

Inspection of Castledyke Primary School

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

Inspection dates: 3 and 4 July 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Previous inspection grade

Good

What is it like to attend this school?

Pupils are happy and proud to belong to a school that is valued as an important part of the local community. Pupils welcome visitors to their school.

The care that staff provide for pupils, parents and carers is highly evident. Staff build strong relationships with parents right from the early years. Parents welcome and appreciate this level of care. The pastoral team helps families to access local services.

The school aspires for all pupils, including those with special educational needs and/or disabilities (SEND), to achieve well. Children in the early years get off to a strong start. However, the school's ambition for pupils is not realised. There is much more work needed to ensure that the pupils at this school receive the high quality of education that they deserve.

The school has recently reviewed its behaviour policy. Subsequent changes are at an early stage of implementation. Leaders recognise that there is more to do to ensure that their expectations for behaviour are made clear to pupils at all times. Pupils enjoy coming to school. The school has a supportive approach to managing pupils' attendance with families.

Pupils benefit from a range of extra-curricular clubs. They talk proudly about their leadership roles including well-being ambassadors and school councillors. Pupils understand their roles and value the leadership skills that they are developing.

What does the school do well and what does it need to do better?

The school is reviewing the curriculum to ensure that it is increasingly broad and balanced. These curriculum developments are at an early stage. The school has not consistently identified the important knowledge that pupils need to learn in all subjects. In reading, staff have had training to help them to teach the curriculum well. This is not the case in other curriculum subjects. As a result, sometimes, teachers do not choose resources or activities that are well matched to what pupils need to learn. This leaves gaps in pupils' knowledge.

The phonics programme is taught consistently and effectively. The teaching of phonics starts in the early years. Beyond phonics, whole class reading lessons are taught through high-quality texts. Pupils read accurately and with increasing fluency and expression. Pupils develop a secure understanding of the books that they are reading. Books are well matched to pupils' reading ability. Pupils are supported by well-trained adults. Any misconceptions are quickly addressed. Additional support is carefully thought out for those who need it.

The school's actions to improve the mathematics curriculum are less securely in place. There is variation in how well mathematics is taught. Pupils do not build their

mathematics skills and knowledge securely over time. The school is aware that more needs to be done for improvements to the mathematics curriculum to have a positive impact.

The school accurately identifies the needs of pupils with SEND. However, systems to support these pupils are not fully developed and effective enough. Support is not sharply focused because targets for individual pupils are not matched well enough to their needs.

The early years curriculum is clearly sequenced from Nursery to Reception in all areas of learning. Communication and language are prioritised. Vocabulary is deliberately identified and taught through a range of key texts. Activities are carefully chosen to engage children's interests, for example through seasonal walks. Children talk about their learning with enthusiasm. They engage attentively with adults and each other during play. Children with SEND are supported effectively by adults who know them well. Children, including those with SEND are well prepared for their move to Year 1

Pupils' behaviour and attitudes to learning are variable throughout school. In some lessons pupils listen well and are ready for learning, in other lessons pupils take time to settle. The school's expectations for pupils' behaviour are not clearly and consistently established by adults in lessons and around school.

There is a well thought out offer for personal development that starts in the early years. The curriculum for personal, social and health education (PSHE) is well planned and sequenced. There is a strong focus on ensuring pupils know how to stay safe through the carefully adapted 'Keeping Safe' curriculum. The school has strong links with the police who often lead workshops in school to make pupils aware of how to stay safe in the local area. Pupils also learn about different types of families and what a healthy relationship is. Pupils have a secure understanding of what it means to be healthy, both physically and mentally. Topics are taught in an age-appropriate way.

The federation has an ambitious vision for the school. It is committed to improving the school. Leaders, including governors have prioritised the most important actions required to improve the quality of education pupils receive. These actions are starting to have a positive impact on pupils at the school. Staff are positive about the impact that the recent changes have had on their workload. They value the current focus on their professional development.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In most subjects, the school has not identified the important knowledge that it wants pupils to learn. This means that, from Years 1 to 6, pupils are not able to build effectively on what they already know. The school must set out clearly the important knowledge that pupils need to learn in each year group.
- Activities and resources are not matched well enough to the knowledge that the school wants pupils to learn. This means that some pupils have gaps in their knowledge and understanding. The school should ensure that staff are given the training and support that they need to enhance their subject knowledge and select resources and activities that will help pupils to build their knowledge step by step in each subject.
- The mathematics curriculum is not implemented well enough. Pupils do not secure the knowledge and skills they need to do well in mathematics or to complete more complex tasks. The school should ensure that staff are trained to implement the mathematics curriculum to meet all pupils' needs so that they achieve well.
- The systems and processes to support pupils with SEND are not rigorous enough. The targets set for pupils with SEND are not sufficiently accurate. This means, pupils with SEND do not receive the support and intervention that they need to access the curriculum well. The school needs to ensure that clear plans for support and interventions are in place so that pupils with SEND receive the support that they need in a timely manner.
- The school's new approach to managing pupils' behaviour is not fully understood by staff and pupils. As a result, behaviour in lessons and at unstructured times of the day is inconsistent. The school should ensure that all staff are trained to follow the agreed behaviour policy consistently and that a culture of high expectations is embedded.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	117967
Local authority	North Lincolnshire
Inspection number	10346324
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	244
Appropriate authority	The governing body
Chair of governing body	Peter Swann
Headteacher	Mariclare Potterton
Website	www.castledykeprimary.co.uk
Dates of previous inspection	3 and 4 July 2019, under section 5 of the Education Act 2005

Information about this school

- The school is part of Riverview Family of Schools federation.
- The substantive headteacher, named in the report, was not present when inspectors visited the school.
- There was an acting headteacher in post at the time of the inspection.
- The school has a Nursery for three-and four-Year-old children.
- The school uses one provider of alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in this evaluation of the school.
- Inspectors met with the federation lead, deputy headteacher, assistant headteacher, early years lead and the special educational needs coordinator.
- Inspectors met with members of the governing body. They also met with a representative from the local authority.
- Inspectors carried out deep dives in early reading, mathematics, science, and art and design. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors heard pupils read to a familiar adult.
- Inspectors observed pupils' behaviour in lessons, around the school, at playtime and at lunchtime. Inspectors spoke with pupils about their views of the school, their learning, behaviour and safety.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered responses to Ofsted's online questionnaire for staff and pupils. They also took into account the views of parents and carers using Ofsted's online survey for parents and carers, Ofsted Parent View. These included comments received via the free-text facility. Inspectors also talked to parents in the school playground.

Inspection team

Nicola Beaumont, lead inspector

His Majesty's Inspector

Sarah Gordon

His Majesty's Inspector

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