

Castlefields Primary School

Address: Castlefields, Bridgnorth, Shropshire, WV16 5DQ

Unique reference number (URN): 145202

Inspection report: 12 May 2026

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ● ●
Needs attention	
Urgent improvement	

✓ 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.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Attendance remains above national figures overall because leaders promote high expectations and communicate these clearly to families. Staff check attendance daily and use detailed tracking to identify patterns and act decisively when concerns arise. Leaders work closely with families and external professionals to support pupils whose attendance is less regular. They use tailored approaches and targeted support that skilfully remove barriers. Published attendance figures for disadvantaged pupils can fluctuate due to small numbers. However, the precise actions of leaders are rapidly improving attendance.

Pupils consistently behave impeccably well in lessons. They listen diligently, join in willingly and work cooperatively. Around the school, pupils treat each other with the utmost kindness and respect. Boys and girls of different ages play together and share spaces calmly. Bullying and incidents of poor behaviour are rare. Pupils say that concerns are usually minor and adults deal with any concerns quickly and fairly. This helps pupils to feel safe. Leaders ensure a consistent approach to behaviour through clear systems and highly effective training. Staff know pupils very well. They use calm spaces and tailored routines to help pupils who need extra support in managing their emotions to quickly re-engage with learning.

Expected standard ●

Achievement

Expected standard ●

Pupils achieve well over time. They acquire the knowledge and skills needed to prepare them for the next stage of education. Pupils learn to read with fluency and use a range of strategies to fully understand texts. In mathematics, they usually apply knowledge well to solve problems. Pupils' writing shows improving accuracy as they move through the school. In subjects other than reading, writing and mathematics, pupils build knowledge over time. However, at times, progress for some younger pupils is uneven in a small number of subjects.

Published outcomes are positive. Year 6 attainment is above national figures and has been for a number of years. This helps to prepare pupils well for the demands of secondary school. Pupils' achievement in the Year 4 multiplication tables check is consistently high. Most pupils achieve the expected standard in phonics. Disadvantaged pupils achieve well over time. Pupils with special educational needs and/or disabilities make steady gains from their individual starting points.

Curriculum and teaching

Expected standard ●

Leaders have designed a broad curriculum that clearly sets out what pupils should learn and remember. It is enriched through meaningful local experiences. For instance, in history, pupils learn about Tudor buildings, the railway period and the town's role during the Second

World War. Visits, including to an Anderson shelter and Bridgnorth Castle, bring learning to life and help pupils connect knowledge to their community.

Leaders have an accurate view of teaching and where some refinements are needed. They work closely with the trust to provide personalised coaching and support for staff. This is improving consistency across classes. For example, training has strengthened teachers' subject knowledge. It has informed the consistency with which pupils' handwriting, spelling and use of punctuation is developed. Teachers typically adapt learning well for pupils who have additional barriers to learning so that they access the same curriculum as their peers. There remain a small number of subjects where the effectiveness of adjustments are being developed.

Teachers develop pupils' vocabulary effectively. Pupils use ambitious language when speaking and writing. This helps pupils to express ideas confidently. A revised early reading approach helps younger pupils to secure essential skills. Occasionally, in some subjects other than reading, writing and mathematics, activity choices for younger pupils is variable. At times, the activities do not help pupils build on what they already know as well as they could. This limits how well some pupils deepen their knowledge and skills.

Early years

Expected standard 

Children settle quickly because adults build warm and trusting relationships from the start. Through home visits and close communication with families, staff make sure they get to know the children well. As a result, children feel safe, learn routines quickly and engage confidently in learning and play.

Leaders, supported by the trust, have developed the provision in the Nursery and Reception Years. They have improved curriculum planning so that there is a sharper focus on helping children secure the important knowledge across the different areas of learning. Leaders are aware where further developments could be made. For example, some activities, particularly those in the outside areas, do not consistently enhance pupils' learning.

Staff typically adapt activities so that all children, including those with special educational needs and/or disabilities, can take part fully in learning. Staff model language clearly and introduce children to new words at every opportunity. Children enjoy using new words. In one example, a child explained how dinosaurs became extinct using appropriate vocabulary. The teaching of phonics is effective. Children learn to apply their phonics knowledge well to simple reading and writing tasks. They form letters with increasing accuracy, with some children writing short sentences. Overall, children are well prepared for Year 1.

