

# Castle Hill Primary School

Winklebury Way, Basingstoke, Hampshire RG23 8BN

## Inspection dates

22–23 May 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	<b>Good</b>

## Summary of key findings for parents and pupils

### This is a good school

- The experienced headteacher and deputy headteacher provide inspirational and effective leadership that drives the school forward. They have managed building work, the rapid expansion of the school population and the introduction of key stage 1 and early years exceptionally well, while ensuring that the education and experience of all pupils remains good.
- Personal development and behaviour are outstanding. Pupils are consistently polite and well mannered and show great care and empathy for each other. Pupils enjoy their time at school and see themselves as a close and supportive community.
- Middle leaders work hard to ensure that their responsibilities are well managed. Senior leaders and members of the governing body recognise that those new to the role are not fully skilled in monitoring and improving pupils' outcomes.
- Parents are overwhelmingly positive in their views of the school and its leadership. They feel that their children learn well and are well looked after.
- The early years team provides a stimulating environment that motivates and engages children. Children make excellent progress and are well equipped with the skills and knowledge that they require, when they begin key stage 1.
- Teaching is good. The English and mathematics curriculum are well developed and support pupils' attainment and progress. Other areas of the curriculum are not yet fully established across the school. Therefore, pupils make better progress in their reading, writing and mathematics than in other curriculum areas.
- Safeguarding processes are well established and effective. Pupils can safely assess risks in the local community and they feel safe within school.
- The local governing body is ambitious for the school and rightly proud of its achievements. Governors challenge and support leaders effectively. They make regular, purposeful visits to the school and consequently understand the breadth of its work well.

## **Full report**

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

- Develop the capacity of middle leaders to ensure that the quality of teaching and learning in their areas of responsibility is maintained as the school continues to expand.
- Improve the planning of creative and foundation subjects across the school so that progress is consistently strong across the curriculum and more pupils reach the highest standards of which they are capable.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher and the deputy headteacher provide strong, focused and effective leadership. They are unwavering in their desire to provide the very best experience possible for every pupil and every member of staff at Castle Hill Primary. Throughout the recent growth of the school, they have remained positive, ambitious and hardworking. Their dedication and inspiration have resulted in a primary school, based on two sites, that has high expectations of all stakeholders, and in ambitious, aspirational pupils who believe in themselves. As one pupil said, 'Mr Martin cares about everyone in the school so much!'
- Leaders have an accurate understanding of the strengths and development areas of the school. Senior leaders have successfully begun the work of further developing middle leaders by ensuring support and professional development is available for them. As a result, middle leaders are becoming more adept at monitoring and planning actions that will improve pupils' outcomes and experience in their areas of responsibility
- Pupils have access to a wide range of subjects and enjoy all aspects of their education. English and mathematics are well planned and assessed throughout the school and most pupils make secure or good progress. Some other areas of the curriculum are less well developed and, in the breadth of pupils' experiences, do not always support learning. Senior leaders are aware that curriculum design needs to be matched to the changing needs of the school.
- The primary physical education and sport premium is used well across the school to increase pupils' participation in sport. At the Greenbank campus, two thirds of pupils participate in an extra-curricular sports club. Leaders are ambitious to develop skills and recognise talent while ensuring that all pupils can participate. Professional development, enhanced resources and specialist coaches have improved the quality of physical education within the school.
- Leaders use the pupil-premium funding well to improve the progress that disadvantaged pupils make. The deputy headteacher and class teachers make effective use of assessment to identify any needs or gaps in learning. The teachers identified as pupil-premium champions are adept at removing barriers to learning, providing intervention and supporting pupils and their families effectively and sensitively. In most year groups, the attainment and progress of disadvantaged pupils are in line with or better than those of other pupils across the curriculum.
- Pupils' spiritual, moral, social and cultural development is at the heart of all that the school does. There are many opportunities within the wider curriculum for pupils to take part in activities that support these areas. Pupils are inherently polite and caring and have a natural affinity with the needs of others. During assemblies, pupils are invited to reflect on national and international events and think about how others

would feel. The recent introduction of a school dog, Ruffles, has further prompted pupils to develop their caring natures as they provide for her needs.

