

CfBT Inspection Services T 0300 123 1231
Suite 22 enquiries@ofsted.gov.uk
West Lancs Investment Centre www.ofsted.gov.uk
Maple View
Skelmersdale
WN8 9TG

Direct T 01695 566932
Direct F 01695 729320
hcarnall@cfbt.com
www.cfbt-inspections.com



8 July 2011

Mrs L Parmenter
Acting Headteacher
Callands Primary School
Callands Road
Callands
Warrington
Cheshire
WA5 9RJ

Dear Mrs Parmenter,

Special measures: monitoring inspection of Callands Primary School

Following my visit with Mrs Jennifer Platt, additional inspector, to your school on 6 and 7 July 2011, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the fourth monitoring inspection since the school became subject to special measures following the inspection which took place in November 2009. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory

Progress since previous monitoring inspection – satisfactory

Newly Qualified Teachers may be appointed subject to the following qualifications: may be appointed to a post in Key Stage 1 or Key Stage 2.

This letter and monitoring inspection report will be posted on the Ofsted website.

I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Warrington.

Yours sincerely

John Coleman
Her Majesty's Inspector

January 2011



INVESTOR IN PEOPLE

Annex

The areas for improvement identified during the inspection which took place on 12 November 2009

- Raise standards and achievement by:
 - improving teaching by increasing the pace and expectations in lessons
 - making sure that the work set for the pupils is challenging and closely matches their abilities, particularly for the more able pupils.

- Improve the overall effectiveness of the Early Years Foundation Stage by:
 - improving the monitoring of children's progress
 - creating more opportunities for independent learning
 - ensuring that an effective Early Years Foundation Stage leader is involved in teaching the Reception children.

- Improve leadership and management at all levels by:
 - introducing strategies to monitor rigorously the effectiveness of the school's work
 - ensuring that teachers plan and teach lessons that enable all groups of pupils to make good progress
 - ensuring that members of the governing body are provided with the training and information they need to support and challenge the school.

Special measures: monitoring inspection of Callands Primary School

Report from the fourth monitoring inspection from 6 to 7 July 2011

Evidence

Inspectors observed the school's work, scrutinised documents and met with staff, the Chair of the Governing Body, pupils, parents and carers and representatives of the local authority.

Context

Since the last monitoring inspection, the substantive headteacher has resigned and a new headteacher has been appointed to begin on 1 January 2012. The school continues to be led by an acting headteacher and an acting deputy headteacher. The school has received significant support from local authority advisors and consultants with a particular emphasis on the Early Years Foundation Stage. There has been significant staff absence in the Early Years Foundation Stage.

Pupils' achievement and the extent to which they enjoy their learning

In lessons seen during this inspection, pupils in Year 1 to Year 6 made mostly good progress due to mainly good teaching. This shows that the strong momentum of improvement seen at the last monitoring inspection has been sustained. Standards are rising across the school. School data show that, due to the legacy of underachievement, pupils' attainment in Year 1 to Year 4, remains below average overall but is improving sharply. In Year 5 and Year 6, pupils' attainment is broadly similar to that expected nationally and this represents an improving picture. Pupils make a little better progress in English than in mathematics, especially in Key Stage 2. Pupils with special educational needs and/or disabilities are also making improved progress. The progress made by pupils in science is accelerating due to an increased emphasis on providing interesting opportunities for pupils to learn through investigations and experiments. Pupils told inspectors that they enjoy science lessons very much and learn quickly because of the exciting tasks and activities. Inspectors agree with this. Overall, while pupils' attainment needs to rise further before all pupils are achieving as well as they should, rates of progress are improving sharply and the gap is closing quickly.

