

Inspection of Castleview Primary School

Woodstock Avenue, Slough, Berkshire SL3 7LJ

Inspection dates: 29 and 30 September 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

Ofsted has not previously inspected Castleview Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Castleview Primary School to be outstanding, before it opened as an academy.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

Happy and confident pupils really enjoy their time at school. They have high aspirations, take pride in their achievements and delight in the different subjects that they learn. Older pupils enthuse about the many trips, clubs and activities on offer. They really like how there is something for everyone, including: choir, chess, computing and different sporting clubs.

Staff ensure that pupils' cultural heritage is celebrated here. Pupils learn to play together cooperatively and look after each other. New pupils quickly make friends. As one pupil commented, 'The best thing about Castlevew is that it's really friendly, that's why we come here.' There is very little inappropriate behaviour or unkindness as pupils respect the school's clear rules and routines. They know how to respond should anyone say or do anything that makes them feel uncomfortable, and trust staff to resolve any concerns they may have.

Standards in reading, writing and mathematics are high. Pupils become keen readers, take pride in their work and relish discussing their learning. Until recently, the wider curriculum, while broad and engaging, has not always expected enough of these willing pupils in some areas. Staff are working hard to ensure that the level of challenge is consistently high across all subjects.

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

Teachers ensure that pupils develop a depth of knowledge and skills in English and mathematics. Ambitious and detailed planning in these subjects makes it clear what pupils have to learn and in what order. Here, the curriculum is very clear that pupils' learning builds on what they already know and can do. Staff design stimulating and engaging lessons that support all pupils to achieve success.

The teaching of reading is given high priority here and begins immediately when children join the early years classes. Regular training ensures that teachers and teaching assistants have expertise when teaching phonics from Reception and throughout key stage 1. Staff interact skilfully with pupils to develop, assess and enhance their reading skills. Tailored support is given to any pupils who require additional help so that all make strong progress. Over time, pupils grow into fluent readers, discovering genuine satisfaction and pleasure from reading books. Their strong reading skills help them to develop an impressive vocabulary and to become successful writers.

The new headteacher and his senior leadership team recognise the many existing strengths of the school and have swiftly identified target areas that require improvements. Work is underway to restructure systems and provision for pupils with special educational needs and/or disabilities (SEND) and to make all subjects across the wider curriculum as strong as the very best in the school. There has been a lot of necessary change in a short period of time and understandably some staff

are concerned. Leaders and governors are aware that better communication and more staff involvement is needed to improve morale.

Leaders have designed improvements to many subjects, such as art, computing, and personal, social and health education (PSHE). Here, passionate subject leaders have developed coherent plans that make clear how pupils' knowledge and skills develop from early years up through key stages 1 and 2. This work is less developed in other subject areas, such as history and science. Consequently, there is some variability in how well pupils are supported and challenged in these subjects across the school. Senior leaders know this and are supporting staff with the training and resources needed to make the required changes.

Teachers know their pupils well and design learning activities that meet all pupils' needs, including those with SEND, well. This is particularly so in reading and mathematics. New leaders are aware that the ongoing assessments and plans for many pupils with SEND have become out of date during the pandemic and period of staffing change at the school. Some parents of pupils with SEND are understandably anxious about this. New senior leaders have developed a strategy to rectify the situation. Work is underway to ensure that up-to-date and accurate assessment of these pupils' needs is provided to teaching staff.

Children in early years settle swiftly into routines and play and learn cooperatively. Pupils' behaviour across the school is very good and their attendance is high. They socialise happily at playtimes, move around the school sensibly and are polite. Pupils respect the school's rules, rewards and routines and so any disruption is rare. They show respect for each other and different members of their community. PSHE and personal development are at the heart of the curriculum at Castleview. This, together with the rich array of trips and visits on offer, ensures that pupils are very well prepared for their next stages of education.

Safeguarding

The arrangements for safeguarding are effective. Pupils feel safe here and their parents confirm this.

