

# Caldecote Community Primary School

## Inspection report

---

<b>Unique Reference Number</b>	132211
<b>Local Authority</b>	Leicester City
<b>Inspection number</b>	360399
<b>Inspection dates</b>	14–15 February 2011
<b>Reporting inspector</b>	David Edwards

This inspection of the school was carried out under section 5 of the Education Act 2005.

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	447
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sue Follows
<b>Headteacher</b>	Karen Harris
<b>Date of previous school inspection</b>	6 February 2008
<b>School address</b>	164 Hallam Crescent East Leicester LE3 1FF
<b>Telephone number</b>	0116 282 4482
<b>Fax number</b>	0116 240 5838
<b>Email address</b>	office@caldecote.leicester.sch.uk

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	14–15 February 2011
<b>Inspection number</b>	360399

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by four additional inspectors; 15 lessons and 12 teachers were observed. Inspectors scrutinised policies, analysed pupils' work, reviewed numerical information on pupils' progress and talked to them about it. The team also analysed school improvement plans and governing body minutes and met parents, carers and governors. Questionnaire returns were considered from 91 parents and carers. The views of staff and pupils were also taken into consideration.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effectively are leaders and managers at all levels using information on pupils' progress to raise the quality of teaching and learning?
- How effectively is the curriculum adapted to help pupils use their key skills, particularly in numeracy and writing, across different subjects?
- To what degree are all aspects of the children's education in the Early Years Foundation Stage improving so that they are able to make good progress and raise their attainment?

## Information about the school

The school is significantly larger than the average primary school. The proportion of pupils known to be eligible for free school meals is much higher than average. The overwhelming majority of pupils are from a White British background. The largest groups of minority ethnic pupils are mainly of Indian, Black African or Other White heritages. The percentage of pupils with special educational needs and/or disabilities is significantly above average, and an above average proportion has a statement of special educational needs. Early Years Foundation Stage education is provided in Nursery and Reception classes. Since the last inspection there have been significant changes in staffing. Only about half of the teachers remain who were in post at the last inspection. The current headteacher was appointed in September 2009. A new deputy headteacher arrived in September 2010. The school leadership team has undergone major restructuring since January 2010.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a satisfactory but rapidly improving school. It has been through turbulent times since the last inspection. The significant numbers of pupils with special educational needs and/or disabilities, and pupils' satisfactory progress overall have had a considerable impact on levels of attainment, which have been low. The relatively new and ambitious leadership team, under the strong direction of the headteacher and supported effectively by the deputy headteacher and subject leaders, has risen to the challenge. Its effective actions to improve teaching and learning mean that standards are rising quickly across the school. Attainment seen during the inspection was still below national expectations, but edging closer. Behaviour has improved and a clear focus on language and literacy is beginning to make an impact on pupils' progress in gaining key skills from an early age. Children in the Early Years Foundation Stage receive a good start to their education. The improving progress made by all groups of pupils, clear and effective self-evaluation processes and the way the school has successfully addressed key issues from the last inspection all support a good capacity to make further improvements.

Achievement is satisfactory overall for all groups of pupils. Good teaching in Year 2, Year 3 and Years 5 and 6 is leading the way forward in overcoming the legacy of underachievement. The pace and strategies used in such lessons ensure that all pupils are challenged to make good progress. Where teaching is weaker, the pace of the lesson typically slows when teachers do not use questioning well enough to challenge pupils' thinking. This has been a contributory factor in the most able pupils not reaching their potential. Teachers provide oral and written feedback to acknowledge pupils' achievements, but do not always provide them with the specific guidance they need to assess their own work and meet their learning targets. Pupils do not have enough opportunities to use their mathematics skills in real-life situations, or to consolidate their writing skills across the curriculum.

Pupils' positive attitudes in lessons, coupled with good social skills, are contributing to their improving achievement. Their personal development is supported by the good care, guidance and support they receive from all staff. Good safeguarding procedures ensure that pupils are safe within school; effective partnerships with parents and carers and a range of agencies help to meet the differing needs of all pupils, especially those whose circumstances make them particularly vulnerable. Pupils have many opportunities in school to develop their personal skills and this leads to the school being a cohesive community. Good links are established with the local community and initiatives such as 'Men behaving dady', family learning and curriculum evenings give parents and carers the understanding and skills they need to support their children's learning. However, the governing body and senior leaders have not yet developed the wider global aspects of community cohesion well enough to ensure that pupils have a good understanding of the life and culture of other people further afield in Britain and around the world.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## What does the school need to do to improve further?

