



Monday, 09 December 2024

Dear Parents and Carers,

As you will be aware, Castle Hills Primary Academy welcomed Ofsted on Tuesday 12th and Wednesday 13th November. Many schools judged good and outstanding for overall effectiveness before September 2024 will receive an ungraded inspection. An ungraded inspection does not result in individual graded judgements. It focuses on determining whether the school has taken effective action to maintain the standards identified at the previous inspection. There are 4 possible outcomes from our ungraded inspection which we could have received (these can be found on the attached page).

It is with great pleasure to tell you that Castle Hills received Outcome 2 which states in the Ofsted handbook:

Evidence gathered during this inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. This will mean, if a graded inspection took place:

- ***at least one key or provision judgement would be higher***
- ***none would be lower***
- ***all would be outstanding***

We are extremely proud of this outcome and the attached report. Not only does it reflect the high-quality education provided by our dedicated staff, but also the wonderful pupils that we are privileged to care for every day. They are the heartbeat of our school and amaze us every day.

As always, we thank you for your continued support.

Yours sincerely,

Mr N Harris

Head of School

Sarah Lathlane - Executive Headteacher
Neil Harris – Head of School

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Outcomes of an ungraded inspection

204. There are 4 possible outcomes for an ungraded inspection.

- Outcome 1 – the school has taken effective action to maintain the standards identified at the previous inspection. This will mean either:
 - there is no evidence that any key or provision judgement would be lower if a graded inspection took place
 - there is evidence that one or more key or provision judgements may be lower if a graded inspection took place, but it would still be good
- Outcome 2 – evidence gathered during this inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. This will mean, if a graded inspection took place:
 - at least one key or provision judgement would be higher
 - none would be lower
 - all would be outstanding
- Outcome 3 – evidence gathered during this inspection suggests that aspects of the school's work may not be as strong as at the time of the previous inspection. This will mean:
 - at least one key or provision judgement would be lower if a graded inspection took place
 - that judgement would now be requires improvement or inadequate
- Outcome 4 – the school may now be inadequate in one or more of the key judgements under a graded inspection, and there are serious concerns about the quality of education, pupils' behaviour or safeguarding. The ungraded inspection will usually be deemed to be a graded inspection within 48 hours.

205. Inspectors will always report on whether safeguarding is effective. If there is evidence that safeguarding may be ineffective, the lead inspector will always deem the ungraded inspection to be a graded inspection.

Inspection of a school judged good for overall effectiveness before September 2024: Scawthorpe Castle Hills Primary Academy

Jossey Lane, Scawthorpe, Doncaster, South Yorkshire DN5 9ED

Inspection dates:

12 and 13 November 2024

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

The headteacher of this school is Neil Harris. This school is part of Leger Education 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), Adam Dale, and overseen by a board of trustees, chaired by Nicky Bailey. There is also an executive headteacher, Sarah Lathlane, who is responsible for this school and one other.

What is it like to attend this school?

This is a welcoming and happy school, where everyone is included. The school wants pupils to 'be the best they can be'. It is successful in this mission. Pupils excel here. The core values of pride, ambition, integrity and responsibility are alive in classrooms and around the school.

The school has high expectations for all its pupils. Pupils rise to meet these expectations. They leave Scawthorpe Castle Hills exceptionally well prepared for secondary school, both academically and socially. The school is highly adept at meeting the different needs that pupils have. Pupils with special educational needs and/or disabilities (SEND) achieve highly because of this.

Behaviour is exemplary. Pupils are kind, friendly and respectful of others. They work hard and are interested in their work. Pupils are happy and feel safe. The school helps pupils to understand their emotions. This helps them to remain calm and focused.

Everyone is welcomed and celebrated at Scawthorpe Castle Hills. Diversity and inclusion are at the heart of the curriculum. Fundamental British values, such as tolerance are taught and celebrated.

The school's outdoor provision in 'the knight's holt' is exceptional. It brings the curriculum to life through science lessons and purposeful outdoor education.

