

# Castle Rock High School

## Inspection report

---

|                                |                     |
|--------------------------------|---------------------|
| <b>Unique Reference Number</b> | 120258              |
| <b>Local Authority</b>         | Leicestershire      |
| <b>Inspection number</b>       | 358728              |
| <b>Inspection dates</b>        | 3–4 November 2010   |
| <b>Reporting inspector</b>     | Kevin Sheldrick HMI |

This inspection of the school was carried out under section 5 of the Education Act 2005.

---

|  |                                      |
|--|--------------------------------------|
| <b>Type of school</b>                      | Secondary                            |
| <b>School category</b>                     | Community                            |
| <b>Age range of pupils</b>                 | 11–14                                |
| <b>Gender of pupils</b>                    | Mixed                                |
| <b>Number of pupils on the school roll</b> | 509                                  |
| <b>Appropriate authority</b>               | The governing body                   |
| <b>Chair</b>                               | Malcolm Allsop                       |
| <b>Headteacher</b>                         | Julia Patrick                        |
| <b>Date of previous school inspection</b>  | 11 June 2008                         |
| <b>School address</b>                      | Meadow Lane<br>Coalville<br>LE67 4BR |
| <b>Telephone number</b>                    | 01530 834368                         |
| <b>Fax number</b>                          | 01530 830485                         |
| <b>Email address</b>                       | office@castlerock.leics.sch.uk       |

---

|                          |                   |
|--------------------------|-------------------|
| <b>Age group</b>         | 11–14             |
| <b>Inspection dates</b>  | 3–4 November 2010 |
| <b>Inspection number</b> | 358728            |

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 1234 234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. Inspectors observed 30 lessons, taught by 23 teachers, and held meetings with members of the governing body, staff and groups of students. They observed the school's work and looked at documentation relating to planning, monitoring, safeguarding, communications with parents and carers, and analysed questionnaires from 114 parents and carers and 96 students.

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

The extent to which the outcomes are improving, particularly for the more able and students who are eligible for free school meals.

- How effectively the school promotes students' cultural development.
- Teachers' use of assessment.
- The effectiveness of the school's monitoring and evaluation and how this contributes to the promotion of equal opportunities.

## Information about the school

This school is close to the average-sized middle school. The proportion of students who have special educational needs and/or disabilities is above average, as is the proportion with a statement of special educational needs. Very few students are from ethnic minority backgrounds. The proportion of students eligible for free school meals is around the national average. Shortly after the last inspection, a new headteacher was appointed from within the school. Other members of the school's senior leadership team have been in place from September 2010. The school has had a specialism in sport since September 2008.

**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?**

**3**

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

**3**

## Main findings

The school has been particularly successful in promoting students personal development so that virtually all these outcomes are good. Essential to this has been the very high quality care, guidance and support the school provides. This provision ensures that students feel safe and means that there are many striking examples of the effective support the school has provided for potentially vulnerable students. The school is particularly effective in countering discrimination. For instance, the work the school has undertaken dealing with a few incidents of homophobic bullying is particularly noteworthy. Senior leaders command strong support from staff, parents and carers and students. The governing body is also a major strength and has ensured that improvement has continued during a difficult period associated with the recent loss of senior staff. The school's good curriculum is an important factor in the high proportion of students who indicate that they enjoy school.

The school's academic outcomes over the last three years, together with evidence from lessons, shows that achievement is satisfactory and attainment is average. Although lesson observations indicate that students overall make satisfactory progress in lessons, there is a wide variation. Inspectors saw highly effective lessons where students displayed great enthusiasm for their learning. In such lessons, teachers ensured that all ability groups were challenged and actively involved students in evaluating their learning, particularly at the end of lessons. However, lessons were also seen in which students were too passive and were not sufficiently challenged. As a result, students did not always concentrate well and they did not make sufficient progress. Less effective teaching was seen in mathematics and in a minority of foundation subjects. A small minority of lessons were observed to be inadequate. Although much good practice exists, there are inconsistencies in the use of assessment, planning and the management of teaching assistants.