## **Governance of the school**

- Governors are passionate about the school and are rightly proud of its positive impact on the local community. Governance is highly effective and the governing body is focused on the school's continuing improvement as it grows and establishes itself as a primary school. Governors know the school well because they visit often and receive detailed reports from the headteacher and the deputy. They actively involve themselves with all aspects of school life.
- The governors ensure that the school's resources are well managed but recognise that opening a new school with limited resources has put pressure on senior leaders. They are committed to supporting school leaders as the school continues to grow and develop.
- Governors have a clear understanding of key stage 2 pupils' performance in comparison to national standards. They have asked challenging questions of leaders and have a good understanding of how school data is used to show the rates of progress of pupils as they move through the school. Governors recognise the need to develop further their understanding of early years and key stage 1 data in order to fully understand and challenge the progress of pupils through the whole primary phase.
- Governors have a detailed knowledge of how additional funding is used to promote the achievement of disadvantaged pupils and those who have special educational needs (SEN) and/or disabilities. They scrutinise the impact of this spending closely and analyse the outcomes of different groups of pupils.

## **Safeguarding**

- The arrangements for safeguarding are effective. Safeguarding is a high priority among leaders. Governors ensure that all staff, including those who work part-time or join mid-year, receive the required training. Leaders aim for any member of staff to be able to respond to a concern that a pupil raises. This leads to the timely sharing of all concerns about pupils' well-being.
- The designated safeguarding leaders have developed a robust system of information sharing which ensures that concerns are addressed and closely monitored. The leaders vigilantly follow up any referrals that are made, both internally and to outside agencies. As a result, appropriate support is put in place for pupils and their families.
- The culture of the school is caring and supportive. School leaders put pupils' safety and well-being at the centre of all that the school does. Leaders ensure that pupils understand their own responsibility for keeping themselves safe. For example, pupils spoke to inspectors about how to keep themselves safe online and in their local community.

## Quality of teaching, learning and assessment

**Good**

- Teachers work extremely hard to ensure that pupils enjoy their learning. Teachers and teaching assistants ensure that pupils concentrate fully on their learning and achieve well. Relationships are exceptionally positive between adults and pupils. Pupils enjoy their learning and are keen to discuss it with adults and their peers.
- Teaching assistants are well trained and provide a high level of support for all pupils. Pupils who have SEN and/or disabilities are often given individualised work and activities that are tailored to their needs. Teaching assistants and teachers are careful to ensure that all pupils feel included in the classroom experiences and are successful in their tasks.
- Pupils read widely and enjoy reading. The teaching of phonics is effective and well led. Pupils apply phonics well in their reading activities. At the previous inspection, teachers were asked to ensure that pupils read a variety of texts. The teaching of reading and comprehension across the school is now strong and, as a result, learning is deep and progress is secure. Teachers were also asked to ensure that pupils could write in a variety of contexts. Pupils' English workbooks show that this has been addressed across the school. Many pupils are able to produce excellent writing across the curriculum.
- English and mathematics lessons are planned well and pupils are given good opportunities to deepen their knowledge. Teachers have strong subject knowledge in these subjects and this enables them to use probing questions to discover pupils' understanding and reshape learning. However, in some areas of the curriculum, learning is not always built on effectively. As a result, progress in some areas of the curriculum is slower than in the core areas of English and mathematics.
- Pupils are able to apply their mathematical knowledge in different situations to support them in solving problems. Pupils are encouraged to discuss their ideas and think carefully about the information that they require to solve a problem. Consequently, they remain enthusiastic throughout the lesson and achieve well.
- Pupils are committed to improving their work. They make good use of teachers' feedback and use this to make changes and learn from their mistakes. Pupils who need additional support are quickly identified and are given support to catch up.
- A large majority of parents who spoke to inspectors thought that their children were taught well and made good progress as a result. Some parents sought out inspectors during the inspection to provide positive comments about their child's experiences.

