as an additional language is over twice the national average. The number of children with special educational needs and/or disabilities is well above average, but the number of pupils with a statement for special educational needs is below the national average. When it was last inspected the school was given a notice to improve because it was performing significantly less well than it could reasonably be expected to do. The school has achieved Investors in People status and a number of local authority excellence awards for good practice.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. This is an improving school. It provides a caring environment in which pupils are happy. Pupils are keen to attend school and behaviour is very good in lessons and around the school. Pupils are polite and courteous to each other and to visitors. A few pupils were concerned about behaviour, but most pupils report that misbehaviour is dealt with well and that there are very few incidents of bullying. Pupils feel safe in school and know that there is someone to turn to if they need help. The care and guidance provided in the school is good and contributes much to the good personal development of the pupils. The work of a dedicated team of specialist support staff together with effective links with a wide range of external agencies, ensure that the most vulnerable pupils are well supported.

After a good start in the Early Years Foundation Stage pupils make satisfactory progress and some make good progress during their time at school. This represents significant improvement since the previous inspection. Although attainment remains low, reflecting previous underachievement, it is improving well. Teaching is satisfactory overall, but there is a proportion of good teaching. When teaching is satisfactory the planned activities do not always match pupils' abilities sufficiently closely to allow pupils to make good progress. In some of these lessons, teachers talk for too long and pupils are not given sufficient time to work independently on tasks. In contrast, in good lessons learning is well planned, with interesting and challenging tasks that engage the pupils, who consequently work at a brisk pace and make good progress. In some lessons, good use is made of short-term targets that ensure pupils know what they should focus on to improve their work, but this practice is not consistent across the school.

The curriculum is sound. It is enriched by a series of creative activities that link together subjects and provide stimulating learning activities for pupils. However, there is no plan to integrate these into the curriculum to ensure that all pupils access these valuable opportunities to develop their skills in literacy, numeracy, and information and communication technology (ICT) in an exciting and creative manner.

The headteacher and the senior leadership team are committed to improving the school. They have planned carefully to address the weaknesses identified in the previous inspection and have brought about improvement. This careful planning and self-evaluation that is broadly accurate, together with the progress made, illustrate that the school has satisfactory capacity for further improvement.

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What does the school need to do to improve further?

- Raise attainment by ensuring that teachers consistently provide pupils with:
 - short-term targets related to aspects of their work that pupils need to improve
 - activities that match their abilities and allow them to make good progress
 - sufficient time for pupils to work independently.
- Integrate the creative learning projects into the curriculum in a way that ensures they are an entitlement to all pupils and support the development of the skills of literacy and numeracy.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils' achievement is satisfactory. School assessment records show that the inadequate progress identified in the previous inspection has been eradicated. In lessons, pupils make satisfactory progress and some make good progress. Pupils from minority ethnic backgrounds achieve as well as other pupils as do those with special educational needs and/or disabilities. Pupils show interest in their work and almost all are keen to do well. They behave well and apply themselves to their work steadily, although the pace of their work is, at times, not sufficient to allow them to make good progress. When they are presented with stimulating work that engages their interest fully, pupils respond well and show that they can work independently with enthusiasm. They are particularly keen when they are tackling practical tasks. Pupils are able to work together in groups helping each other to overcome problems. This reflects their well-developed social skills. Pupils communicate with each other and with adults confidently. Their basic skills, including their ability to communicate and to use ICT, provide a sound preparation for the next stage of their education. Pupils enjoy coming to school and say that they feel safe. They are proud of their school and willingly take on positions of responsibility. They are also keen to contribute to the wider community through charity fund-raising. They have a good understanding of how to stay healthy and are keen to participate in physical activities. Their social, moral, spiritual and cultural development is good. Pupils from different cultural backgrounds show respect for each other and this produces a harmonious community.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Please turn to the glossary for a description of the grades and inspection terms

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is satisfactory overall, but there is a proportion of good teaching across the school. There are very good relationships between teachers and pupils. Behaviour is managed well. Where teaching is satisfactory, lessons are carefully planned but activities do not always enable pupils to make good progress. At times, this is because tasks do not challenge pupils sufficiently or are a little too difficult for some.

Opportunities for independent work are not developed sufficiently. The effective deployment of teaching assistants provides effective support for pupils with special educational needs and/or disabilities. Where teaching is good there are precise learning objectives and activities are well planned to engage pupils' interest. Teachers use questions well to assess understanding and to challenge pupils to extend their learning. Assessment is satisfactory. There are challenging targets for pupils in English and mathematics and progress against these is assessed regularly. This information is used well to identify pupils that require additional support for learning. The use of short-term targets that give pupils a clear understanding of what they must do to progress, is inconsistent. Pupils are not always aware of what they need to do to improve.

The curriculum provides a broad experience that satisfactorily meets the needs of the pupils. It has been enriched by a series of projects that focus on developing creativity and establishing links between different subjects, for example, mathematics and music. These are yet to be developed into a coherent programme that is available to all pupils. Weeks where particular themes are followed also enrich the curriculum. There is a good range of visits and extra-curricular activities.