The school's specialism is being used well to promote partnership work, involve students in contributing to the community, and in promoting healthy lifestyles. Attainment is above average in physical education (PE) and teachers in this subject are acting as role models in demonstrating the effective use of assessment. The school's track record of improvement is satisfactory. The school has improved behaviour and students are making better progress in most foundation subjects, science and especially in English. There are strengths in the quality of the school's monitoring and evaluation; leaders have largely identified the right priorities that will lead to improvement. The judgements about the quality of teaching and learning are reasonably accurate, although evidence was found of these being a little generous largely because the progress of all groups is not always fully considered. The school has a commendable record of helping students overcome barriers to learning, particularly for those with statements of special educational needs and/or disabilities. This picture confirms a satisfactory capacity for sustained improvement.

**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

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

- Accelerate the progress students make in lessons, particularly in mathematics by:
  - eradicating inadequate teaching
  - ensuring all teachers' assessments are accurate and are used to plan challenging future learning for students of all abilities
  - ensuring the work of teaching assistants is consistently focused on the targets for named individuals in classes
  - involving students, teachers, parents and carers and the governing body in developing clear written guidance on what constitutes effective teaching and learning at Castle Rock school
  - ensuring that all staff adhere to this guidance through regular and proportionate monitoring and evaluation that focuses on the progress different groups of students make.
  - About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

**3**

Student's attainment when they enter the school varies from year to year. Some year groups are below average and others are close to the national average. Inspectors found attainment to be close to average in most subjects by the time students leave school at the end of Year 9. The quality of learning observed during the inspection varied considerably but was directly related to the quality of teaching. In the majority of lessons, students showed interest in their work and sometimes demonstrated considerable enthusiasm. They often worked with great diligence and showed confidence when given the opportunity to improve the quality of their work. Students often know their targets and some can say what they must do to achieve these. However, there were also lessons in which students did not concentrate well. In some more practically orientated lessons, students were observed to be talking for quite long periods about matters not related to the lesson. Overall, no significant differences were seen in the progress made by different groups. The large majority of students with special educational needs and/or disabilities have their needs met in lessons where they make similar progress to others. However, a small minority of these students who receive additional support outside of lessons through the 'academy' provision make good progress.

Students' good moral development helps to ensure that the vast majority of students behave well, even in the lessons in which they are not sufficiently challenged. Students spoke positively about the efforts the school puts into ensuring their awareness of different cultures. They have good social skills and learn well when given the opportunity to work with others. Students contribute well to the school community and wider community, for instance through their involvement as sports coaches working with primary age children. Students are positive about the school council because it gets things done. However, they have relatively fewer opportunities to influence learning, although this is an aspect that the school is currently improving.

**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 pupils' outcomes*

|   |          |
|---|----------|
| <b>Pupils' achievement and the extent to which they enjoy their learning</b>  | <b>3</b> |
| Taking into account:  |          |
| Pupils' attainment <sup>1</sup>   | 3        |
| The quality of pupils' learning and their progress  | 3        |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress                      | 3        |
| <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>   | 3        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>  | <b>2</b> |

<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

## How effective is the provision?

In the best lessons, the school's approach to planning ensures high levels of student engagement. The good and better lessons were planned with more than one outcome in mind. Often students could make choices that allowed them to engage at the most challenging level possible. In an outstanding English lesson, the teacher ensured students knew precisely the link between the outcomes in the lesson and their individual targets. The existence of 'ladders' showing the steps in learning allowed students to identify their own targets. This clarity allows teaching assistants to support named individual students more effectively. A starter activity was particularly effective in a mathematics lesson because it demonstrated the application of skills through a journey to Las Vegas. Students worked at pace because they had the challenge of having to finish within a strictly enforced time limit. Some teachers improve the pace and quality of learning through the effective use of learning reviews, particularly at the end of lessons. Outstanding lessons were seen in PE, and the performing arts. These highly effective lessons were in marked contrast to a minority in which assessment was not used well and, therefore, all students attained the same outcome regardless of their ability. The expectations of a few teachers concerning behaviour, pace of working and the standard of presentation were not high enough and, as a result, students did not make the progress of which they were capable. A minority of teachers are not ensuring the effective deployment of teaching assistants.