Inclusion

Expected standard 

Leaders and staff ensure that every pupil is valued at Castlefields. They set consistently high expectations. Leaders enable all pupils to access the same learning opportunities and wider experiences. Staff know pupils well and use this understanding to ensure that pupils feel safe, confident and part of the school.

Staff identify pupils' needs promptly. This starts in the early years through home visits, close work with families and communication with outside professionals. Staff use a range of

checks to spot emerging needs. They provide effective support in a timely manner. Staff review pupils' progress regularly and adjust provision so that it appropriately meets pupils' changing academic and personal needs.

Where needed, helpful adjustments and individual instructions make learning accessible for pupils with special educational needs and/or disabilities. These approaches also help other pupils who have barriers to their learning. This helps pupils to keep up with their classmates and make gradual progress. However, these adjustments are not applied consistently across all subjects.

Disadvantaged pupils achieve well from their starting points. Leaders use additional funding thoughtfully to improve outcomes, attendance and access to enrichment opportunities. Staff work closely with families and external agencies to support pupils known to social care. Additional pastoral support helps pupils overcome barriers and engage positively with school life.

Leadership and governance

Expected standard 

Leaders place inclusion and pupils' readiness for the next stage of education at the centre of their work. School leaders, trust leaders, staff and governors keep pupils' needs at the heart of their decision-making. This has brought about clear benefits for pupils. Improvements to early reading and the early years provision help children build secure foundations in learning. Highly effective work to improve attendance encourages pupils to attend school very regularly. Published outcomes at the end of Year 6 remain high.

In the main, leaders and the trust have an accurate understanding of the school's strengths and where practice varies. They take purposeful action to address these areas. However, there are occasions when checks do not pinpoint where improvements are needed, particularly in some subjects other than reading, writing and mathematics.

Those responsible for governance provide effective support and challenge. They visit regularly, review information about pupils' progress and consider findings from external checks to understand how well leaders' actions affect pupils. They fulfil statutory duties securely, including safeguarding and oversight of funding. They maintain a clear focus on continuing to improve outcomes and opportunities for all pupils.

Staff are proud to work at Castlefields. They feel valued and appreciate the steps leaders take to support their workload and wellbeing. Staff benefit from training, coaching and collaboration across the trust. Parents and carers are positive about the school and value the care their children receive. Leaders engage well with parents and external professionals to support pupils' learning and development.

Personal development and wellbeing

Expected standard 

Leaders have designed a well-planned programme for pupils' personal development that links closely to daily school life. Pupils have a deep understanding of key ideas such as fairness, responsibility and citizenship. They apply these when contributing to wider decision-making, for example through the school council and trust parliament, which

supports pupils' understanding of democratic values. Pupils speak respectfully about different cultures and beliefs. They show a developing understanding of world religions.

Learning in the school's woodland area and the work of the pupil eco-council provide meaningful experiences beyond the classroom. Time outdoors allows pupils to enjoy calm spaces, and to explore and develop a sense of curiosity about the wonders of nature. The eco-council leads initiatives such as growing potatoes for use in the school kitchen and organising litter picks. Through these initiatives, pupils learn to take responsibility, as well as understand the impact of their actions on the environment and community.

Pastoral care is thoughtful, responsive and effective. Trusting relationships with staff help pupils to feel safe and confident to share concerns. Targeted support helps pupils to express and manage their emotions, as well as to build resilience. These include drawing and talking sessions and therapeutic activities.

Pupils talk knowledgeably about how to keep themselves safe. They learn about online risks, such as protecting personal information. Pupils explore real-life dangers through visits from the police and fire services. They have an age-appropriate understanding of safe relationships and how to communicate respectfully. Pupils have a sound knowledge of healthy lifestyles.

A wide range of opportunities are available for all pupils from across the school. Pupils enjoy taking part in clubs such as choir, sign language and cooking. Leaders track participation carefully. They ensure that pupils, including those with special educational needs and/or disabilities, take part and benefit.

