

Castilion Primary School

Address: Copperfield Road, SE28 8QA

Unique reference number (URN): 146892

Inspection report: 6 January 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.

Expected standard

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.

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. 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.

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 ●

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

- 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.
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About this inspection

This school is part of Amadeus Primary Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Peter Rhodes, and overseen by a board of trustees, chaired by Andrew McGuire.

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

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

Inspection activities:

Inspectors spoke with the principal and other leaders during the inspection. They also spoke with trustees, members of the local governing body, the CEO and the director of education for the trust.

The inspectors confirmed the following information about the school:

The school does not currently make use of any alternative provision.

Principal: Mrs Yvonne Bishop

Lead inspector:

Sacha Husnu-Beresford, His Majesty's Inspector

Team inspectors:

Robin Boshier, Ofsted Inspector

Jude Wilson, His Majesty's 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 6 January 2026

School and pupil context

Total pupils

220

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

472

Well above 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)

19.55%

Close to 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

4.09%

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

15.45%

Close to average

What does this mean?

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

National average: 15%

Location deprivation

Above 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	50%	61%	Below
2024/25	53%	62%	Below
2023/24	47%	61%	Below
2022/23	51%	60%	Below

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	76%	74%	Close to average
2024/25	78%	75%	Close to average
2023/24	74%	74%	Close to average
2022/23	77%	73%	Close to average

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	56%	72%	Below
2024/25	61%	72%	Below
2023/24	53%	72%	Below
2022/23	54%	71%	Below

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	73%	73%	Close to average
2024/25	75%	74%	Close to average
2023/24	72%	73%	Close to average
2022/23	72%	73%	Close to average

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	38%	46%	Close to average
2024/25	70%	47%	Above
2023/24	25%	46%	Below
2022/23	25%	44%	Below

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	74%	62%	Above
2024/25	100%	63%	Above
2023/24	63%	62%	Close to average
2022/23	63%	60%	Close to average

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	41%	59%	Below
2024/25	70%	59%	Close to average
2023/24	25%	58%	Below
2022/23	31%	58%	Below

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	71%	60%	Above
2024/25	100%	61%	Above
2023/24	63%	59%	Close to average
2022/23	56%	59%	Close to average

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	38%	68%	-29 pp
2024/25	70%	69%	1 pp
2023/24	25%	67%	-42 pp
2022/23	25%	66%	-41 pp

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	74%	80%	-6 pp
2024/25	100%	81%	19 pp
2023/24	63%	80%	-17 pp
2022/23	63%	78%	-16 pp

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	41%	78%	-37 pp
2024/25	70%	78%	-8 pp
2023/24	25%	78%	-53 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23	31%	77%	-46 pp

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	71%	80%	-9 pp
2024/25	100%	81%	19 pp
2023/24	63%	79%	-17 pp
2022/23	56%	79%	-23 pp

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 (2 terms)	4.3%	5.2%	Below
2023/24	3.8%	5.5%	Below
2022/23	5.0%	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 (2 terms)	14.2%	13.3%	Close to average
2023/24	9.2%	14.6%	Below
2022/23	13.1%	16.2%	Close to average

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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