

Inspection of Castle View Primary School

Mead Way, Halton Brook, Runcorn, Cheshire WA7 2DZ

Inspection dates: 15 and 16 November 2022

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 Good

What is it like to attend this school?

Pupils enjoy coming to Castle View Primary School. They feel safe and happy. This is because of the positive relationships they form with their friends and with the caring staff who know pupils well. Parents and carers value the support and care provided to their children by staff.

Most pupils behave well because they understand teachers' high expectations of them. Bullying is addressed quickly and successfully by leaders and staff. Any occasional arguments between pupils are sorted out quickly by staff. Pupils trust staff to respond sensitively to any worries or problems that they may have.

Children in the early years settle well into school life. They learn routines quickly. Pupils work hard and do their best. Pupils, including those with special educational needs and/or disabilities (SEND), achieve well.

Pupils, including disadvantaged pupils, make the most of the wide range of activities and enrichment opportunities on offer to them. This includes developing an appreciation of the works of William Shakespeare. Pupils benefit from a range of visits and visitors that capture their interests, including trips to Talacre beach and local castles. They are proud of their artwork, which is celebrated throughout the school. These experiences build pupils' confidence and broaden their aspirations.

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

Leaders are ambitious for all pupils. They believe that pupils, including those with SEND, deserve the very best education. As a result, leaders make sure that pupils experience a broad and interesting curriculum that enables them to achieve well.

In most subjects, leaders are clear about the knowledge that pupils should learn and when they should learn it. Staff have a good understanding of the subjects that they teach. They use resources that help pupils access their learning. This enables pupils to progress well through the curriculum.

In a small number of subjects, including in the early years, leaders have not identified clearly enough the most important knowledge that staff will teach. As a result, in these subjects, teachers are hindered in designing learning that builds logically on what pupils know already. This means that pupils do not remember their learning as securely as they should. In addition, teachers find it more difficult to check how well pupils are learning the knowledge that they need.

Leaders have put reading at the heart of the curriculum. They make sure that children begin to learn to read from the earliest opportunity. Children in the early years benefit from learning rhymes and songs. They respond well to activities which enhance their ability to hear and recognise different sounds. Staff make sure that

there are plentiful opportunities for pupils to learn new words and develop their communication skills. Staff deliver the phonics programme effectively.

Teachers have created inviting reading areas to encourage pupils to read and to develop their love of books. Staff check pupils' progress in reading frequently. They use this information to inform their teaching. Staff use a range of suitable strategies to support pupils, including those in key stage 2, who need to keep up with the reading curriculum. As a result, most pupils develop the knowledge that they need to read confidently and fluently.

Leaders have put effective systems in place to identify the needs of pupils with SEND quickly and accurately. Leaders make sure that these pupils get the help that they need and successfully access the same curriculum as their classmates.

Pupils' behaviour reflects the determination staff have for everyone to be the best that they can be. The school is calm throughout the school day. Adults help pupils to manage their own behaviour well. Disruption to learning is rare. Children in the early years play happily alongside their friends. They delight in learning about the world around them.

Pupils develop resilience and confidence as they move through the school. They learn to see the best in themselves and in each other. Pupils successfully develop valuable new skills and interests through leaders' focus on preparing them for life in modern Britain. For instance, leaders have established a strong tradition of music and arts at the school. Pupils benefit from singing and learning to play a range of musical instruments. They also develop skills in dance, drama and speaking in public. Leaders place great importance on developing pupils' mental and physical health and well-being.

Governors know the school well and have a clear understanding of its strengths and areas for improvement. They understand their roles and carry them out effectively. Governors provide effective support and challenge to leaders.

Staff feel extremely well supported by leaders. They said that leaders care about staff's well-being and make reasonable adjustments to their workload wherever possible.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff are well trained so that they know what to do if they have any concerns about a pupil's welfare or well-being. Safeguarding leaders make sure that all safeguarding concerns are carefully documented and followed up swiftly and appropriately with other professionals. There is a strong safeguarding culture throughout the school.

Pupils learn how to keep themselves safe. For example, they learn how to act safely in their local area, including when walking along the canal and crossing road bridges. They know how to spot and report the dangers that they may experience when working or playing online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, leaders, including those in early years, are not clear enough about what pupils and children should know. This hinders teachers when designing learning, preventing pupils from achieving as well as they should in these subjects. Leaders should ensure that they identify more clearly the essential knowledge that pupils and children should be taught in these subjects.

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](#)' 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	111116
Local authority	Halton
Inspection number	10241822
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	159
Appropriate authority	The governing body
Chair of governing body	Steve Mowatt
Headteacher	Hannah Melarangi
Website	castleviewprimaryschool.haltonschools.info/
Date of previous inspection	9 to 10 May 2017, under section 5 of the Education Act 2005

Information about this school

- The headteacher took up post in April 2018.
- The Nursery and Reception classrooms are combined as one large class.
- Leaders do not make use of alternative provision.

Information about this inspection

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

- This was the first routine inspection that the school has 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 conducted deep dives in these subjects: early reading, geography, art and design, and mathematics. For each deep dive, inspectors met with subject leaders and teachers. They visited lessons, looked at examples of pupils' and children's work and talked with groups of pupils about their learning. The lead inspector heard pupils from key stage 1 and key stage 2 read to a familiar adult.

Inspectors also considered the curriculum, spoke with pupils about their learning and evaluated their work in some other subjects.

- Inspectors spoke with members of the governing body, the headteacher and other school leaders. The lead inspector spoke with a representative of the local authority and with the school improvement partner. Inspectors also talked with staff about their workload and well-being.
- Inspectors met with leaders who are responsible for attendance, early years, SEND and pupils' personal development.
- Inspectors spoke with pupils about safeguarding and their wider experience of school. Inspectors looked at a range of policies and documents related to pupils' and children's welfare and education. They observed pupils' and children's behaviour in lessons and around the school.
- Inspectors reviewed leaders' policies and procedures to keep pupils safe. They discussed safeguarding arrangements with leaders and staff. Inspectors also checked the single central record.
- Inspectors took account of the responses to Ofsted's online surveys for staff and pupils.
- Inspectors met with parents and carers at the start of the school day and took account of the responses to Ofsted Parent View, including the free-text responses. Inspectors considered parents' emails sent for their attention.

Inspection team

Rebecca Jewitt, lead inspector	His Majesty's Inspector
Tim Vaughan	His Majesty's Inspector
Vicky Briggs	Ofsted Inspector

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