**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 curriculum contributes strongly to the adoption of healthy lifestyles because students throughout the school have good access to a wide range of sporting facilities. Students spoke positively about the wide range of extra-curricular activities available to them. The curriculum ensures that students learn how to keep themselves safe. The personal development course contributes well to students' cultural awareness, the development of social skills and important attributes that help students learn more effectively. Students spoke of memorable experiences, often related to their participation in performing arts presentations or when they had contact with other cultures. Partnership working with the upper school that shares the same campus allows Year 9 to experience vocational courses so they can make more informed choices. The school is beginning to introduce more flexibility into Year 9 so that students can commence GCSE courses early.

The school has developed effective arrangements to largely eliminate exclusions. Attendance is improving as a result of the comprehensive and efficient systems the school has to monitor this aspect. The school monitors the progress students make in terms of different groups. Interventions are then targeted well on individuals and groups when this is required. The 'academy' provision is highly effective in that it provides a learning environment that is well suited to its clientele. Transition arrangements are very well managed so that every student goes onto the upper school and attains academic qualifications at GCSE.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>3</b> |
| Taking into account:<br>The use of assessment to support learning  | 3        |
| <b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b> | <b>2</b> |
| <b>The effectiveness of care, guidance and support</b>   | <b>1</b> |

## How effective are leadership and management?

The school is aware of what it needs to do to improve, for instance through ensuring that all subjects use assessment as well as is the case in English and PE. The school has also recognised the importance of ensuring confidence in the accuracy of its teacher assessments since the ending of national testing in 2008. Senior staff know that there is too much inconsistency in teaching and are already taking steps to deal with this, for instance through matching strong teachers with those who are less effective. The school has also recognised the value of producing clear guidelines on what constitutes effective teaching and learning in the school. There are strengths in the partnerships the school has in terms of safeguarding and in ensuring all students are very well cared for.

The governing body were able to highlight some convincing examples of how they have strategically led the school. For instance, in responding to a parent's concerns about behaviour, they instigated a review of provision that led to the appointment of further student managers. They know the school well and take all of their duties seriously. The school adopts good practice in all areas of its safeguarding, including responding to

**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

parental and student views when designing the new school. In addition to a comprehensive range of action to counter discrimination, the school is using a range of data to check that it is ensuring equal opportunities. This is most apparent in terms of vulnerable students who prosper because of the concerted action the school takes to ensure their inclusion.

There are major strengths in how the school is contributing to community cohesion at the whole school, local and international levels. For instance, the link with a school in Nigeria has allowed students to interact with people from a quite different culture. The school's evaluation of its work in this area recognises that the regional and national dimensions are key priorities, and a promising start has been made in promoting these aspects through links to Leicester City.

*These are the grades for leadership and management*

|  |          |
|--|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>  | <b>3</b> |
| Taking into account:<br>The leadership and management of teaching and learning   | 3        |
| <b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b> | <b>2</b> |
| <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>2</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>  | <b>3</b> |

## Views of parents and carers

Parents and carers are highly supportive of the school and the large majority agreed with all the statements in the questionnaire. Almost all parents and carers are happy with their child's experience and think that the school is well led.

A very small minority of parents and carers disagreed that the school helps their child to have a healthy lifestyle. Inspectors, in deciding the grade for this aspect, took full account of the views of all parents and carers that were received. Inspectors discussed with the school the scope for further increasing student involvement in activity designed to encourage healthy living. A very small minority of parents and carers disagreed that the school helps them to support their child's learning. Inspectors investigated this aspect and discovered that the school is already undertaking action to address this issue.

