



Department  
for Education

**Regional Director's Office**  
North West Regions Group  
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Store Street  
Manchester  
M1 2WD

The Members and Trustees of Cidari Education Limited  
Belthorn House  
Walker Park  
Blackburn  
BB1 2QE

Sent via email: [REDACTED]

3 April 2025

Dear Mr McClelland,

**Termination Warning Notice to the Members and Trustees of the Cidari Education Limited in respect of Castle View Primary Academy.**

In accordance with clauses 5.F to 5H of the funding agreement for Castle View Primary Academy ("the Academy") the Secretary of State may terminate the funding agreement if the Chief Inspector gives notice to the Academy Trust that special measures are required to be taken in relation to the Academy or the Academy requires significant improvement.

I received an Ofsted notification dated 17 March 2025 confirming that Castle View Primary Academy was judged to require significant improvement. For the reasons set out below, I now consider it necessary to issue this Termination Warning Notice.

The Ofsted report published on 25 March 2025 highlights the following areas for improvement:

- Pupils, including those with SEND, do not achieve as well as they should in a range of subjects, including in English and mathematics. Many pupils are unable to read, write and/or apply mathematics at an age-appropriate level. This is because the expectations of what pupils can and should be able to do in lessons are too low. The school and the trust must take swift and effective action to ensure that expectations for pupils are raised rapidly, so that the achievement of all pupils, including those with SEND, is of an acceptable standard.
- Pupils' experiences in lessons do not effectively support their learning of the school's curriculum. In particular, the school has not ensured that the curriculum enables pupils in mixed-age classes to build upon what they know and can do. Younger pupils have not had time to develop the knowledge that they need to tackle some tasks. Older pupils receive work that is too easy for them. As a

result, pupils are poorly prepared for the next stages of their education. The school should revisit the school's curriculum, ensuring that it takes sufficient account of the learning needs of pupils in mixed-age classes.

- There are too many inconsistencies in the implementation of the phonics programme for pupils in key stage 1. Pupils do not receive the effective guidance that they need to say some sounds correctly. This hampers their ability to blend sounds together in order to read words. This weakness limits the progress that pupils make across a range of subjects. The school should ensure that staff are fully supported to ensure that the school's phonics programme is delivered consistently and effectively.
- On occasions, staff do not check thoroughly enough that pupils have understood new learning before moving on to the next learning. This makes it difficult to identify and address any misconceptions or missing knowledge. The school should set clear expectations for how pupils' knowledge is to be checked so that it is secure.
- The behaviour of some pupils, on occasions, is inconsiderate of the needs of others. When this happens, some pupils feel that their enjoyment of school activities, such as outdoor play and lunchtime, is limited. The school should take effective action to ensure that all staff set sufficiently high expectations for pupils' behaviour, so that all pupils can feel safe and happy during the school day.
- The school is at an early stage in implementing its programme for pupils' wider development. This means that pupils have a limited range of activities to develop talents and interests beyond the academic. Some pupils lack the confidence that they need to express their views clearly, for example, in discussions. The school should now ensure that its programme for pupils' personal development is implemented quickly and effectively, so that pupils are appropriately prepared for future life.

As Regional Director, I need to be satisfied that the trust has capacity to deliver rapid and sustainable improvement at the Academy. If I am not satisfied that this can be achieved, I will consider whether to terminate the funding agreement in order to transfer the Academy to an alternative academy trust.

In making the decision on whether to terminate the funding agreement I will consider any written representations the trust wish to make in response to this Termination Warning Notice.

Please provide me with any representations the trust wishes to make by 9 May 2025. These should include, but are not limited to:

- A copy of the post-Ofsted inspection action plan for the academy, which addresses the areas the school needs to improve on as detailed in the Ofsted report. Together with any other information you feel would demonstrate how the trust is taking rapid actions to improve the school.
- Details of how the trust will ensure that there is strong and stable leadership

and effective governance in place at all levels to drive rapid and sustained school improvement at the Academy.

- Clarity on further steps the trust is taking to evaluate its oversight of the Academy.

We are mindful of creating unnecessary pressures on school leaders and staff, and as such we would ask the trust to ensure that the appropriate provision is in place to support the school workforce.

I am copying this letter to Ofsted and Lancashire County Council. A copy of this letter will also be published on GOV.UK.

Yours sincerely,



**Vicky Beer CBE**  
**Regional Director for North West Regions Group**

CC:

Jonathan Smart – Regional Director for North West and West Midlands, Ofsted  
Jacqui Old OBE – Executive Director of Education and Children's Services,  
Lancashire County Council