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

Pupils enjoy coming to Castlefields and feel that they belong. Positive relationships with staff help them to feel safe. Pupils include one another naturally. For example, they organise their own playground games and make sure no one is left out. This helps to create a welcoming and friendly school community.

Pupils achieve generally well as they move through the school and are well prepared for secondary school. They approach learning with enthusiasm. This is because they benefit from a curriculum that is engaging and includes practical experiences. Visits to places such as museums, the zoo and the beach help pupils apply and remember important knowledge and skills.

Pupils with special education needs and/or disabilities are included in all aspects of school life. They access lessons, clubs and trips alongside their peers. Targeted support helps them to make steady progress from their starting points. Disadvantaged pupils benefit from opportunities that broaden their experiences and support their learning well.

The school values of teamwork, empathy, respect, ambition, resilience and independence are reflected in pupils' actions. Pupils are very well mannered and polite in lessons, as well as around school. Bullying is rare. Should it occur, it is dealt with fairly and quickly. Pupils attend regularly because they enjoy school and understand why attendance matters.

Pupils learn how to keep themselves safe. They understand online risks, road safety and know when to seek help. They enjoy the many leadership opportunities, such as school council roles, wellbeing ambassador and librarian. These help pupils to take responsibility.

Pupils benefit from a wide range of opportunities beyond lessons. Clubs such as disco dodgeball, football and technology are popular. A residential trip in North Wales helps older pupils build confidence and to work as a team. Raising money for local charities and participation in local projects help pupils understand how they can contribute to society.

Next steps

- Leaders should ensure that teaching consistently builds on pupils' prior knowledge and that adaptations are applied well, so younger pupils and those with additional barriers to learning deepen their knowledge across the curriculum.
 - Leaders should ensure that learning in the early years consistently supports children's development by building on prior knowledge and strengthening understanding across all areas of learning.
 - School and trust leaders should refine monitoring so that it identifies less secure practice more precisely, particularly in foundation subjects. This is so leaders can secure consistent teaching and expectations across the curriculum.
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About this inspection

This school is part of Trusted School Alliance, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Sarah Godden, and overseen by a board of trustees, chaired by Mark Anderson.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, deputy headteacher, and a range of staff and pupils. They met with the chief education officer and other representatives from the trust. Inspectors also met with representatives from the board of trustees and the local governing body.

The inspectors confirmed the following information about the school:

There have been no relevant changes since the previous inspection.

The school currently uses no alternative provision.

Headteacher: Rebecca Lee

Lead inspector:

Usha Devi, His Majesty's Inspector

Team inspectors:

Allyson Brown, Ofsted Inspector

Darryl Asbury, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 12 May 2026

School and pupil context

Total pupils

228

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

5.88%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

3.51%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

4.82%

Well below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	78%	61%	Above
2024/25 (final)	83%	62%	Above
2023/24 (final)	70%	61%	Above
2022/23 (final)	82%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	89%	74%	Above
2024/25 (final)	93%	75%	Above
2023/24 (final)	83%	74%	Above
2022/23 (final)	89%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	88%	72%	Above
2024/25 (final)	93%	72%	Above
2023/24 (final)	83%	72%	Above
2022/23 (final)	86%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	92%	73%	Above
2024/25 (final)	97%	74%	Above
2023/24 (final)	90%	73%	Above
2022/23 (final)	89%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25 (final)	S	47%	S

Year	This school	National average	Compared with national average
2023/24		46%	
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		62%	
2024/25 (final)	S	63%	S
2023/24		62%	
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		59%	
2024/25 (final)	S	59%	S
2023/24		58%	
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25 (final)	S	61%	S
2023/24		59%	
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		68%	
2024/25 (final)	S	69%	S
2023/24		67%	
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (final)	S	81%	S
2023/24		80%	
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		78%	
2024/25 (final)	S	78%	S
2023/24		78%	
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (final)	S	81%	S
2023/24		79%	

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	3.5%	5.2%	Below
2023/24 (3 term)	4.8%	5.5%	Close to average
2022/23 (3 term)	4.2%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.4%	13.0%	Below
2023/24 (3 term)	9.9%	14.6%	Below
2022/23 (3 term)	7.7%	16.2%	Below

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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