

Castle View Academy

Address: Allaway Avenue, Paulsgrove, Portsmouth, Hampshire, PO6 4QP

Unique reference number (URN): 145372

Inspection report: 2 June 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

Achievement

Expected standard 

Leaders have taken effective action to improve the achievement of pupils. Last year, disadvantaged pupils achieved better in national examinations. There were notable improvements in English and mathematics, which are now in line with the national average. These results enabled more pupils to go into education, employment and training with the qualifications they need. Although pupils did not achieve as well in other subjects, such as science and humanities, outcomes in these areas also improved. In lessons, the work pupils produce and the quality of their responses are of a high standard, particularly for those pupils with special educational needs and/or disabilities and those who are disadvantaged. This is because of the improvements in the quality of teaching across all subjects.

Leaders have ensured that pupils who start school with low levels of literacy and mathematics receive the support they need. Well-delivered lessons ensure that gaps in pupils' reading, writing, spelling and mathematics close quickly. This enables pupils to access the full curriculum.

Curriculum and teaching

Expected standard 

Leaders have taken effective action to ensure that a well-sequenced and ambitious curriculum is in place across all subjects. The curriculum builds to ambitious endpoints at key stage 4.

Leaders ensure that there is a consistent structure to lessons. This approach includes 'do it now' tasks and well-designed activities that develop pupils' knowledge well. Teachers then assess what pupils have understood. Skilful adaptations enable pupils to fill gaps in their understanding. Leaders ensure that teachers are experts in their subjects. Teachers use this knowledge to share complex ideas with pupils.

Adaptations to learning for pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged are generally effective. In the most effective lessons, these enable pupils with SEND to access the curriculum. Additional adults work well alongside specific pupils. They help to remove barriers and encourage independence.

Leaders have developed an effective curriculum to secure pupils' knowledge in reading, writing, spelling and mathematics. Expert teachers deliver interventions that enable pupils to catch up with their peers. The curriculum is especially effective in reading.

Inclusion

Expected standard 

Leaders have created an inclusive culture where pupils feel part of the school community. Leaders' effective systems identify the needs of pupils quickly and accurately. Staff's well-judged adaptations support pupils with special educational needs and/or disabilities to deepen their understanding and achieve well. Leaders continue to strengthen their monitoring of how well these adaptations work so that the quality of support further improves.

Leaders ensure that staff receive effective training on how to support pupils. For example, the use of live seating plans is in place across all subjects. This helps to ensure that pupils receive the support they need.

Leaders use additional funding appropriately to support pupils who are disadvantaged. Leaders focus on ensuring that pupils experience effective teaching and have access to a wide range of extra experiences. Leaders develop relationships with external agencies, including working with the virtual school. This enables leaders to put effective support in place for individual pupils. Leaders use a limited amount of alternative provision in the best interests of pupils so that they can build towards a return to mainstream education.

Leadership and governance

Expected standard 

Leaders' actions to improve the quality of education have been highly effective. The trust, local governors and school leaders have a clear understanding of the school's improvement priorities. They use expertise from both the trust and the local area to get the support they need. Professional learning is a priority. Staff value the training and can see the impact it is having on their practice. Pupils benefit from the increased consistency in lessons.

Trustees and governors have effective oversight of school improvement. They complete their statutory duties to a high standard. Governors challenge and support leaders effectively to ensure that the school continues to improve.

Leaders' actions to improve behaviour are evident. Staff, pupils and the community recognise the positive impact this has had on pupils' education. The actions leaders have taken regarding attendance are appropriate to ensure this area continues to improve. Leaders have high expectations. The decisions they make are in the best interests of pupils, especially those with special educational needs and/or disabilities and those who are disadvantaged.

Staff are very positive about the impact leaders have made. Staff believe that their workload and wellbeing are always considered. Leaders listen to staff, and this means that staff feel supported to do their best for all pupils.

Leaders have taken effective action to engage parents and carers. The curriculum and community events leaders organise are well attended. These offer the opportunity for parents to meet teachers and learn more about the education their children receive.

Personal development and wellbeing

Expected standard 

Personal development is delivered through tutor time, ethics lessons, assemblies and across the curriculum. The curriculum is well sequenced, which ensures pupils learn through age-appropriate materials. Pupils learn about healthy relationships, mental health and how to keep safe both online and in the community. Leaders ensure that experts help bring subjects to life by delivering engaging talks. For example, the police recently spoke to pupils about the dangers of fake images online. Pupils generally demonstrate a clear understanding about what they have learned. However, this is not yet secure for pupils across all year groups.

Pupils are developing their understanding of fundamental British values and protected characteristics. They understand the differences between people and cultures. They recognise the benefits of diversity and why it is important. Pupils talk confidently about how leaders help them to develop their character. This is evident through the way in which they act.

Leaders ensure that high-quality pastoral support is available. Pupils know whom they can talk to and are confident they will get the support they need. This makes them feel safe.

Pupils learn about the world of work. The careers programme is comprehensive. Pupils receive individual careers guidance and learn about the range of options they have. Pupils meet a range of different employers and education providers through the school's carousel days. Leaders ensure that pupils have the opportunity to experience work during Year 10. The number of pupils staying in education, employment and training has increased over time.

Leaders put a high value on pupils getting a wide range of extra-curricular experiences. There are a range of clubs, including sports, performing arts, debating and wrestling. Leaders track attendance and take action to encourage pupils to attend. Trips to local places of interest, such as Portchester Castle, are enjoyed by pupils.

