

# Castlefields Primary School

## Inspection report

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<b>Unique Reference Number</b>	123432
<b>Local Authority</b>	Shropshire
<b>Inspection number</b>	340339
<b>Inspection dates</b>	14–15 December 2009
<b>Reporting inspector</b>	John Horwood

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 of pupils on the school roll</b>	220
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Bob Bibby
<b>Headteacher</b>	Miss Rachel Stokes
<b>Date of previous school inspection</b>	9 May 2007
<b>School address</b>	Castlefields Bridgnorth Shropshire
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## Introduction

This inspection was carried out by three additional inspectors. They visited 14 lessons and held meetings with governors, staff, parents and groups of pupils. They observed the school's work and looked at a range of documents, including pupils' work, school policies, progress records, minutes of meetings and 69 parent questionnaire responses.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress currently being made throughout the school including those with special educational needs and/or disabilities
- whether there is a consistent variation between the attainment of boys and girls
- what is being done to improve the quality of teaching
- the impact of the school's work on community cohesion.

## Information about the school

This is an average size primary school where almost all pupils are from White British backgrounds. The percentage of pupils eligible for free school meals is lower than average. The school has a below average proportion of pupils who have special needs and/or disabilities, the majority having specific learning difficulties or physical disabilities. Early Years Foundation Stage provision is provided in a Reception class and a Nursery. Among the awards obtained are the Activemark and Healthy School status.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Castlefields provides its pupils with a good education. Children currently enter the Early Years Foundation Stage with expected skills for their age. Standards attained by the end of Year 6 vary according to pupils' starting points and in 2009, pupils reached broadly average standards from their lower attainment on entry. All pupils make good progress due to good teaching, supported by a learning environment where pupils say they feel safe and enjoy their work as a result of very good relationships with teachers and each other. They also develop good personal and social skills.

Most lessons seen during the inspection were good and none were inadequate. Teachers plan their lessons well to make them interesting with good quality resources and good use of information and communication technology to help motivate pupils. In the better lessons, good pace and challenge for all pupils aids their learning. In a few other lessons teachers do not make good use of the assessment information they have about what pupils already know to match the work to the varying needs within the class. As a result opportunities can be missed to push more-able on at a faster rate. Marking of pupils' work is regular and pupils confirm that they get good advice on how to improve. They do not, however, know how well they are doing because they are not given sufficiently clear targets to enable them to compare their performance to what is expected.

The leadership and management of the school are good. Self-evaluation is rigorous and leaders accurately identify the strengths and areas for development in the school. There has been a clear focus on improving teaching to raise standards and although the use of assessment data in the classroom is still variable it is steadily improving as a result of training. The development of the 'forest classroom' has had a significant impact on both enjoyment and learning. Continuing improvement in pupils' progress also demonstrates that the school has a good capacity to improve further. The school is harmonious and has good involvement with the local community. However, pupils have few opportunities to share experiences with those from other communities around the country and so develop a greater understanding of cultural diversity.

## What does the school need to do to improve further?

- Improve pupils' learning by
  - making consistent use of assessment data to ensure activities are always matched to pupils' abilities, particularly for the more-able
  - using targets effectively to ensure pupils understand how well they are doing and how to improve.

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- Establish more links with other education and faith establishments to develop pupils' understanding of other communities nationally.

**Outcomes for individuals and groups of pupils****2**

All pupils make good progress from their starting points as a result of help from the teacher and the teaching assistants. The school's tracking data shows that all year groups are making similar progress over time. There are no significant variations in achievement in different subjects. There are temporary differences in progress made between boys and girls in some year groups but there is no consistent school-wide trend. Pupils with special educational needs and physical disabilities make good progress because of the additional support they get. The most-able pupils make slightly slower, though still good, progress overall. All pupils are well-prepared for their future well-being because of their good understanding of key skills including information and communication technology.

Pupils achieve well in the classroom and say they enjoy their learning in all subjects. They particularly like practical activities and the 'forest classroom'. For example, in a good Year 1 lesson pupils really enjoyed the excellent opportunity to work in a natural environment and concentrated very well on the challenging and interesting activities to enhance their construction skills. Pupils work well together and listen to each others' contributions. Their behaviour is good, both in and out of lessons. They say bullying is rare but dealt with effectively by staff. There have been no exclusions in recent years. Attendance is above the national average.

Pupils take care of themselves and each other in all their activities. They adopt healthy lifestyles by eating healthy food and participating well in sport. They make a good contribution to the school community through the school council and by helping in classrooms. They interact well with the local community and they were enthusiastic in their preparation for their concert to be attended by families and other people from outside the school. Pupils' multicultural understanding is a relative weakness within their good overall spiritual, moral, social and cultural development.