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

The most striking aspect of this school's work is the way in which pupils' individual needs are met. Staff know pupils extremely well and ensure that pupils have the help they need to make strong progress in their learning. For example, some pupils have social, emotional and mental health (SEMH) needs. The school has thought deeply about how to help these pupils to feel safe, stay calm and focus on their learning. Pupils are taught to consider their emotions and understand how they are feeling. This bespoke approach is helping pupils to make positive strides in their learning and achieve highly.

The school ensures that pupils develop a love of reading. This journey starts as soon as children join school in the early years. The school's chosen phonics programme is delivered expertly. The school checks pupils' progression in reading carefully. Staff ensure that any gaps in pupils' phonics knowledge are identified swiftly. These are then addressed quickly and highly effectively. As a result, pupils achieve well.

Other subjects are equally well honed. The school has identified exactly what pupils will learn and when. This includes the curriculum for children in the early years. Here, vocabulary development is pivotal to children's learning. Many children start school with limited communication skills. The school helps these pupils to develop their language skills quickly. The curriculums for mixed-age classes are well considered. This helps pupils to learn well from their different starting points.

Teachers are highly effective at checking what pupils have learned. They use this information to set clear next steps and help pupils deepen their knowledge and understanding. For example, in mathematics staff routinely check for any misunderstandings and adapt activities to help pupils secure their knowledge of the concepts taught. This helps to secure pupils' knowledge of the different subjects they study.

Behaviour is exemplary. Pupils are polite, friendly and kind to one another. They accept each other's differences. Pupils that sometimes struggle to remain calm are helped to understand their feelings and to find ways to focus on their learning. The systems in school to support these pupils are excellent. Pupils who attend the newly established specially resourced provision for pupils with SEND respond well to adults. They benefit from the high level of care and support provided. Pupils attend school regularly and often. Very few are persistently absent.

The school prides itself on the personal development curriculum and rightly so. Pupils are given a vast array of rich opportunities from visiting speakers to clubs and overnight residential trips. These activities broaden pupils' interests and develop their talents and confidence. Pupils are well prepared for secondary school, both socially and emotionally as a result.

Pupils' academic performance at school has moved from strength to strength since the previous inspection. The support that pupils with SEND receive is exceptional. The school is a highly inclusive place. It has ensured that staff workload is considered well. The trust and school work well together to ensure that the quality of education on offer is high. Everyone is working together to help pupils at Castle Hill to be the best they can be in all aspects of school life.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection

is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the predecessor school, Scawthorpe Castle Hills Primary School to be good for overall effectiveness in July 2016.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	148777
Local authority	Doncaster
Inspection number	10346774
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	260
Appropriate authority	Board of trustees
Chair of trust	Nicky Bailey
CEO of the trust	Adam Dale
Headteacher	Neil Harris
Executive headteacher	Sarah Lathlane
Website	www.castlehillssacademy.com
Date(s) of previous inspection	Not previously inspected

Information about this school

- The school is part of Leger Education Trust.
- The school has a 10-place specially resourced provision for pupils with SEND. The primary need of pupils in the provision is SEMH.
- The school uses one registered provider of alternative provision.
- The school offers before- and after-school childcare.
- Scawthorpe Castle Hills Primary Academy converted to become an academy school in December 2021. When its predecessor school, Scawthorpe Castle Hills Primary School, was last inspected by Ofsted, it was judged to be good for overall effectiveness.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector spoke to the executive headteacher, the headteacher, the assistant headteachers and the special educational needs coordinator. He also spoke to two members of the school improvement team and the chief executive officer. He spoke to members of the governing body. The inspector spoke to groups of teachers and pupils.
- The inspector observed pupils' behaviour in classrooms, around the school and at lunchtime. The inspector spoke with pupils about their views of the school and their learning, behaviour and safety, where possible.
- The inspector considered responses to Ofsted's online survey for parents, Ofsted Parent View. This included comments received via the free-text facility.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Michael Wardle, lead inspector

Ofsted Inspector

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