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The care and guidance are good and represent strengths of the school. There are strong induction systems for pupils entering the school and they settle quickly. There are effective systems for pastoral support on a daily basis. Staff know the pupils well and are keen to provide any additional support required. Teaching assistants provide effective help for pupils with particular needs. The small number of pupils who attend the before and after-school club are looked after well. Attendance is monitored closely and support is provided for pupils at risk of poor attendance. An extended team of specialist staff meet well the needs of the most vulnerable pupils. Effective links with external agencies are also used well to provide additional help when required.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

There is commitment to improvement that is shared by the senior leadership team, teachers and governors. There has been a clear focus on addressing the issues identified by the previous inspection through a clear improvement plan and this has been successfully implemented. Systems have been developed to monitor accurately the progress of pupils and the quality of teaching and learning. The role of subject leaders in this work is developing. The success of this plan is seen in the satisfactory outcomes for pupils and the satisfactory teaching and curriculum. At the same time the strengths of the school have been maintained. There is a focus on the development of all pupils and appropriate attention is given to promoting equality of opportunities, resulting in all groups achieving equally well. Staff and governors are aware of the diverse community that the school serves. The development of community cohesion within the school is well established, but the school is at an early stage in contributing to community cohesion in the wider community. Safeguarding of pupils conforms to government requirements and is good, with a clear focus on ensuring the health and well-being of all pupils. The governing body is supportive and is developing its role in evaluating the work of the school and contributing to the process of self-evaluation.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate	
Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children in the Early Years Foundation Stage enter the school with skills that are well below those typical for their age. They settle in well and good relationships are established with each other and with the staff. The unit provides a safe learning environment in which children are keen to learn. Staff plan a good range of learning opportunities, making effective use of the space within the unit and outside. There is a good balance between teacher-led activities and independent learning. Planned activities take good account of children's ongoing assessment. As a result, children make good progress and enter Year 1 with skills that are within the range expected for their age. The provision is very well led and managed.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Most parents who responded to the parental questionnaire were supportive of the school and valued the provision for their children. A very small minority had concerns that the school did not keep them sufficiently well informed about their child's progress, did not help them to support their children and that their children were not making sufficient progress. Inspectors agree that sharing the pupils' targets with parents would make them better informed and that there is scope for the school to provide more

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advice to parents on how to support their child. Inspectors also agree that in the past some pupils' progress was insufficient, but note that progress for the large majority is now at least satisfactory. A further issue raised was that the school did not take sufficient account of the views of parents. Inspectors found no evidence to support this view in that the school's plan to inform parents of the child's targets was in response to parental request.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Burnley Casterton Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 124 completed questionnaires by the end of the on-site inspection. In total, there are 266 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	73	58	47	38	5	4	0	0
The school keeps my child safe	78	62	44	35	1	1	0	0
The school informs me about my child's progress	49	39	63	50	12	10	0	0
My child is making enough progress at this school	44	35	67	54	12	10	1	1
The teaching is good at this school	54	43	58	46	10	8	2	2
The school helps me to support my child's learning	55	44	58	46	9	7	0	0
The school helps my child to have a healthy lifestyle	54	43	68	54	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	43	34	65	52	5	4	0	0
The school meets my child's particular needs	44	35	73	58	5	4	1	1
The school deals effectively with unacceptable behaviour	53	42	58	46	7	6	1	1
The school takes account of my suggestions and concerns	39	31	66	53	13	10	1	1
The school is led and managed effectively	56	45	57	46	9	7	2	2
Overall, I am happy with my child's experience at this school	58	46	59	47	6	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



15 January 2010

Dear Pupils

Inspection of Burnley Casterton Primary School, Burnley, BB10 2PZ

You may remember that I recently visited your school with two colleagues to carry out an inspection. Thank you very much for being willing to talk to us about your work and to share your views of the school. I am writing to tell you our findings.

We judge that your school has improved since the last inspection and that it now provides you with a satisfactory education. You are making satisfactory progress in your lessons and the standards of your work are improving, although these are still below what we normally see in schools. Your teachers are planning sound lessons for you and some of the lessons are good. The subjects and the activities that the school plan for you are satisfactory.

The teachers and the other staff at the school know you well and they provide good care so that you can develop your personal skills and attitudes well. As a result, your behaviour is good and you know how to stay healthy and safe. You make a good contribution to the school by taking on positions of responsibility.

The headteacher with her senior colleagues and the governors, keep a careful eye on how well the school is performing and are determined that it will improve further. We have asked them to do a number of things to improve the school. We want all the teachers to make certain that you all know what you have to do in order to improve your work. We have also asked them to plan activities that are at the right level of difficulty and challenge you to make good progress. We also want them to give you enough time in each lesson to work independently on those tasks. We have asked the headteacher to work with her colleagues to include the exciting creative projects into the curriculum so that you all have a chance to experience these.

You can help the school to improve by continuing to work hard and to tell your teachers about the activities that help you to learn best.

Best wishes for the future.

Mr Garry Jones

Her Majesty's Inspector

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