*These are the grades for pupils' outcomes*

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

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

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

**How effective is the provision?**

Teachers demonstrate good subject knowledge and skilful behaviour management. They have very good relationships with pupils and ensure that progress is good in the vast majority of lessons. Teaching assistants provide good support throughout the school. In the few less effective lessons the content lacks fine tuning to challenge the most able pupils and teachers' use of assessment data to ensure activities are always matched to pupils' abilities is inconsistent. Not all teachers set targets effectively to ensure pupils understand how well they are doing and how to improve. A good curriculum caters well for all pupils, including those with special educational needs and/or disabilities. It provides pupils with a secure grounding in subjects and includes topics to link learning across subjects and to motivate pupils. There is a good focus on encouraging healthy lifestyles and pupils all learn French. They enjoy a good range of clubs and activities, which are well supported. Pupils really enjoy the opportunities provided by visits to the theatre and to the activity centre at Barmouth. Though target-setting for academic subjects is a weaker area, good arrangements are in place to guide and support pupils in their personal development. Sensitive and well-focused support is given to those who need extra help, including those with special educational needs and/or disabilities. Good procedures are in place to encourage good behaviour and maintain the above average attendance. Transition arrangements between the key stages and into the secondary school are very effective. Pupils say they are given good information and feel confident about the move.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher has an accurate view of provision in the school and provides good leadership. Leaders are well supported in their drive and vision by all staff. Rising standards are being achieved through supporting teachers in developing their teaching skills whilst enabling them to plan jointly and share best practices. The school development plan is focused clearly on raising standards. All levels of management are involved in monitoring pupils' progress and outcomes through progress reviews that also identify where additional support is needed. Resources are well managed and good value for money is demonstrated by pupils making good progress. The school's work to promote equal opportunities and avoid discrimination ensures there is no significant underachievement by any groups of pupils. There is a strong commitment at all levels to ensure all pupils make the progress they should and fully participate in school life. There are good links with the secondary school to support curriculum provision and external agencies provide good support for the well-being of pupils. There are few links to local businesses at the present time.

Governors are experienced and provide good support and challenge. They understand what needs to be done in the school and have an effective partnership with the leadership team. The effectiveness with which the school promotes community cohesion is satisfactory. Senior leaders have a good understanding of the local community and have identified what needs to be done to increase pupils' understanding of the world around them. Although there are already some international links in place the plans to develop effective national links are at an early stage. Safeguarding procedures are well developed. All the required checks on adults who work in school have been made and diligently recorded. The school has been awarded the 'Safer School' status and staff are vigilant in their supervision of pupils using the shared grounds with the secondary school.

*These are the grades for leadership and management*

<p><b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> Taking into account: The leadership and management of teaching and learning</p>	<b>2</b>
	2
<p><b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b></p>	<b>2</b>

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

The coordinator leads the Early Years Foundation Stage well and has ensured that good relationships exist with staff, parents and children. There are strong links with parents and carers and with Year 1 to help children settle and then move into the main school. Progress, which is regularly monitored is good as a result of good teaching. Children benefit from a good range of resources. They make good use of the forest classroom to extend their learning. Learning in the classroom is linked to that experienced outdoors to reinforce the children's understanding. Adults provide a broad range of activities to promote all areas of learning. Planning takes good account of children's differing needs. There is a good balance of adult-directed and child-initiated activities in both the Nursery and Reception. Occasionally during free choice activities a few children lose concentration and sometimes in class there are missed opportunities to let pupils talk at more length. Assessment information is used well to modify plans to meet individual needs.

Behaviour is good. All groups of children are happy, play and learn well together in a safe and caring environment. Their social skills are well-developed. Staff know the children well, are aware of any specific needs and all procedures to support the welfare of children are fully in place.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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



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

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Parents and carers are generally very happy with the school. A small minority have concerns over the information they receive about their child's progress and about the way the school deals with inappropriate behaviour. These concerns were investigated and inspectors identified that improved target-setting would help parents understand how well their children are doing. They also concluded that whilst there is a group of pupils who can provide challenging behaviour the school is doing all it reasonably can to manage this. Many parents wrote individual supportive comments and a few had individual concerns which then formed part of the inspection process.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Castlefields 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 69 completed questionnaires by the end of the on-site inspection. In total, there are 220 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	57	24	35	3	4	0	0
The school keeps my child safe	35	51	30	43	2	3	0	0
The school informs me about my child's progress	21	30	38	55	8	12	1	1
My child is making enough progress at this school	27	39	40	58	1	1	0	0
The teaching is good at this school	31	45	34	49	1	1	0	0
The school helps me to support my child's learning	25	36	30	43	6	9	0	0
The school helps my child to have a healthy lifestyle	27	39	37	54	3	4	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)	32	46	26	38	4	6	0	0
The school meets my child's particular needs	33	48	29	42	4	6	0	0
The school deals effectively with unacceptable behaviour	20	29	36	52	5	7	4	6
The school takes account of my suggestions and concerns	19	28	39	57	3	4	2	3
The school is led and managed effectively	22	32	38	55	2	3	3	4
Overall, I am happy with my child's experience at this school	32	46	32	46	2	3	2	3

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



16 December 2009

Dear Pupils

Inspection of Castlefields Primary school, Bridgnorth, WV16 5DQ

Thank you for welcoming us and helping us when we came to your school. We really enjoyed visiting you and seeing you learning and playing together. Your school is giving you a good education. There are many things we admired about it and these are a few of them:

- you make good progress as a result of good teaching
- you behave well and told us how much you enjoy school
- you have very good relationships with your teachers and with each other
- you have a good understanding of how to keep safe, fit and healthy
- all the staff look after you and care for you well.

There are a few things we have asked the school to do to make it better. They are:

- make sure that the work they give you to do always matches your ability and supports your learning
- make better use of target-setting so that both you and your parents/carers know how well you are doing compared to what you should be aiming for
- develop links with schools and communities beyond the local community to give you a greater understanding of life around Britain.

You can help by carrying on working hard and helping your teachers.

Yours sincerely

John Horwood

Lead Inspector

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