## Personal development, behaviour and welfare

**Outstanding**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Excellent guidance ensures that pupils acquire a very good understanding of what it means to stay safe and keep healthy. Pupils are able to discuss intelligently the

dangers that they face when out in the community or online, and how they can reduce any risks to their own safety. Inspectors heard pupils discussing what constitutes a healthy diet and why it is important. They enjoy physical education and participate in the wide variety of clubs on offer to them such as dodgeball and dance.

- Pupils talk enthusiastically about their school and how they all work together. One pupil told inspectors, 'There is a bond between everyone.' They were keen to explain the meaning of the word 'TEAM' that is embroidered on their jumpers: 'Together Everyone Achieves More'. Pupils are quick to celebrate each other's successes and differences.
- Parents made many positive comments regarding the caring nature of the school and praised the enthusiastic teachers. They were quick to praise the 'excellent job' that had been done setting up the Rooksdown campus. Parents said that they felt communication was very good and enjoyed the many opportunities that they had to come into school.
- Pupils' welfare is one of the main priorities of the school. Leaders work effectively with other agencies, including the local authority and social care teams, when they identify any pupils who may be at risk. Vulnerable pupils and those with highly complex needs are actively included in the school's wider activities, and are looked after with great care and attention.

## Behaviour

- The behaviour of pupils is outstanding. The school motto 'Manners Matter' is understood and adhered to by all pupils. Pupils show respect for other pupils, teachers and visitors by listening carefully and responding to questions appropriately and maturely. Pupils are exceptionally proud of their school and they relish the responsibilities given to them.
- Pupils look after each other and demonstrate very high levels of care and friendship. This creates a warm and welcoming environment. From the beginning of the day, there is a sense of purpose and community as pupils are dropped off by parents.
- Pupils' attitudes to learning are positive and they value the education that they receive. There are very strong working relationships between staff and pupils and this encourages pupils to behave well. Occasionally, pupils lose concentration when the teacher does not notice that they have completed a task and are ready to move on to something new.
- Pupils value their education, and attendance is above the national average for primary schools. Disadvantaged pupils attend school almost as regularly as their non-disadvantaged classmates. Persistent absence is very low and the school's leaders swiftly follow up any incidents with parents.

## Outcomes for pupils

**Good**

- The leadership team has developed robust and comprehensive methods of assessment in English and mathematics. Information is carefully analysed and pupils who are

falling behind are identified quickly and their learning supported. However, in some creative subject areas assessment is less well developed and pupils are not given time to consolidate their knowledge and skills.

- Small group teaching supports effectively pupils who have fallen behind their peers and gives pupils the opportunity to revisit concepts and consolidate their learning. The progress of current pupils who have SEN and/or disabilities is secure and the progress of disadvantaged pupils is the same as other pupils.
- The test results at the end of Year 6 show that overall pupils made lower rates of progress than others nationally. However, assessment in school is robust and assessment information and pupils' workbooks show that current pupils make secure progress from the point at which they enter key stage 2. Expectations are high and leaders continuously seek to improve moderation between themselves and local infant schools.
- Attainment across the core subjects is in line with national standards. Pupils develop a secure understanding and knowledge of reading, writing and mathematics that they can apply across the curriculum. As a result, pupils are well prepared for the next stage of their education.
- Writing is a strength in the school and pupils learn to apply their grammar and punctuation skills well. They successfully apply their learning across the curriculum.
- The school's first phonics results in 2017 showed that most pupils in Year 1 achieved the expected standard. Those pupils who did not achieve it were well supported in Year 2 and have made good progress. Pupils across both campuses enjoy reading and demonstrate good comprehension skills.

