

Castledyke Primary School

Castledyke West, Barton-upon-Humber, North Lincolnshire DN18 5AW

Inspection dates

3 to 4 July 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The acting headteacher, together with senior leaders and governors, has successfully maintained the good standard of teaching and learning throughout a period of uncertainty.
- Governors' good levels of knowledge and experience enable them to hold school leaders to account effectively.
- Pupils make good progress in reading, writing and mathematics and attain standards that are mostly above national averages. As a result, pupils are well prepared for their next stages of education.
- Children get off to a great start in early years because of the outstanding leadership and provision.
- The majority of pupils benefit from good quality teaching, learning and assessment. Teachers plan learning that develops pupils' knowledge and understanding.
- Pupils behave well in lessons and around school. They are keen to learn and have positive attitudes to learning.
- Pupils are well cared for. They are respectful of one another. Pupils work well together in their classes.
- Parents are overwhelmingly positive about the school. They said that their children are happy and thriving.
- Leaders are developing a broad and balanced curriculum. However, there is still more to do to ensure that all subjects provide meaningful learning experiences for pupils.
- The leadership by some subject leaders needs further development so that they can lead their areas of responsibility more effectively.
- At times, activities that pupils complete in mathematics do not help them think deeper about what they are learning. As a result, some pupils do not make as much progress as they could.

Full report

What does the school need to do to improve further?

- Strengthen leadership and management by:
 - ensuring that subject leaders have the skills and knowledge to contribute to the school's improvement
 - ensuring a rich and varied curriculum is in place which develops skills and knowledge across a range of subjects.
- Improve the quality of teaching, learning and assessment further by planning learning activities in mathematics that deepen pupils' knowledge and understanding and develop their ability to apply these to problem-solving tasks.

Inspection judgements

Effectiveness of leadership and management

Good

- The acting headteacher, senior leaders and governors have successfully steered the school through a period of unavoidable instability. Together they have shown determination in keeping standards high and have been successful in maintaining good-quality teaching and good pupils' progress through this difficult time.
- Senior leaders have a clear and accurate understanding of the school's strengths and areas for development. They know their school well and have set dynamic and challenging plans to improve provision and pupils' outcomes further.
- The leadership of English is strong. Through insightful analysis of pupils' assessment information and by acting on areas for improvement from the school's last inspection, leaders have adapted and strengthened the English curriculum. Leaders have observed and drawn on good practice in other schools to improve reading provision at Castledyke.
- Pupils with special educational needs and/or disabilities (SEND) are supported well and are making good progress. The special educational needs leader leads this area successfully and ensures that the additional funding the school receives for pupils with SEND is used effectively.
- Pupil premium funding has been used well to ensure that disadvantaged pupils make good progress in most subjects and that their social and emotional needs are met. The school's strategy identifies potential barriers to pupils' learning. Leaders are effective in evaluating the impact of the work done to resolve these barriers for disadvantaged pupils.
- Teachers told inspectors that they feel well supported and that they have regular opportunities to attend training. Teachers say they value these opportunities and that they are helping them to improve their practice. Some leaders have started nationally recognised middle-leadership courses.
- Leaders support pupils' spiritual, moral, social and cultural development effectively. The school's values of 'We are well mannered, we are fair, we make the right choices, we care' underpin all relationships and promote positive qualities such as respect and tolerance. Leaders are also providing good experiences to help pupils understand how democracy works. School councillors are elected to their roles by their classmates, having first given speeches outlining how they will fulfil their roles.
- Leaders ensure that pupils benefit from extra-curricular activities which enhance their learning. A wide range of sporting activities take place alongside opportunities for pupils to develop their skills in activities such as cooking and art. School visits support pupils' work in the classroom, for example visits to museums, where they learn about Romans and Egyptians.
- Leaders use the primary physical education (PE) and sport premium to increase the opportunities pupils have to enjoy physical activity and participate in competitive sport. The funding is also used to provide professional development opportunities for teachers in areas such as gymnastics and yoga.