- Raise attainment in English and mathematics by giving pupils regular, planned opportunities to:
  - apply their writing skills in different subjects, particularly for potential higher attainers
  - develop their mental agility in mathematical calculations
  - use and apply their mathematical skills in real-life situations.
- Raise the quality of teaching and learning so it is consistently good across the school by:
  - using time more effectively in lessons to increase the pace of learning
  - providing greater challenge in lessons, particularly to accelerate the progress made by the most able pupils
  - teaching pupils how to understand the quality of their own work and that of others, so that they are empowered to take control of their learning.
- Improve the way that the school promotes community cohesion by:
  - increasing pupils' knowledge of life and culture elsewhere in Britain and other parts of the world outside Britain
  - establishing links with a school outside Britain so that they can have an exchange of information with its pupils.

## Outcomes for individuals and groups of pupils

<b>3</b>
----------

The quality of learning observed was typically satisfactory, but was good in the Early Years Foundation Stage and strong in Years 2, 5 and 6. Results in English and mathematics were significantly below average in the unvalidated Year 6 tests in 2010. However, pupils' progress has been on a rising trend over the last three years and more pupils are on track this year to do well for their age. Significant improvement in writing at Key Stages 1 and 2 is particularly evident in pupils' work. Targets for the current Year 6 are challenging and more effective teaching is making them achievable. In one good lesson the teacher set challenging problems for pupils on area and perimeter. However, some teachers do not give pupils enough opportunity to improve their mental agility in calculating or to use their mathematics skills in real-life situations. Although writing has improved markedly, pupils do not use these skills well enough in other areas of the curriculum. Pupils with special educational needs and/or disabilities and those who speak English as an additional language are making satisfactory progress in their learning, and some do particularly well. This is because their needs are accurately assessed and challenging programmes of work ensure that they make at least suitable gains in learning.

Pupils are friendly and considerate towards each other and the adults they work with. The overwhelmingly positive responses in the pupil questionnaire and the things pupils told inspectors indicate that they know how to keep themselves safe in their daily lives. They

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

feel safe and secure and know who to turn to if they have concerns. The work undertaken to improve behaviour since the last inspection is having a positive impact, particularly in lessons. The school acknowledges that behaviour is sometimes boisterous at playtimes but has good plans to improve the situation. Pupils have a satisfactory understanding of how to lead a healthy lifestyle and appreciate the need for regular exercise. Pupils' social, moral, spiritual and cultural development is satisfactory overall, though their cultural development is a relative weakness. Satisfactory attendance indicates that pupils enjoy coming to school. The improvement in pupils' basic skills and the sound arrangements to ease their transfer between key stages are satisfactorily preparing them for their transfer to secondary education and ultimately the world of work.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**How effective is the provision?**

Relationships between staff and pupils are strong. Pupils can explain how the teachers help them learn, especially through the use of targets and marking to help them to understand how they can improve, but opportunities are sometimes missed to help pupils to take control of their own learning. Teachers often set tasks that capture pupils' interests, but are not always effective enough in ensuring that activities meet the needs of different ability groups, particularly the most able.

Teachers and teaching assistants provide good support for pupils whose circumstances make them vulnerable, those with additional learning needs and those pupils who speak

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

English as an additional language. The learning mentors work closely with families of pupils who display challenging behaviour, helping them to become more focused on their learning. The work of the school council and playground buddies helps to develop pupils' sense of responsibility and to create a harmonious school community. The breakfast club gives pupils a good start to the day, ensuring that those who attend are ready for learning. Focused support from teachers and teaching assistants helps to develop speech, language and communication skills for pupils who have particular difficulties with these aspects of learning. The school's 'nurture group' provides good support to those pupils who find learning difficult.

The school has a satisfactory curriculum, and has good plans to develop it over the coming year through a topic-based approach to create more links between subjects so that pupils can use their skills in different situations. The computers in the information and communication technology suite and classrooms are used well by pupils for research purposes. The curriculum is enriched through a range of extra-curricular clubs and activities and educational visits and visitors to school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The strong leadership of the headteacher has been a stabilising influence during a period of uncertainty. The high turnover of teaching staff has hampered the ambitions of the leadership team who, along with a united staff, are committed to raising standards further. The new team has set up good links with outside providers to improve aspects of learning and ensure that the needs of the potentially most vulnerable pupils are met well. This helps to ensure satisfactory equality of opportunity, despite the lack of challenge for some groups. The improvements to the quality of education in the Early Years Foundation Stage and good monitoring and evaluation systems, underpinned by rigorous pupil tracking procedures, have led to good improvements in teaching and learning which have contributed to the rise in attainment. The self-evaluation of subject leaders and phase leaders is accurate and honest, and pinpoints the right priorities for improvement.