## Early years provision

**Good**

- Children quickly settle into the early years because of the friendly environment. There are good relationships between children and the staff. Children are clearly happy and content and enjoy the environment.
- Parents are quick to praise the way that staff support their child's personal development and learning. One said, 'My son comes home each day full of what he's done.' Children enter the early years with skills and abilities that are broadly average. They make strong progress, and the percentage of children reaching a good level of development is above the national average. They are well prepared for their learning in Year 1.
- Early reading and writing skills are well developed because phonics is well taught. Children learn the sounds of letters and they blend letters together to make words. Children have ample opportunities to develop their reading and writing skills. Teachers and teaching assistants are good at supporting children and enabling them to improve further.
- The curriculum is designed to engage children and support their learning. During the inspection, children were keen to involve inspectors in their hunt for the pirate. They followed written clues with enthusiasm and explored the outdoor area with purpose.

They were motivated to write following the activity and produced some high-quality work.

- Children behave exceptionally well. When playing together, they share resources and wait sensibly for their turn. Children enjoy exploring the activities that are provided and are keen to involve themselves in group activities. They respect each other and adults and listen carefully.
- Evidence of children's learning in English and mathematics is carefully kept and children are keen to show inspectors their 'learning journeys'. They take great pride in showing off the progress that they have made. However, for some of the most able children, activities are not always suitably challenging, particularly in mathematics.
- The recently appointed leader of early years works hard to provide a good experience for all pupils. She has already made several changes that have improved outcomes for children and is keen to develop the early years provision further. She is well supported by the early years team who all demonstrate high expectations of themselves and the children.



## School details

Unique reference number	116005
Local authority	Hampshire
Inspection number	10046490

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

Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	401
Appropriate authority	The governing body
Chair	Mr Graeme Train
Headteacher	Mr John Martin
Telephone number	01256473777
Website	<a href="http://www.castlehillprimary.net">www.castlehillprimary.net</a>
Email address	<a href="mailto:jdfm@castlehillprimary.net">jdfm@castlehillprimary.net</a>
Date of previous inspection	11–12 March 2014

## Information about this school

- The school has changed dramatically in the last three years. It was previously a junior school based on one site but is now a primary school based across two sites, approximately two miles away from each other. The Rooksdown campus has been purpose built and currently houses early years, Year 1 and Year 2. It will grow into a full primary school over the next four years. The Greenbank campus, the original Castle Hill Junior School, will continue to accept key stage 2 pupils from local infant schools.
- The headteacher and deputy provide leadership across both campuses, with support from middle leaders.

- The proportion of pupils who have special educational needs and/or disabilities is slightly above average.
- The number of pupils from minority ethnic groups or who speak English as an additional language is below the national average.
- The proportion of disadvantaged pupils supported by pupil premium funding is below the national average.
- The school met the government's current floor standards in 2017. These set the minimum expectations for pupils' attainment and progress.

## Information about this inspection

- Inspectors observed 30 lessons or part lessons in all year groups on both campuses, some jointly with members of the senior leadership team. Inspectors also visited assemblies, after-school clubs and talked to pupils in the playground.
- Inspectors listened to pupils read and met with groups of pupils to take account of their views.
- Meetings were held with the headteacher and the deputy headteacher and with five members of the governing body. Inspectors spoke to a representative of the local authority by telephone.
- A range of documents were scrutinised, including: the school’s information about pupils’ learning and progress; minutes of governing body meetings; attendance documentation; the school’s development plan; records relating to behaviour and attendance; and safeguarding information.
- Inspectors met with middle leaders and looked at a range of pupils’ workbooks.
- Inspectors took account of 68 responses to the pupil survey, and 85 responses to Ofsted’s online questionnaire for parents, Parent View, including some free-text comments. They also met informally with parents and attended a parent event.

## Inspection team

Tracy Good, lead inspector	Ofsted Inspector
Linda Jacobs	Ofsted Inspector
Christine Bulmer	Ofsted Inspector

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