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

Ofsted invited all the registered parents and carers of pupils registered at Castle Rock High 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 114 completed questionnaires by the end of the on-site inspection. In total, there are 509 pupils registered at the school.

| Statements  | Strongly agree |    | Agree |    | Disagree |    | Strongly disagree |   |
|---|----------------|----|-------|----|----------|----|-------------------|---|
|   | Total          | %  | Total | %  | Total    | %  | Total             | % |
| My child enjoys school  | 50             | 44 | 59    | 52 | 5        | 4  | 0                 | 0 |
| The school keeps my child safe  | 51             | 45 | 61    | 54 | 5        | 4  | 0                 | 0 |
| My school informs me about my child's progress  | 52             | 46 | 54    | 47 | 5        | 4  | 2                 | 2 |
| My child is making enough progress at this school   | 46             | 40 | 63    | 55 | 5        | 4  | 1                 | 1 |
| The teaching is good at this school   | 48             | 42 | 61    | 54 | 2        | 2  | 0                 | 0 |
| The school helps me to support my child's learning  | 34             | 30 | 62    | 54 | 12       | 11 | 1                 | 1 |
| The school helps my child to have a healthy lifestyle   | 30             | 26 | 69    | 61 | 11       | 10 | 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) | 44             | 39 | 63    | 55 | 0        | 0  | 0                 | 0 |
| The school meets my child's particular needs  | 40             | 35 | 67    | 59 | 5        | 4  | 0                 | 0 |
| The school deals effectively with unacceptable behaviour  | 44             | 39 | 60    | 53 | 7        | 6  | 1                 | 1 |
| The school takes account of my suggestions and concerns   | 34             | 30 | 66    | 58 | 7        | 6  | 1                 | 1 |
| The school is led and managed effectively   | 40             | 35 | 71    | 62 | 2        | 2  | 0                 | 0 |
| Overall, I am happy with my child's experience at this school   | 54             | 47 | 57    | 50 | 2        | 2  | 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 all 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

| Type of school       | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---|------|--------------|------------|
|                      | Outstanding   | Good | Satisfactory | Inadequate |
| Nursery schools      | 58  | 36   | 4            | 2          |
| Primary schools      | 8   | 43   | 40           | 9          |
| Secondary schools    | 10  | 35   | 42           | 13         |
| Sixth forms          | 13  | 39   | 45           | 3          |
| Special schools      | 33  | 42   | 20           | 4          |
| Pupil referral units | 18  | 40   | 29           | 12         |
| All schools          | 11  | 42   | 38           | 9          |

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 pupils' 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.**



5 November 2010

Dear Students

**Inspection of Castle Rock High School, Coalville, LE67 4BR**

I would like to thank you for welcoming us to your school. Our special thanks go to the students we interviewed for their perceptive comments that informed our findings. I want to share our findings, including some ideas of how you can help the school become even better.

Very importantly, virtually all aspects of your personal development are good. In determining achievement, inspectors consider the last three years and what was seen in lessons during the inspection. This evidence was very important in leading us to conclude that your achievement and the school's overall effectiveness are satisfactory. The majority of teaching you experience is good and some is outstanding. However, we observed a minority of teaching that was not as effective, mainly because we did not think you were challenged sufficiently and you were not actively involved. We concluded that the care and guidance you receive is outstanding because you told us that you feel safe in your school and that there is always an adult you can talk to. In addition, the school does really well in caring for those students who are potentially vulnerable.

To further improve, we have asked the school to ensure you make good progress in all lessons. To do this, we think teachers should plan lessons with more than one outcome so you can always choose to work at the higher level. You can help by checking with other students and your teacher what it is you must do to achieve this. We have suggested that your school asks your opinion about what helps you learn so that this is included in written guidance on teaching and learning. Finally, we have suggested that this guidance is regularly monitored to check it is being followed by all staff. Through your school council, you can give your opinions about how well the school is ensuring everyone follows this guidance.

I wish you all the best for the future and keep striving for those medals for your positive behaviour.

Yours sincerely

Kevin Sheldrick

Her Majesty's Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**