

Castleton Community Primary School

38 High Street, Castleton, Whitby, North Yorkshire, YO21 2DA

Inspection dates 25 June 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils' achievement is outstanding. They typically have attainment which is well- above average and make outstanding progress from their starting points.
- Teaching is outstanding. Work is challenging and pitched at exactly the right level for all pupils. Marking is very well done so that pupils are clear about the level of their work and know how to improve it.
- Teachers make it extremely clear to pupils what they are to learn. They ask questions which stretch pupils. Teaching assistants are exceptionally skilful at supporting and teaching pupils of all abilities.
- The excellent curriculum excites pupils, helps them see the links between subjects and offers them many chances to practise their writing and mathematics.
- However, opportunities are missed to unlock pupils' higher level skills of investigation and creativity: for example, to apply their mathematical skills in real-life problem-solving situations and to write imaginatively and at length in English and other subjects.
- The school offers excellent care and support and provides extremely well for pupils' spiritual, moral, social and cultural development.
- Pupils' behaviour is excellent; they say they feel extremely safe. They like the way the school helps them to learn alongside and make friends with pupils in other schools.
- The leadership of the headteacher is excellent. She has maintained the school's outstanding status by improving teaching. She has excellent procedures to check the progress of individual pupils.
- With the governing body, the headteacher has an extremely clear view of the school's strengths and relative weaknesses. They have skilfully managed the federation of two schools to the benefit of staff, pupils and the local community. This is clearly a school that continues to improve.

Information about this inspection

- This school is federated with another local primary school. Both schools were inspected separately on consecutive days by the same inspection team.
- The inspectors spoke to pupils about their school and had meetings with staff and the Chair and other members of the governing body. The inspectors also spoke to the school's local authority Educational Development Adviser. While these meetings were held only once, inspectors carefully ascertained the impact of leadership and management on both schools independently and the impact the federation has had on both schools.
- The inspectors looked at a range of evidence including: the school's improvement plan; the school's data relating to pupils' progress; monitoring reports; the work in pupils' books; and the school's documentation relating to safeguarding.
- The inspectors observed teaching and learning in six lessons taught by four teachers and listened to groups of pupils read. In addition, the inspectors made a number of short visits to lessons.
- The lead inspector conducted one joint observation of lessons with the headteacher. The inspector also observed the headteacher reporting back to the teacher on her findings regarding the quality of learning and pupils' achievement in the lesson.
- The inspectors took into account the 17 responses to the on-line questionnaire (Parent View). Inspectors also spoke to parents, received letters from individual parents and analysed the school's own questionnaire of parents' views.
- Ten staff completed questionnaires and the responses were analysed.

Inspection team

Gordon Potter, Lead inspector

Additional Inspector

Lesley Richardson

Additional Inspector

Full report

Information about this school

- This school is much smaller than the average-sized primary school.
- All pupils are White British.
- The proportion of pupils known to be eligible for the pupil premium is below average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after.)
- The proportion of pupils supported at school action is well-below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is well-below average.
- The school's Year 6 classes are too small to be measured against the government's current floor standards. These set out the minimum expectations for pupils' progress and attainment.
- There is a breakfast club and after school childcare managed by the Governing Body and many after-school clubs which are run voluntarily by staff, parents and friends of the school.
- The school has been federated with Glaisdale Primary School since April 2013. The schools have been in a loose federation since March 2012.
- There is one governing body for both schools.
- The headteacher is headteacher of both schools, between which she shares her time. When she is in the other school, the day-to-day management of this school is conducted by the Key Stage 2 teacher.
- Teachers and teaching assistants work between both schools.
- The school works in partnership with other schools, colleges and businesses in a wider geographical area.
- There are two classes: for pupils in Reception and Years 1 and 2; and Years 3, 4, 5 and 6.

What does the school need to do to improve further?

- Offer pupils even more opportunities to apply the higher level skills of investigation and creativity in real-life problem-solving activities that have more than one answer in mathematics and in writing imaginatively and at length in English and other subjects.