Safeguarding procedures are given a high priority. They meet all statutory requirements, follow good practice, and are reviewed regularly to ensure that staff are well aware of their responsibilities. The vast majority of parents and carers are confident that the school helps to keep their children safe. Community cohesion is promoted well in the school and the local community. The school leaders and the governing body are aware that the school could do more to increase pupils' understanding of faiths and cultures further afield in Britain and the wider world.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

The governing body is supportive and increasingly holds the school to account for the progress that pupils make. It is rightly planning to put more formalised monitoring procedures into place.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children enter the Nursery with limited skills and abilities for their age, and have poorly developed language and communications skills in particular. Good induction arrangements mean that they quickly begin to develop friendships, independence and good patterns of behaviour, and are helped to settle quickly into daily routines. Provision in the Early Years Foundation Stage is much improved since the last inspection, due to good leadership and management which has resulted in a three-year trend of improvements across all areas of learning. The coordinator has high aspirations for the children and a good knowledge of effective Early Years Foundation Stage practice. Children make good progress across the areas of learning, and standards are rising.

Teaching and learning are good. Staff place a strong emphasis on developing basic skills, such as language development and personal and social skills. They assess children's learning regularly and provide a good range of activities with an appropriate balance between adult-led and child-initiated learning. In occasional sessions they do not provide enough challenge or stimulating experiences, particularly outdoors. Nonetheless, the different activity areas are planned and organised to encourage children to be independent learners. The improvement plan identifies appropriate priorities, including the need to further develop outdoor learning. Good hygiene habits are encouraged before snacks and lunch, and after outdoor play. The school's open door policy ensures good relationships, and close contact with parents and carers keeps them well informed about their children's progress.



**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	2
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Parents and carers largely hold highly positive views of the school. A small minority made individual comments about the way that the school responds to their concerns and suggestions. Inspectors looked into these issues and judged that the school had responded well to concerns over allegations of bullying. They also noted that the school was responding to parents' and carers' requests to be better informed about how to help their children in their learning, through family learning activities and a planned curriculum workshop evening.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Caldecote Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 91 completed questionnaires by the end of the on-site inspection. In total, there are 447 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	61	67	29	32	0	0	0	0
The school keeps my child safe	55	60	34	37	1	1	1	1
My school informs me about my child's progress	38	42	48	53	4	4	0	0
My child is making enough progress at this school	45	49	43	47	3	3	0	0
The teaching is good at this school	51	56	39	43	1	1	0	0
The school helps me to support my child's learning	48	53	37	41	5	5	1	1
The school helps my child to have a healthy lifestyle	43	47	46	51	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	34	37	49	54	1	1	0	0
The school meets my child's particular needs	38	42	47	52	3	3	0	0
The school deals effectively with unacceptable behaviour	37	41	45	49	4	4	2	2
The school takes account of my suggestions and concerns	33	36	38	42	11	12	2	2
The school is led and managed effectively	34	37	39	43	1	1	2	2
Overall, I am happy with my child's experience at this school	43	47	40	44	0	0	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



16 February 2011

Dear Pupils

**Inspection of Caldecote Community Primary School, Leicester, LE3 1FF**

I would like to thank you for all your help and for the way you talked to us about your school during our recent visit. We found you extremely friendly, courteous and polite. We judged your school to be satisfactory but improving rapidly, and we are sure that you will be able to help the staff make the school even better in the future.

Your positive attitudes are helping you to work hard to learn new things in most lessons. School leaders are also working hard to help you to learn even more, so that standards rise. We found your school to be a caring place where adults look after you well. Children in the Nursery and Reception classes are being helped to become good learners. We were impressed by the way you know how to keep yourselves safe and how well you work closely with your local community.

We have asked the governing body and staff to do some things to help the school get even better in the future. We want them to make sure your lessons are fun and to help you get on quickly with your work so that you learn more, especially those of you who can learn quickly, and have to think very carefully. Teachers have been asked to help you understand how to judge your own work and that of other children in your class. We have also asked the school to raise standards in literacy and numeracy by helping you to improve your mental calculation skills and to use your mathematics to solve real-life problems, and to use your writing skills in other areas of the curriculum. You have a good knowledge of your mainly White British heritage, but we have asked the school to increase your knowledge of the life and culture of other people in Britain and around the world.

Thank you once again for your help. Keep working hard and enjoy your time at Caldecote Community Primary School.

Yours sincerely

David Edwards

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**