

Castilion Primary School

URN: 146892 | Inspected: 06 January 2026

Safeguarding

standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

Achievement Needs attention

Pupils' outcomes in national tests have been below the national average for the last three years. Pupils' progress through the curriculum is evident in their recollection of knowledge and the work in their books. However, too many pupils are not ready for the next stage in their learning. A significant number of pupils do not meet the required standard in phonics by the end of Year 1. Leaders have ensured that there is a consistent approach to teaching phonics, but for some pupils, including those with special educational needs and/or disabilities, the support staff provide needs to be more precise. Leaders' work to raise standards is evident in the progress that disadvantaged pupils make to achieve above national standards. It is also possible to see the positive impact the curriculum is having from children's starting points in Reception to the end of each key stage. However, in writing, too many pupils do not meet the expected standard in key stage 2.

What it's like to be a pupil at this school

Pupils are proud of their kind, welcoming school community. They readily share their enjoyment of learning, discussing the knowledge and facts they have learned. Pupils value their positive relationships with teachers. They know that teachers will help them to understand their learning. Typically, pupils make secure progress through the curriculum. However, too many pupils did not meet the expected outcomes in national tests last year. Leaders are ambitious for pupils' achievement and have acted to drive up standards. The school has high expectations for pupils' behaviour. Pupils value the consistency and fairness and can see the impact this has on behaviour. They feel behaviour has improved and bullying now does not happen. As a result, pupils feel safe in school. Behaviour across the school is positive, and pupils treat each other with kindness and respect. Pupils value and celebrate other people's cultures and beliefs, which is also demonstrated in how they treat others. Class texts celebrate the cultural heritage of pupils and enhance the inclusive school environment. Pupils attend regularly, as leaders have ensured that families and pupils understand the importance of high attendance. Pupils demonstrate positive learning behaviours. They learn to collaborate and show resilience in their approach to tasks. Pupil ambassadors are proud of the contribution they make to school life. They act as role models to their peers and demonstrate the high values that thread through the school. Older pupils develop entrepreneurial skills by arranging cakes sales to raise funds for books. The wide range of trips enriches pupils' curriculum learning. For example, Year 6 visit the aquarium to support their understanding of habitats. Year 5 pupils value the opportunity to develop teamwork and resilience on their residential stay. Pupils are well prepared for life in modern Britain.

Next steps

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- Leaders should ensure that highly effective teaching that precisely meets pupils' individual needs is embedded across the school so that pupils make secure progress and reach at least the expected standard in national tests.
- Leaders should ensure that professional development is precise and its impact carefully monitored so that it leads to improved teaching and higher levels of attainment for pupils.

Curriculum and teaching

Expected standard

Pupils learn a broad curriculum that is based on the national curriculum. Leaders have developed the curriculum significantly over the past four years, ensuring that learning is sequenced, so pupils build knowledge over time. As the school has moved to mixed-age classes, leaders have revised the curriculum further. They ensure that pupils have the right opportunities to progress. Leaders prioritise pupils' reading, writing and mathematics knowledge. Phonics teaching is consistent. Teachers check regularly to ensure that pupils are learning the correct sounds and that reading books are matched to their levels. Writing, including handwriting, is a focus area. Leaders have implemented daily handwriting practice. More time is needed for the impact of this to be evident in all pupils' writing. In mathematics, pupils apply fluency and number facts effectively to solve mathematical problems. Consistent teaching approaches are embedded across the school. Leaders have worked with specialists to ensure that staff receive subject-specific training to implement the curriculum effectively. Teachers model learning and provide opportunities for pupils to work through examples together. Teachers prompt pupils to remember essential knowledge through 'flashbacks' to previous learning. They make effective checks on pupils' understanding and offer support as needed. Pupils with special educational needs and/or disabilities receive tailored support to help them to progress through the curriculum.

Occasionally, however, pupils' misconceptions and gaps in their knowledge are not picked up quickly enough.

Early years

Expected standard

Leaders use information about children's starting points to shape the curriculum. They identify any areas of learning where children have gaps and ensure that these are prioritised. A focus on developing language and communication underpins all areas of the curriculum. Leaders liaise with local pre-school settings to understand children's individual needs, including any special educational needs and/or disabilities. Staff work proactively with parents and carers to help children overcome any barriers to learning. Staff receive ongoing training, including support from the local authority, to ensure that they are equipped to support children who need the most help with communication. Leaders deliberately plan vocabulary development throughout the curriculum. Staff understand the importance of modelling and repeating language to help embed key words. Children use new vocabulary in their independent activities. Phonics is a priority, with daily sessions matched to children's level and knowledge of sounds. Leaders design the early years curriculum to prepare children well for Year 1. Close tracking of children's progress enables staff to identify gaps in children's knowledge at the end of Reception.

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Typically, children achieve well and any gaps in their knowledge are shared with Year 1 staff. This helps children's transition to key stage 1.