Inspection judgements

The achievement of pupils is outstanding

- The abilities of different year groups vary in this small school. Most children start school with skills that are in line with those expected for their age. Excellent teaching means that children do extremely well in the Early Years Foundation Stage and in Key Stage 1 so that at the end of Year 2 attainment is typically above average in reading, writing and mathematics.
- From their individual starting points, pupils make outstanding progress in all subjects as a result of excellent teaching. As a result, attainment at the end of Year 6, including in English and mathematics is typically well-above average.
- Very few pupils have special educational needs or are known to be eligible for the pupil premium. In 2012, no pupils in Year 6 or in Year 2 were known to be eligible for this funding or had special educational needs. However, the school is very clearly focused on identifying any pupils who are at risk of falling behind and concentrates on closing the gap for all pupils.
- Through targeted support and clear tracking of their progress, the very few pupils who are known to be eligible for pupil premium or have special needs make similar excellent progress as other pupils in school. Teachers and teaching assistants are highly skilled at teaching and supporting these pupils in their learning. This clearly shows the school's commitment to promoting equal opportunities and tackling discrimination.
- Inspection evidence shows that progress in reading is excellent and attainment typically well-above average. This is a result of a consistent focus on reading. Pupils' very clear knowledge of how letters are linked to sounds helps them to read words they are not used to. Pupils say that improvements to the teaching of reading and more exciting books have encouraged them to read more and with greater enjoyment, in school and at home.
- While attainment in writing and mathematics is typically well-above average, missed opportunities to allow pupils to develop their investigative and creative skills prevent it being higher still.

The quality of teaching is outstanding

- Teaching is outstanding overall and never less than good. Teachers make sure that work is set at exactly the right level for pupils of all abilities. They ask questions which stretch pupils and encourage them to develop their ideas and reshape work during lessons. Lessons are extremely interesting, involve pupils in finding out things for themselves and with their friends and they learn rapidly.
- Excellent teaching was seen in both key stages. Pupils in Year 2 made excellent progress in their drawing, observational and science skills when the teacher encouraged them to draw from nature, discussing leaves and flowers and their place in the environment with them.
- Likewise, excellent teaching in the class for pupils in Years 3, 4, 5, and 6 enthused pupils, stimulated their curiosity and presented them with a challenging experiment to investigate how change occurs. They worked extremely well together and made excellent progress in their scientific understanding.
- Teachers make it exceptionally clear to pupils what they will learn and lead them very clearly through new concepts so that understanding is very clear. Pupils' work is regularly marked and teachers tell pupils extremely clearly how to improve their work. Time is provided for pupils to act upon any advice they give. Pupils know the level of their work and in all classes have clear targets to help them take the next steps in their learning.
- All these excellent approaches were seen in an English lesson for pupils in Years 3, 4, 5, and 6. The teacher allowed pupils time to correct mistakes from their previous work, encouraged them to reflect on their writing and reminded them how to use speech marks. She gave pupils time to plan their writing very carefully and to write independently.
- Despite these excellent teaching skills, the teacher did not allow pupils sufficient opportunity to develop their own creativity and imagination or allow them to write at sufficient length.

- Likewise, there is excellent teaching of mathematical concepts and a very strong focus on developing pupils' skills in mental mathematics, calculation and shape and measure. However, there are too few opportunities for pupils to practise their mathematics skills in real-life, problem-solving activities which have more than one answer.

