

Inspection of Castle View Academy

Allaway Avenue, Paulsgrove, Portsmouth, Hampshire PO6 4QP

Inspection dates: 7 and 8 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

At the very heart of Castle View Academy is a desire for all pupils to achieve excellence and for them to be ambitious, determined and respectful. Pupils are proud of their school. They feel safe and well cared for. As one pupil said to an inspector, 'You can go to anyone, and you will be listened to.' Another said, 'This school embraces everyone and accepts them for who they are.'

Pupils recognise the importance of learning and enjoy their well-structured lessons, which help them to improve their knowledge and skills. They know that they are expected to behave well. Routines, such as roll call, make it clear that high standards are expected. Learning is a priority and teachers organise activities to help all pupils to make progress.

Making sure that pupils are prepared for the future is important. The personal development programme includes aspects of health and welfare, managing finances, personal and online safety, career aspirations and preparing pupils for life beyond school. Pupils are encouraged to aim high. There are increasing opportunities for pupils to take part in work experience placements and visits to other schools, colleges and universities, as well as to participate in trips.

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

Leaders at all levels, with the support of the regional director from United Learning Trust, have focused on developing a curriculum that is ambitious and well structured. It clearly sets out what pupils will learn, from Year 7 right the way through to Year 11, and ensures that learning gradually builds on what pupils have already learned. The school's curriculum gives pupils the opportunity to study a wide range of subjects. Leaders are continuing to improve the English Baccalaureate (EBacc) entry level.

Teachers' expertise leads to a consistent approach to teaching. The clear behaviour system means that pupils know what is expected of them. This helps to create an atmosphere that is firmly focused on learning. In mathematics, high-quality teaching is helping pupils become inquisitive and responsible for their learning. Widening pupils' experience of literature and its context, as well as developing pupils' vocabulary and the use of more complex language, pushes pupils to strive for more.

Teachers regularly assess how pupils are progressing with their learning. They use this information to plan what pupils will learn next. Pupils, including those with special educational needs and/or disabilities (SEND), get the support they need in lessons because teachers have an accurate understanding of their needs.

Reading is quite rightly a focus for leaders. They know how important it is for pupils to be able to read fluently and confidently. Pupils arriving at the school in Year 7 do not read as well as they should. Leaders' top priority is to develop a more coherent strategy to reading across the school. They also know that more needs to be done

to support the weakest readers. A newly appointed leader of literacy has been appointed and has hit the ground running with this important work.

Pupils benefit from learning a well-thought-out personal, social, health and economic (PSHE) education programme. They enjoy learning about topics that are relevant to society, to the area where they live and to them personally. They learn about healthy lifestyles and relationships, fundamental British values, equality and diversity, career opportunities and how to keep safe, including online. The school has won an award in recognition of its work on mental health.

While many pupils happily attend, some pupils do not attend school well enough. This is a continuing priority for leaders. Attendance is monitored closely and strategies are used to improve the current picture.

Leaders work hard to ensure that they make a difference to the lives of pupils. They have high aspirations for themselves, staff and pupils alike. Members of the local governing body have high aspirations too, and understand their roles and responsibilities. They support and hold leaders to account to help them constantly strive for more.

Safeguarding

The arrangements for safeguarding are effective.

Staff at Castle View Academy are fully committed to safeguarding. Regular training means that they are well equipped to identify pupils who could be at risk. The work of the school's designated safeguarding leads (DSLs) is very effective. Records of concerns about pupils and the school's subsequent actions are very detailed and precise. While DSLs work well together, a clearer demarcation of their roles would help to further clarify their individual responsibilities. Checks carried out on staff working at the school are thorough. These checks extend to visitors, including contractors. However, some of the school's records of questions asked of prospective staff at interviews, and their subsequent responses to these questions, need to be strengthened.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's reading strategy is not as well developed as leaders would like. This means that some pupils are making slower progress with reading than they should. Leaders need to further develop the school's reading strategy, particularly for the weakest readers.
- Some pupils do not attend school well enough. This means that these pupils do not benefit from the good quality of education that the school provides. Leaders need to continue to improve the attendance of all pupils, particularly those who are persistently absent.

- Some of the school's records of the questions prospective staff are asked at interview, as well as their subsequent responses, are not as robust as they need to be. This means that some records lack the detail needed. Leaders need to strengthen their record-keeping of the questions asked and responses given at the interviews of prospective staff.

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	145372
Local authority	Portsmouth
Inspection number	10227660
Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	562
Appropriate authority	Board of trustees
Chair of trust	Dame Yasmin Bevan
Principal	Christian Down
Website	www.castleviewacademy.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Castle View Academy converted to become an academy school in March 2018. When its predecessor school, King Richard School, was last inspected by Ofsted, it was judged to require improvement overall.
- The school is an academy within the United Learning Trust.
- The principal took up his post in May 2018.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.
- The school uses one registered provider of alternative provision.

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 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in these subjects: English, mathematics, geography and Spanish. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also reviewed curriculum planning in religious education and PSHE. They visited lessons in many other subjects that were taking place at the time of the inspection.
- Inspectors met with leaders, staff, pupils and those with responsibility for governance, including the chair of the local governing body and other members of the local governing body. Inspectors also met with the regional director of United Learning Trust.
- Inspectors held discussions with one registered alternative provision provider.
- Inspectors observed pupils' arrival to school, roll call, tutor time, assemblies, breaktimes and lunchtimes.
- Inspectors scrutinised behaviour and bullying records.
- Inspectors scrutinised minutes of local governing body meetings and records of visits to the school made by members of the local governing body.
- Inspectors met with the special educational needs coordinator to discuss the provision for pupils with SEND. They visited lessons to look at the support these pupils were receiving.
- Inspectors considered the responses to the confidential staff survey. They took account of the responses to Ofsted Parent View and comments made by those who responded.
- To evaluate the effectiveness of safeguarding, inspectors looked at the school's website and policies, met with leaders and spoke with pupils and staff. They scrutinised school records of the safeguarding checks carried out on adults working at the school and spoke with members of the local governing body. They scrutinised a selection of electronic child protection records.

Inspection team

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