- Subject leaders are keen to do well and are clear about what is required of them. However, as yet, they have not had sufficient opportunities to fully address the changes needed to deepen the quality of work in subjects other than English and mathematics.
- Over time, leaders have not ensured that the curriculum provides breadth and balance. Subjects such as history and geography are not covered in sufficient depth and, as a result, pupils are not developing skills in these subjects. Leaders are beginning to address this but there is still work to do to ensure all subjects provide deep learning experiences for pupils.

Governance of the school

- The governing body is made up of a committed and experienced group of individuals. They have a secure grasp of the school's performance and a clear understanding of what the school does well and which areas need strengthening. They provide leaders with effective support and challenge to fulfil the aims and ambitions for pupils.
- Governors are passionate about promoting high-quality learning and achievement. They work closely with school leaders to ensure the strong school values are firmly embedded and that pupils are supported to be the best they can be.

Safeguarding

- The arrangements for safeguarding are effective. All safeguarding policies and procedures are fit for purpose. All staff understand that keeping pupils safe is their top priority. A strong culture of care and support for pupils is evident throughout the school.
- This area is well led. Leaders have ensured that staff are well trained to spot the signs that pupils might need additional support. Members of staff know pupils very well indeed. They readily pass on any concerns they have about pupils to leaders. Leaders deal with concerns speedily, involving outside agencies appropriately, and thus ensure that pupils and families get the help they need.

Quality of teaching, learning and assessment

Good

- Teaching, learning and assessment are good. Teachers plan interesting work that motivates pupils to work hard and make good progress.
- Reading is a high priority in the school. Well-planned learning activities enable pupils to develop good comprehension skills. The teaching of phonics in the early years and key stage 1 is highly effective. Pupils make clear links between sounds and letters, enabling them to access the curriculum well.
- The teaching of writing is good. Evidence from observations of learning and pupils' books shows high expectations and well-designed tasks that match the ability of pupils. The improvement in pupils' use of more complex vocabulary, punctuation and grammar as they move through year groups is clearly evident.

- Teaching assistants work effectively with targeted pupils to give them the support they need and help them make the progress of which they are capable.
- Classrooms are calm working environments where positive relationships between current staff and pupils underpin successful teaching throughout the school. Pupils are attentive, responsive and keen to learn.
- While the teaching of mathematics is good in most classes, occasionally teachers do not plan work that challenges pupils to think harder about what they are learning. In these classes, learning activities do not build on previous learning and pupils have limited opportunities to improve their reasoning and problem-solving skills.
- The teaching and learning of subjects other than English and mathematics are not well developed. Although pupils are developing good skills in art, subjects such as history and geography are not studied in sufficient depth and are not well sequenced.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils know how to keep themselves safe. For example, pupils understand the risks that using the internet can pose. Similarly, pupils understand how to live a healthy life. They take part in regular physical exercise and they know how to eat healthily.
- Pupils have good opportunities to participate in a range of after-school activities, such as tag rugby, basketball and art. A swimming gala each year and competitions with other schools enables pupils to compete in tournaments regularly.
- Parents who made themselves available to inspectors and letters from parents that inspectors received were very positive about the school. They feel that their children are well cared for and are happy with the education provided. They are particularly pleased with the way their children's social and emotional needs are met.
- Pupils are proud of their school and value the opportunities to lead, for example through roles such as school councillors and mentors for younger children. This has resulted in strong relationships between pupils of all ages.
- Pupils are proud of their accomplishments as radio broadcasters. Having learned the necessary skills, pupils produce their own broadcasts for local radio stations. This has contributed to developing their self-confidence.
- Pupils are developing an understanding of other faiths and cultures. Subject leaders have produced plans to ensure that this is developed further, but these have yet to impact fully on pupils' deeper understanding of wider society.

Behaviour

- The behaviour of pupils is good.
- Pupils' behaviour in lessons and around the school is good. Pupils are attentive and courteous. They are very supportive of each other in lessons.

- Pupils know about and understand different types of bullying, including cyberbullying. Pupils are confident that bullying does not happen at the school but, if it did, staff would deal with it quickly.
- Leaders demonstrate notable tenacity in getting pupils to attend school. As a result, pupils' attendance is above the national average.
- Castledyke is an inclusive school and has developed a good reputation in the local authority. Staff have good skills in managing challenging behaviour, which they use to good effect by providing support for pupils from other local schools.