The behaviour and safety of pupils are outstanding

- Pupils are extremely happy in school. They respect one another, work and play extremely well together and are exceptionally polite to adults. Pupils say that behaviour is excellent in their lessons. Indeed, outstanding behaviour was evident in lessons during the inspection as well as around the school. This is also as a result of the excellent, sensitive care they receive from adults in the school. Attendance is average.
- The school's records of behaviour show that behaviour has been outstanding in the past three years. This is as a result of the successful use of clear expectations, a consistent system of rewards and sanctions and the pupils' own very clear understanding of how to behave well. The very few pupils who find it difficult to behave well are very well-managed and helped to improve their conduct.
- Pupils feel exceptionally safe and are aware of different forms of bullying, including cyber-bullying. They say that there is no bullying, although friends occasionally fall out. Even this is extremely rare and when it does happen they are confident that it will be quickly dealt with.
- Older pupils look after younger children and help pupils play safely and enjoyably together. Pupils develop social skills in the breakfast and after-school clubs. They enjoy house and inter-school competitions and welcome the opportunities to meet, play and learn alongside pupils from other schools, especially since the federation of the schools.
- Pupils say the school council listens to their concerns and ideas. It has helped to plan and raise funds to improve the playground and the garden and forest areas and organises playground games.

The leadership and management are outstanding

- The headteacher has an exceptionally clear view of the school's strengths and weaknesses. She demands the highest standards and has ensured that the school has improved even further and maintained its outstanding status. There are very clear plans for its future development.
- She has been very skilful in turning her vision for a federation of schools into a highly successful reality. As a result, there is strong teamwork and high morale in both this and its partner school. She has developed all teachers so that they relish the responsibility and accountability for their own classes and for initiatives across the school. She knows that on the days when she is not in school, it will be extremely well-managed.
- Training for teachers is very well-planned and highly focussed on the school's development plan. Alongside a highly innovative and successful approach to sharing expertise in the federation, there is a focus on using the best national practices to drive improvement. There are links with schools and colleges on a wider geographical basis. The teaching of reading and writing has improved and pupils' progress is rapid.
- The headteacher regularly assesses the quality of teaching, and looks at pupils' work so that a consistent approach to learning is evident across school and pupils make excellent progress in all classes. She has a very clear view of what constitutes outstanding teaching and is extremely rigorous in her feedback to teachers about the quality of their teaching.
- There is highly sophisticated and rigorous analysis of data about the attainment and progress of the pupils currently in school and of those who have left the school over the past four years. In this small school, it gives a very clear picture of patterns of attainment and progress and highlights areas for further improvement. It is well-used to ensure that work is well-matched to

the learning needs of individual pupils.

- Performance management is clearly focussed on increasing the rates at which pupils make progress, improving the quality of teaching and raising standards. Teachers are very clear that they will only be rewarded when their pupils have done as well as, or better than, they should have done. The headteacher has set demanding targets for teachers which have contributed to pupils' excellent progress.
 - The curriculum is extremely exciting and contributes strongly to pupils' highly developed spiritual, moral, social and cultural awareness. While it is clearly focused on developing pupils' basic skills in reading, writing and mathematics, it also provides very many opportunities for pupils to develop their love of history, art, science and geography. This is particularly true of the school's use of the local environment to develop outdoor learning.
 - The local authority works very effectively with the school. It has offered high quality training, helpful advice on issues relating to the federation and advice that has led to improvements in the quality of teaching across school.
 - **The governance of the school:**
 - The governing body offers excellent support to the school and rigorous challenge based on analysis of examinations data. For example, they know about the attainment and progress of those few pupils who are known to be eligible for the pupil premium. Governors have a clear programme to visit classes to see how well pupils are learning and clear plans for their own improvement. Their findings are fed back clearly to other governors. The governing body skilfully manages the budget of this small school and has successfully improved the outdoor learning area. They monitor the performance of all staff and ensure that they have received appropriate training, for example, to ensure that pupils are kept safe from harm through safeguarding systems which meet current guidelines. The Chair of the Governing Body is exceptionally well-informed about the school and use governors' expertise to full effect, for example in budget management.
 - The governing body has been exceptionally successful in accomplishing the federation of the two schools and leads both with admirable clarity and purpose. Governors have devised clear guidelines to ensure that both schools flourish together while retaining their own unique character.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	121376
Local authority	North Yorkshire
Inspection number	412490

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	41
Appropriate authority	The governing body
Chair	Delia Liddle
Headteacher	Jane Douglass
Date of previous school inspection	25 November 2009
Telephone number	01287 660496
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