

Castle View Primary School

Inspection report

Unique Reference Number	131776
Local Authority	Derbyshire
Inspection number	341221
Inspection dates	8–9 March 2010
Reporting inspector	John Horwood

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	163
Appropriate authority	The governing body
Chair	Mr Phil Askham
Headteacher	Mr Peter Hooper
Date of previous school inspection	10 October 2006
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Introduction

This inspection was carried out by three additional inspectors. One third of inspectors' time was spent looking at learning in the classroom. Inspectors visited 12 lessons and observed five teachers. They held meetings with governors, staff 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 the questionnaire responses of 28 parents and carers.

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

- whether the teaching is consistently good and leading to improved progress
- the effectiveness of the school assessment systems at predicting outcomes
- whether the revised curriculum supports both pupils with special educational needs and/or disabilities as well as the more able pupils.

Information about the school

This is a smaller than average size primary school where all pupils are taught in mixed age classes. The majority of staff have joined the school since the last inspection. Almost all pupils are from white British backgrounds. The percentage of pupils eligible for free school meals is much higher than average. The school has an above average proportion of pupils who have special needs and/or disabilities. The largest group of these have difficulties associated with communications and literacy. The Early Years Foundation Stage provision is in one Reception class and one Nursery class. A breakfast club, managed by the governing body, is provided each morning.

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

Castle View Primary School provides its pupils with a good education. Attainment levels throughout the school are rising as a result of good progress made by all pupils.. By the end of Year 6 attainment is broadly average in all key subjects and this represents good progress by pupils from their lower than expected starting points. Teaching is good and pupils say they enjoy their work as a result of good relationships with teachers and each other. Pastoral care is good and this contributes to the pupils' view that they are safe in school. The overall outcomes for pupils are good including their behaviour and their spiritual, moral and social development. Their cultural development is only satisfactory because although they learn about other faiths and cultures through the curriculum they have very limited direct experience of them. Most pupils attend school regularly and eagerly but a small minority do not. Action taken by the school to improve attendance has been effective and has improved it from low to average.

The leadership and management of the school are good and pupils were enthusiastic about the improvements over recent years. Improved systems to monitor progress have enabled teachers to plan their lessons to meet the needs of all pupils. Leaders regularly monitor the effectiveness of strategies they put in place to raise standards. Their assessment systems had accurately predicted the 2009 results and records demonstrated that they had put in effective support for those pupils who needed help. These outcomes demonstrate that the school has a good capacity for sustained improvement. Leaders' self-evaluation accurately identifies the strengths and areas for development in the school.

Teaching seen during the inspection was consistently good. Teachers plan their lessons well to make them interesting. In all lessons work is well matched to pupils' ability so that they all make the same good progress. Strategies such as small group teaching and booster groups are well used to encourage all groups of pupils to make as much progress as they should. This includes the more able pupils who are given more challenging work in lessons. Marking of pupils' work is regular and pupils say they get good advice on how to improve. Pupils know their targets and are becoming increasingly involved in assessing their own progress to help them become more independent in their learning. Use of target setting is well established in numeracy but at an earlier stage of development in literacy and science. The curriculum is good with a creative approach to improve motivation and ensures good provision for both those with special educational needs and/or disabilities as well as those who are more able.

Provision in the Early Years Foundation Stage is good but currently analysis of assessment data to inform planning and define progress is underdeveloped.

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What does the school need to do to improve further?

- Raise attainment by:
 - ensuring consistent use of target setting in English, mathematics and science
 - building on the good progress pupils are currently making.
- Provide more opportunities for pupils to experience direct contact with those from other communities and faiths.
 - Work with parents to increase attendance.
- In the Early Years Foundation Stage there should be a greater analysis of assessment data to inform planning and define progress.

Outcomes for individuals and groups of pupils

2

Achievement is good, with no significant variations across the areas of the school's work. During the inspection, pupils learnt well because lessons were made interesting and kept them on task by effective questioning sessions and a good variety of short activities. An example of pupils making very good progress was in a mixed Year 1 and Year 2 mathematics lesson where pupils were set challenging practical activities about volume, capacity and weight which allowed them to successfully develop their investigational skills. Pupils with special educational needs and/or disabilities make good progress overall. Much of this good progress is because of the effective focus on developing communication and literacy skills as early as possible. All pupils are satisfactorily prepared for their future well-being because of their sound knowledge of key skills, including information and communication technology, supported by their good personal skills and average attendance. The few who do not attend well enough do make steady progress but poor attendance hampers better attainment and progress. Most pupils say they enjoy their learning in all subjects because lessons are fun. Pupils work well together and listen to each other's contributions. Their behaviour is good both in and out of lessons ensuring that all pupils can learn and enjoy school. They say bullying is rare but dealt with effectively by staff. Pupils adopt healthy lifestyles by eating healthy food and participating in sport, reflecting the school being awarded the Activemark. They make a good contribution to the school community through the school council and by undertaking responsibility in class and around the school and through their thoughtful behaviour. They interact well with the local community through activities with other local schools and community groups. Spiritual, social, moral and cultural development is good overall but cultural awareness is the weakest element because pupils have limited direct contact with pupils whose backgrounds are different to their own.

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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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	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
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?

Within the classroom, pupils benefit from good teaching supported by a good curriculum. Teachers demonstrate good subject knowledge and skilful classroom management, and are strongly focussed on enabling all pupils to learn well by matching the work to their ability. Teaching assistants provide good support throughout the school. This is evident in numeracy lessons where the teaching assistants work closely with the lower ability pupils to enable them to answer questions during the class teaching session.