Outcomes for pupils

Good

- From their individual starting points, pupils make good progress in reading, writing and mathematics. By the time pupils leave Year 6, they have attained standards that are mostly above average, especially in reading and writing. As a result, the proportion of pupils ready for learning when they start secondary school is above average.
- From their very high starting points at the end of the early years, pupils in key stage 1 make good progress. Pupils are attaining standards in reading, writing and mathematics that are generally above average by the end Year 2.
- In common with other pupils, disadvantaged pupils make good progress. Leaders and teachers provide appropriate extra support for these pupils whenever it is needed.
- Over time, Year 1 pupils' phonics achievements have been above the national average. Pupils are able to apply their phonics knowledge successfully to a range of reading texts.
- Pupils with SEND make good progress from their variable starting points. Tailored support designed to address their learning needs enables pupils to access the curriculum with success and confidence.
- Observations of learning and evidence from current pupils' work books show that pupils, including those who are most-able, are making good progress. This is especially the case in reading and writing. Progress in mathematics is not as strong in a minority of classes.
- Standards in subjects other than English and mathematics are not consistently strong. Pupils are not acquiring sufficient skills and knowledge in these subjects.

Early years provision

Outstanding

- The early years is outstanding. The leadership of the early years is highly effective. Leaders have a clear understanding of the strengths and weaknesses in the early years and act quickly to improve provision further.
- Children enter the early years with knowledge and skills below those typically expected, particularly in communication and language. They make rapid progress from these starting points, so that more children than nationally attain or exceed a good level of development. As a result, children are prepared extremely well for their transition to Year 1.

- Children benefit from high-quality teaching in the early years. Staff plan learning opportunities carefully to make sure the activities build on children's previous learning. They support and challenge children exceptionally well so that no learning opportunities are lost. Consequently, all children make outstanding progress in all aspects of the early years curriculum.
- The teaching of phonics is very effective. Teachers make sure that children are securing their phonics knowledge through repetitive practice and focused instructions.
- Disadvantaged children also achieve exceptionally well. As a result of effective use of additional funding for disadvantaged children, these children achieve higher standards than other children nationally.
- Staff quickly establish routines and have an excellent understanding of their children's needs. Children settle and their behaviour is good; they work and play together exceptionally well. Children show high levels of concentration and perseverance in the tasks they do.
- Adults take great care to make sure that children are safe. All adults have been well trained and are alert to the signs that children might be vulnerable to harm. Positive and warm relationships between children and adults are evident throughout. Children trust adults and feel safe.
- Staff go to great lengths to build positive relationships with parents. They encourage parents to come into school to find out about their child's learning. They give parents detailed information about how they can help their children to learn at home. Parents appreciate the access they have to their child's learning online.

School details

Unique reference number	117967
Local authority	North Lincolnshire
Inspection number	10088968

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	296
Appropriate authority	The governing body
Chair	Jenny Jefferson
Headteacher	Kim King (acting headteacher)
Telephone number	01652 632 455
Website	www.castledykeprimary.co.uk
Email address	admin.castledyke@northlincs.gov.uk
Date of previous inspection	12 June 2018

Information about this school

- The school is larger than an average-sized primary school.
- The school is led by an acting headteacher.
- Most pupils are of White British heritage.
- The proportion of pupils with SEND is average.
- The proportion of disadvantaged pupils who are known to be eligible for support through the pupil premium funding is above average.
- The early years includes a Nursery class where children attend part-time.

Information about this inspection

- Inspectors observed learning in all classes. Several lessons were observed jointly with school leaders.
- A sample of pupils' work from all classes was scrutinised.
- Inspectors listened to a selection of pupils read from all year groups.
- Meetings were held with pupils, the acting headteacher, other staff, five members of the governing body and a representative of the local authority.
- Inspectors observed pupils moving around the school, including on the playgrounds and during breaktimes.
- Inspectors scrutinised a number of documents, including the school's self-evaluation, school improvement plans, attendance records and safeguarding information.
- Inspectors took account of the 18 responses to the staff survey, the 37 responses to Ofsted's online parent questionnaire, Parent View, and five free-text responses to Parent View.
- Inspectors spoke informally with parents at the start of the school day.

Inspection team

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