

# Inspection of Castleford Academy

Ferrybridge Road, Castleford, West Yorkshire WF10 4JQ

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Inspection dates: 9–10 October 2019

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Sixth-form provision

**Outstanding**

Overall effectiveness at previous inspection

Good

## **What is it like to attend this school?**

Castleford Academy is an exciting place to learn. Pupils follow a fulfilling curriculum. They gain deep knowledge and understanding across a wide range of subjects. Pupils achieve exceptionally well in mathematics and science. Their progress across many other subjects is very strong. Leaders prepare pupils thoughtfully for their next steps in life.

Leaders plan memorable experiences for pupils. These include partnerships with major art galleries and ballet companies. Pupils also work with local businesses and employers. Leaders connect trips and visits with learning in lessons. Teachers inspire pupils with the opportunities on offer. Such experiences widen pupils' horizons and develop their confidence.

Pupils behave very well. Leaders create a calm and respectful environment. Pupils are articulate and polite. Leaders do not tolerate bullying, and pupils agree. Pupils know who to go to if they need help. Many pupils hold positions of responsibility. These help to develop pupils' self-esteem. Staff listen and respond to pupils' views. The school is a safe and supportive place to learn.

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

Senior leaders want pupils to secure deep knowledge and skills across many subjects. Staff share this aim. Leaders map out carefully what pupils need to know and remember. This is done across key stages 3 and 4. Effective teaching helps all pupils to make exceptional progress across the curriculum.

Senior leaders develop the expertise of curriculum leaders in all subjects. Curriculum leaders share this expertise with their departments. They also share this with other schools. Teachers use research and professional development to create demanding curriculum plans. They focus on the subject-specific language pupils need to learn. Pupils' subject knowledge is developed very well. Pupils can explain how teachers help them to remember their learning. This strong knowledge is reflected in pupils' work and their exceptional progress at GCSE. Teachers ensure that all pupils benefit from the quality of education they provide.

Pupils value learning. They can explain how teachers help them to learn. They listen carefully to their teachers and to one another. Pupils attend well. Leaders and teachers help pupils to behave well. Incidents of exclusion are low and declining.

Leaders support pupils' development as responsible young people. They make sure that the curriculum challenges racism and homophobia. Pupils value equality and the rights of others. Pupils work with local businesses in construction, care and engineering. This builds their self-confidence. Pupils receive very high-quality careers advice. This helps the overwhelming majority move on to further education

and employment.

Teachers support pupils with special educational needs and/or disabilities (SEND) very well. They ensure pupils with SEND understand their learning across subjects. Pupils with particular needs, such as those with hearing impairments, access a full curriculum. Teachers encourage all pupils to read. Staff provide strong support for pupils who need to catch up with their reading.

The headteacher provides clear vision for staff and pupils. He is supported by a very strong team that has provided an exceptional quality of education for pupils. Parents and the wider community are closely involved in the life of the school. These partnerships support the curriculum. Parents value the quality of education that their children receive.

Leaders manage school finances and resources well. They have taken practical steps to manage staff workload. They make sure that staff can focus on their main priorities. Staff feel well-supported. They are a highly motivated team of staff who are proud to work at the school. Leaders provide training and coaching that has developed subject expertise to a high level. Other schools value this expertise and the wider support the school provides.

In the sixth form, leaders have built a curriculum to meet students' needs. These needs were not being met elsewhere. High levels of subject expertise carry through to the sixth form. Pupils gain deep knowledge and skills in the subjects on offer. They also make strong progress in important English and mathematics qualifications. Students receive excellent guidance on their next steps. They also benefit from planned work experience. They attend well. Students achieve highly in all subjects. They are very well prepared for future education and employment.

## **Safeguarding**

The arrangements for safeguarding are effective. Leaders have developed a very strong focus on safeguarding. The safeguarding team work with staff to raise awareness of pupils' safety. They provide thorough training for staff. Leaders liaise with other professionals to check and support pupils' welfare. Staff and pupils know who to talk to if they have concerns over welfare. Leaders follow-up any concerns on pupils' safety and record them thoroughly. Leaders teach pupils about safety through planned curriculum activities. Leaders carry out thorough checks on the suitability of adults working at school.

## **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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	136633
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	10089006
<b>Type of school</b>	Secondary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1414
<b>Of which, number on roll in the sixth form</b>	37
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Adam Fletcher
<b>Headteacher</b>	George Panayiotou
<b>Website</b>	<a href="http://www.castlefordacademy.com">www.castlefordacademy.com</a>
<b>Date of previous inspection</b>	27 June 2018

## Information about this school

- The school has experienced a significant increase in the number of pupils on roll since its previous inspection.
- The school provides alternative provision for a small number of pupils at Wakefield College, Southway (Featherstone), TLG and U Turn. In many cases, this provision runs alongside provision at the school.

## Information about this inspection

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

- We held several discussions with the headteacher, the associate headteacher and senior leaders.
- We talked to pupils during lesson visits and at breaktimes and lunchtimes to find

out their views on behaviour and safety.

- We looked in detail into the curriculum in English, history, music, science, and physical education. We talked to leaders and teachers about their curriculum plans. We also talked to pupils about their learning and what they knew and remembered in these subjects. We also looked at pupils' work.
- An inspector visited pupils on alternative provision at TLG and U Turn. In addition, he held telephone conversation with leaders hosting pupils at Southway, Featherstone.
- I held a telephone conversation with the school improvement partner.
- We checked safeguarding arrangements. We looked at the school's work to make staff and pupils aware of safeguarding issues. We also looked at safeguarding records to see how concerns over pupils' safety were recorded and followed-up. We also explored how leaders checked the suitability of adults working on-site.

### **Inspection team**

Malcolm Kirtley, lead inspector	Her Majesty's Inspector
Fiona Dixon	Ofsted Inspector
Tim Johnson	Ofsted Inspector
Bernard Clark	Ofsted Inspector
Sarah Pashley	Ofsted Inspector

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