Appropriate safeguarding training enables staff to recognise signs that may suggest a pupil is at risk of harm and know what to do if they are concerned. Leaders work with external agencies when necessary to ensure pupils get the help they need.

New leaders have introduced training and a better system to ensure that staff share and record any concerns they may have about pupils. However, this is not yet fully embedded. The school's previous safeguarding records were poorly organised and still contain inaccuracies. Safeguarding leaders have plans to address this.

What does the school need to do to improve?

(Information for the school and appropriate authority)

The school's curriculum is not yet sufficiently well planned and sequenced in some subjects and in the early years. In addition, some subjects within the curriculum require further adaptation to better meet the needs of pupils with SEND. However, it is clear that leaders have already taken action to plan next year's curriculum and to train staff where required. For this reason, the transitional arrangements have been applied.

- New leaders have shown capacity to implement swift change and improvement in some subject areas. Curriculum developments in other foundation subjects are still ongoing. Staff require further information to ensure that they can more accurately meet the needs of all pupils across all subjects. Leaders need to complete and embed coherently sequenced plans from early years to Year 6 across all areas of the curriculum. This will support more consistency of implementation between classes and assist all pupils to learn with increasing success.
- Some record-keeping relating to safeguarding is inaccurate, and the individual assessments and plans for many pupils with SEND are out of date. Consequently, staff do not always have access to all the information they need. This runs the risk that their actions may not precisely meet the education and well-being needs of vulnerable pupils. Completion of existing plans, and more robust systems of monitoring by leaders and governors, are urgently needed to rectify this.
- The many recent changes to leadership and systems in the school have unsettled and concerned many staff and some parents, particularly those of pupils with SEND. Approximately half of the staff are enthused by the changes, but the other half would like more information, involvement and feedback from leaders. Senior leaders and governors need to prioritise improving communication both to boost staff morale and better involve all parents.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	138659
Local authority	Slough
Inspection number	10199309
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	476
Appropriate authority	The governing body
Chair of governing body	Pinky Sandhu
Headteacher	Tubatsi Moloji
Website	www.castleview.slough.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- There have been significant changes to the senior leadership of the school recently. The headteacher took up his post in September 2020. The special educational needs coordinator (SENCo) took up her post in January 2021, and two new deputy headteachers started at the school in September 2021. In addition, recently there have been several changes to subject leadership.
- The school does not currently use any alternative provision.
- Castleview has a resource provision for 22 pupils with SEND. This provides specialist provision for pupils with autism spectrum disorder or complex needs.
- Castleview Primary School converted to become an academy school in September 2012. When its predecessor school, with the same name, was last inspected by Ofsted, it was judged to be outstanding overall.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account within their evaluation.
- Deep dives were conducted in reading, English, mathematics, history and computing. As part of these, inspectors met with leaders, visited lessons, talked to pupils about their work and met with teaching staff to talk about their approach to designing and delivering the curriculum. Inspectors also reviewed plans for the teaching of art, science and PSHE.
- Meetings were held with the headteacher, senior leaders, subject leaders, SENCo and other members of teaching and support staff.
- Inspectors reviewed the school's policies and practices and met with safeguarding leaders to evaluate the effectiveness of safeguarding. Records of safeguarding incidents were scrutinised and discussed. Inspectors also reviewed the school records of the recruitment checks made on adults working in the school. The views of pupils, parents and staff represented in meetings and the responses to Ofsted surveys were considered.
- The lead inspector met with members of the governing body. Telephone conversations were held with a representative of the local authority and an external consultant used by the school.
- A meeting was held with groups of pupils to discuss their views about many different aspects of their school. Inspectors also held informal conversations with pupils at break and lunch time.

Inspection team

Matthew Newberry, lead inspector	Her Majesty's Inspector
Lizzie Jeanes	Ofsted Inspector
Liz McIntosh	Ofsted Inspector

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