The curriculum caters for all pupils, including those with special educational needs and/or disabilities. The provision of a creative curriculum to make learning interesting is already well developed although there has been insufficient time for it to be fully effective. There is a good focus on developing self-esteem and literacy and communication skills. There are currently limited opportunities to promote community cohesion through the religious education curriculum.

The curriculum is supported by visitors, for example from the local community. There is a good range of well attended extra-curricular clubs and educational visits. Pupils described with excitement the residential trip to Whitehall activity centre as well as shorter local trips. Good procedures are in place to encourage high standards of behaviour. Transition arrangements with the secondary schools are good and pupils say they are well prepared. The pastoral care in the school is good, with all staff strongly committed to the concepts of equal opportunities and that every child matters. All aspects of care and health and safety are well addressed. One pupil said, 'My school is a healthy and happy one and keeps me safe'. The school is aware of difficulties which

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arise due to the location of the dining room and also sharing the site with the children's centre but provides satisfactory supervision. The breakfast club provides good extended care for pupils and helps them to make a settled start to the day.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher provides very good leadership. Leaders are well supported in their drive and vision for improving the school further by enthusiastic staff at all levels. All levels of management are involved in monitoring pupil progress and identifying where additional support is needed. Resources are well managed and good value for money is demonstrated by the good outcomes for pupils.

The school's good work to promote equal opportunities and avoid discrimination ensures there is no significant underachievement by any groups of pupils. Leaders are helping to make sure that attendance is rising to aid equal opportunities but there is still more to do on this for a few pupils.

Governors have a good range of skills and provide good support and challenge. Many governors are very active within the school and make regular visits to observe specific aspects. The initiative for classes to 'adopt a governor' is helping create an even better partnership with the school.

Leaders have developed the school as a cohesive community in which pupils show tolerance and respect towards others. 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. There is already evidence of an impact within the local community. There are some links in place with other schools but these are at an early stage of partnership development. Safeguarding procedures are well developed and are rigorously applied across all aspects of the school's work. All the required checks on adults who work in school have been made and diligently recorded.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2

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	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
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	2

Early Years Foundation Stage

The coordinator provides good leadership and has secured significant improvement in a short time. She has a clear vision for future improvement and knows what needs to be done to achieve it. Staff have good relationships with children and their parents or carers. There are good induction procedures for new children and their parents or carers. Start of day procedures are good, with parents or carers bringing children into the classroom and being able to talk to staff. Levels of skills on entry to the Early Years Foundation Stage are well below that expected especially in communication and literacy. Good teaching and well qualified staff ensure children make good progress towards the early learning goals and children enter Year 1 with broadly average attainment.

All staff in the Nursery and Reception classes work closely together in a very caring environment. Children benefit from an exciting range of resources with a spacious outdoor area. Learning in the classroom is linked to that experienced outdoors to reinforce the children's understanding. Children in the Nursery used all their senses as they made 'potions' from natural and man-made ingredients helping them to enjoy learning and develop their language. 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 activities and those that children choose for themselves. Provision for children to move freely from one activity to another is good. There is currently scope to make greater analysis of assessment data to inform planning and define progress.

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

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

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

About one fifth of parents and carers expressed their views with the majority of these very happy with all aspects of the school. Although 14% of parents returning the questionnaire have concerns with how behaviour is dealt, with this represents only 2% of parents in the school. A few parents and carers wrote individual supportive comments such as how extra help is given to their children when needed. A very few had individual concerns which were considered as part of the inspection process which together with concerns about behaviour were not consistent with the team's view.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Castle View 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 28 completed questionnaires by the end of the on-site inspection. In total, there are 163 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	54	12	43	1	4	0	0
The school keeps my child safe	15	54	13	46	0	0	0	0
The school informs me about my child's progress	15	54	9	32	2	7	0	0
My child is making enough progress at this school	13	46	12	43	1	4	0	0
The teaching is good at this school	14	50	12	43	1	4	0	0
The school helps me to support my child's learning	13	46	14	50	1	4	0	0
The school helps my child to have a healthy lifestyle	11	39	16	57	1	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)	10	36	13	46	3	11	0	0
The school meets my child's particular needs	13	46	14	50	0	0	0	0
The school deals effectively with unacceptable behaviour	8	29	12	43	4	14	1	4
The school takes account of my suggestions and concerns	8	29	17	61	3	11	0	0
The school is led and managed effectively	11	39	14	50	3	11	0	0
Overall, I am happy with my child's experience at this school	14	50	12	43	0	0	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.



Wednesday 10 March 2010

Dear Pupils

Inspection of Castle View Primary School, Derbyshire, DE4 3DS

Thank you for welcoming us and helping us when we came to your school. We really enjoyed visiting you in your school and seeing you learning and playing together. Your school is giving you a good education. You are making good progress in your work and are able to do the things that we usually expect by the time you are in Year 6.

There are many things we admired about your school and these are a few of them:

- good teaching helps you all make good progress
- your behaviour is good
- adults look after you well and you feel safe
- you have good relationships with your teachers and with each other
- teachers monitor your progress well and make sure the work they give you matches your skills
- the school is well led and managed.

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

- extend target setting systems into mathematics and science lessons
- as you move up the school to build on the good progress you are currently making to help you reach higher levels of attainment
- provide more opportunities for you to meet pupils from different backgrounds
- work with parents and carers of those of you with poor attendance records to ensure that everyone attends school as often as possible.

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

Yours sincerely

John Horwood

Lead inspector

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