Progress since the last monitoring inspection on the areas for improvement:

- raise standards and achievement - good

The effectiveness of provision

Overall, the quality of teaching and learning is improving, most rapidly in Year 1 to Year 6 and especially in Key Stage 2. Monitoring undertaken by the school leaders and the local authority identifies improvement in several key areas. For example, the classrooms, corridors and work areas around the school provide increasingly attractive and motivating environments for pupils to learn. The school's assessment procedures are more rigorous and are used more effectively to target programmes of support for pupils and to plan challenging activities in lessons. Inspection evidence confirms these findings. In lessons, the pace and expectations for pupils' learning is much improved. As a result, pupils are making better progress. Setting arrangements in Key Stage 2 in English and mathematics are raising the level of challenge especially for the highest attaining pupils. The increased emphasis on practical science lessons is raising the rate at which pupils acquire skills and knowledge in this subject. Teaching assistants make a better contribution to pupils' learning. Leaders have strengthened teaching assistants' involvement in planning learning. They receive improved performance management led effectively by the acting deputy headteacher. This targets staff development, and teaching assistants are making an increased impact on the quality of teaching and learning for pupils. Senior leaders have reviewed the curriculum and, as a result, changes have been made to the allocation and distribution of time to core subjects. This has improved the balance and emphasis given to ensuring that pupils are given the maximum opportunity to develop the basic skills.

Early Years Foundation Stage

The quality of provision continues to show evidence of some improvement. In particular, there is notable improvement to assessment procedures and the use of these to analyse pupils' learning and to identify where further support is needed. Pre-school assessments are currently being developed to compile an accurate view of the starting points for the children beginning school in September. This is much improved from the arrangements in previous years. In keeping with improvements in Key Stages 1 and 2, the classroom learning environment provides a better range of suitably organised resources, which are encouraging children to develop their independence and self-confidence. As a result, children's behaviour, engagement and attitudes to learning are improving. The quality of teaching is improving, albeit recently; it is now mostly satisfactory and is enabling children to make improved rates of progress. However, the end of year Early Years Foundation Stage profile outcomes, moderated by the local authority, show that children reached a level of skills and knowledge which is below that expected nationally. This is due to previous underachievement and rates of progress which, until recently, were too slow to ensure children make the gains in learning which they ought to make. Consequently, more time is needed to ensure fully that all children reach the standards expected of them. The Early Years Foundation Stage is too reliant on the external support and there is no Early Years Foundation Stage leader involved in the day-to-day teaching of the children, as required by the point for improvement identified at the previous inspection.

During the inspection, the lead inspector received assurances from the local authority, the Chair of the Governing Body and senior leaders that, by 1 September 2011, they will ensure that, 'an effective Early Years Foundation Stage leader is involved in teaching the Reception children.'

Progress since the last monitoring inspection on the areas for improvement:

- improve the overall effectiveness of the Early Years Foundation Stage - satisfactory

The effectiveness of leadership and management

The rigour and regularity of monitoring is improved at all levels. Middle leaders responsible for directly checking on pupils' attainment and progress have robust arrangements in place. They are knowledgeable about the school's performance and take decisive action to bring about improvements. The outcome of this is improved consistency across classes and year groups. For example, teachers' plans are worked on collaboratively and ensure equal opportunities for all pupils regardless of which class they are in. Data analysis by leaders compares the progress of pupils and quickly identifies suitable support and intervention, which in turn successfully boosts pupils' learning. No groups of pupils make less progress than others. Senior leaders sharply evaluate the outcomes of monitoring and this is used increasingly well to inform the governing body and in particular the 'action group.' The governing body provides increasing challenge to the school leaders as minutes from meetings clearly demonstrate.

Overall, the impact of leaders' work is clearly seen in the improved quality of teaching and learning, better rates of pupils' progress and higher levels of attainment. However, the slow progress to improve the effectiveness of the Early Years Foundation Stage and the over reliance on external support for this key stage means that more time is needed to ensure the school fully meets the requirements for a successful re-inspection.

Progress since the last monitoring inspection on areas for improvement:

- improve leadership and management at all levels - satisfactory

External support

Support for the school from the local authority is good. The impact of the temporary acting deputy headteacher provides outstanding classroom practice and strong leadership which is improving assessment, mathematics and the roles of teaching assistants. The advisor and Early Years Foundation Stage consultant make frequent visits providing advice, support and clear direction to school leaders.