Inclusion

Expected standard

Leaders and staff build effective relationships with parents and carers. These help them to identify pupils' needs swiftly. Effective support plans ensure that all staff know how best to support each pupil with special educational needs and/or disabilities (SEND). Pupils with SEND typically access the same curriculum as their peers thanks to adaptations to the curriculum, such as additional adult support, adapted tasks and practical resources to aid learning. Leaders' regular checks on the provision pupils receive and on pupils' progress ensure that any gaps are generally addressed. Leaders seek out specialist advice from the local authority and trust where this is needed. Leaders provide a wide range of training to support staff to meet pupils' individual needs. Overall, this is having a positive impact on pupils' outcomes. Additional funding, such as the pupil premium grant, supports disadvantaged pupils to achieve well. For example, disadvantaged pupils achieved above national averages in last year's key stage 2 tests. Leaders also ensure that disadvantaged pupils experience the wider enrichment offer. All pupils with specific vulnerabilities and barriers to learning receive carefully planned, bespoke support to meet their individual needs.

Leadership and governance

Expected standard

Leaders have identified the right priority areas for their school. They have put actions in place to develop aspects of the school's work. For example, one priority is to embed key knowledge in mathematics and English, so pupils can achieve well and be prepared for their

next steps

. There has been a rapid journey of improvement in a short time to strengthen the curriculum and teaching. Leaders work effectively to build a positive school community. There are strong relationships with parents and carers. Parents trust the school to provide help and support for their children. Staff appreciate the school's supportive culture and leaders' consideration of their workload when implementing new initiatives. Staff receive relevant professional development to provide the best support for pupils. In a few cases, the learning from this is not implemented precisely, which impacts on pupils' experiences. Staff appreciate the trust-wide support, for example, access to curriculum leadership networks and other training. Trustees, trust leaders and governors have a secure understanding of the school's work. They know its strengths and areas for development. Leaders, trustees and governors have a shared ambition and high expectations for all pupils, including those with special educational needs and/or disabilities. Trustees and governors challenge and support leaders to address areas of weakness. They understand their responsibility to meet statutory duties, including ensuring that safeguarding is effective.

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Personal development and wellbeing

Expected standard

The school's value of respect is threaded through all elements of school life. Pupils treat each other respectfully and demonstrate their understanding of everyone's right to be an individual. Pupils celebrate and value the diversity of their school community. They enjoy learning about their peers' religions and cultural heritages. British values are shared through the school's own values. For example, pupils have great regard for their class charters and school rules. They work together to create a harmonious, tolerant and happy community. The personal, social, health and economic education curriculum is comprehensive and includes a safeguarding curriculum. Learning builds each year as pupils gain an age-appropriate understanding of topics. For example, early understanding of online safety builds towards learning about the impact of cyber-bullying and inappropriate use of apps. The relationships and sex education and health education programme empowers pupils to have healthy relationships. Pupils understand that families can look different. They embrace learning about peoples' diverse lives. Adaptations to teaching are made for pupils with special educational needs and/or disabilities to support them to access this curriculum. Leaders are mindful that vulnerable and disadvantaged pupils may need additional pastoral support. They provide this and ensure that staff are trained to promote pupils' positive wellbeing. Pupils' enjoyment of learning is enriched through the wider curriculum offer. Pupils engage in trips that enhance their curriculum learning. For instance, Year 5 pupils loved seeing a theatre production of 'Pig Heart Boy', bringing to life their class text. Carefully planned visits and external speakers support pupils' understanding of how to keep safe. For example, pupils learned about fire safety in the home through a visit to the fire station. Older pupils learn how to stay safe in the wider community and online. Needs attention

Attendance and behaviour

Expected standard

Pupils' attendance is above the national average and improving. Secure systems are in place to track attendance and address any concerns. Leaders have positive relationships with families and provide bespoke support to tackle attendance issues. Pupils understand the importance of attending school regularly and punctually. They want to be in school, and they enjoy learning. Staff take a consistent and thorough approach to behaviour. Pupils understand the behaviour policy and how it links to the school's values. Pupils share the belief that everyone has a right to education and learning. They behave well and are attentive in lessons. Positive relationships between pupils are evident in their support and kindness to each other. Leaders carefully track pupils' behaviour and address any issues that arise through assemblies and the curriculum. Leaders' work is having a positive impact, and there has been a significant reduction in serious behaviour incidents. Pupils state that there is no bullying as pupils are respectful and do not discriminate against each other. Pupils interact happily at playtime. Staff make adaptations so that all pupils can meet the expectations for behaviour. For example, positive behaviour charts support pupils to make the right choices. Pupils across the school learn strategies to help regulate their emotions.

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For detailed performance data including disadvantage gap analysis, historical trends, and comparison tables, visit the school's profile on WhatSchool:

<https://whatschool.ai/en/school/castilion-primary-school-london>