Needs attention

Attendance and behaviour

Needs attention 

Pupils' attendance is below national averages. Although it has started to improve, it remains too low. Leaders analyse attendance data in detail, identifying trends in different groups of pupils. Leaders have introduced a range of strategies to tackle low attendance. This includes ensuring high attendance is a priority of the whole school community. Leaders also use a range of rewards and individual bespoke interventions to improve attendance. This is starting to have an impact, especially on reducing the number of pupils who are persistently absent. The strategies are appropriate, but it remains too early to see the full impact of leaders' actions.

Leaders have implemented effective behaviour routines. Teachers use the behaviour system consistently both in and out of lessons. This leads to a calm and purposeful learning environment. Leaders have focused on creating a sense of belonging for pupils. This means there are positive relationships between staff and pupils. Staff use rewards to recognise when pupils show improvements in achievement, attendance and behaviour. Where pupils need additional support to manage their behaviour, there are effective interventions. This includes the 'pathway' provision, which helps pupils re-engage with education. When bullying does occur, leaders have robust systems in place to stop it from happening. Pupils recognise that leaders' actions have significantly improved behaviour around the school.

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

Pupils benefit from their warm relationships with staff. Pupils are encouraged to do well. They feel that they belong in the school and know where to go if they have a concern. Pupils are confident that if bullying happens then leaders will deal with it. This makes them feel safe.

Pupils behave well both in lessons and during social times. They are clear about what the school rules are and follow them. Pupils value the rewards system and strive to get them. Pupils are excited to be part of the pupil leadership group. They take their role as the voice of the pupil population seriously. Pupil leaders meet with the school leadership team on a regular basis. They feel listened to and have had notable impacts, including the addition of several extra-curricular clubs. Pupils' attendance has started to improve. Leaders are working with parents to ensure that pupils attend more. This will ensure that all pupils can benefit from the education in the school.

Pupils are keen to learn. They experience an engaging curriculum that enables them to deepen their understanding of the subjects they learn. Pupils' achievement improved last year. This meant that more pupils received the qualifications they need to go on to ambitious destinations. Pupils with special educational needs and/or disabilities get the support they need in lessons. Focused individual support helps these pupils develop their foundational knowledge.

Outside of lessons, pupils enjoy a wide and varied range of enrichment and extra-curricular activities. The 'super-curricular' days give pupils the opportunity to visit museums and other places of interest. This broadens their horizons. The open mic event, which is held each term, is an opportunity for any pupil to perform in front of the school. This is a highlight for many pupils.

Next steps

- Leaders should ensure that the range of strategies to improve attendance are fully embedded, so that this leads to high attendance for all groups of pupils.
- Leaders should ensure that pupils develop a detailed and secure understanding of the personal development curriculum that enables them to be well prepared for life after school.

About this inspection

This school is part of United Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Sir Jon Coles, and overseen by a board of trustees, chaired by Christian Brodie.

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 (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:

Inspectors spoke with the executive principal, the principal, other senior and curriculum leaders, staff and pupils. The lead inspector spoke with the chair of trustees and the chair of the local governing body. He also met with 2 regional directors from the trust.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Inspectors confirmed the following information about the school:

The school makes use of one registered alternative provision.

Principal: Catherine Barker

Lead inspector:

Paul Grundy, His Majesty's Inspector

Team inspectors:

Julie Summerfield, Ofsted Inspector

Kate Broadribb, Ofsted Inspector

Paul German, 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 2 June 2026

School and pupil context

Total pupils

732

Below 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: 1,067

School capacity

1,000

Close to 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: 1,154

Pupils eligible for free school meals (FSM)

55.33%

Well above average

What does this mean?

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

National average: 28.9%

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

3.96%

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: 3.09%

Pupils with special educational needs (SEN) support

15.16%

Close to average

What does this mean?

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

National average: 13.4%

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

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	29.1%	45.4%	Below
2023/24 (final)	25.2%	45.9%	Below
2022/23 (final)	35.4%	45.3%	Below

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	35.6	46.1	Below
2023/24 (final)	34.2	45.9	Below
2022/23 (final)	39.8	46.3	Below

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.56	-0.03	Below
2022/23 (final)	-0.17	-0.03	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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	17.2%	25.8%	Close to average
2023/24 (final)	10.3%	25.8%	Below
2022/23 (final)	25.5%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	29.0	34.9	Below
2023/24 (final)	27.8	34.6	Below
2022/23 (final)	34.3	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.83	-0.57	Close to average
2022/23 (final)	-0.34	-0.57	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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	17.2%	53.1%	-35.9 pp
2023/24 (final)	10.3%	53.1%	-42.8 pp
2022/23 (final)	25.5%	52.4%	-27.0 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	29.0	50.4	-21.4
2023/24 (final)	27.8	50.0	-22.2
2022/23 (final)	34.3	50.3	-16.0

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.83	0.16	-0.99
2022/23 (final)	-0.34	0.17	-0.51

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	82%	92%	Below
2022 leavers (revised)	90%	93%	Average
2021 leavers (revised)	87%	94%	Below

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)	15.9%	8.4%	Above
2023/24 (3 term)	16.5%	8.9%	Above
2022/23 (3 term)	12.2%	9.0%	Above

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)	41.9%	23.4%	Above
2023/24 (3 term)	43.4%	25.6%	Above
2022/23 (3 term)	37.1%	26.5%	Above

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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