

Caldecote Primary School

Inspection report

Unique Reference Number	110603
Local Authority	Cambridgeshire
Inspection number	378126
Inspection dates	26–27 September 2011
Reporting inspector	Michael Sutherland-Harper

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	204
Appropriate authority	The governing body
Chair	Sue Breeze
Headteacher	Rod Warsap
Date of previous school inspection	29 April 2009
School address	Highfields Road Highfields Caldecote Cambridge CB23 7NX
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Introduction

This inspection was carried out by three additional inspectors. The inspection team observed 13 lessons taught by seven teachers. They held meetings with governors, staff and pupils. Inspectors observed the school's work and looked at pupils' books, the school development plan, assessment data, monitoring and evaluation records, arrangements for safeguarding, and policies and procedures. In addition to replies from pupil and staff questionnaires, questionnaires from 46 parents and carers were received and analysed.

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

- How well do care, guidance and support and recent work on the school's curriculum meet the learning and pastoral needs of all pupils?
- How effectively do leaders and managers, including the governing body and middle managers, contribute to the process of school improvement?
- How well are pupils doing in the Early Years Foundation Stage following recent initiatives implemented in this phase?
- How well are boys, pupils with special educational needs and/or disabilities, and the gifted and talented doing in mathematics and English?

Information about the school

Caldecote Primary School is an average-size primary school. Most pupils are from White British backgrounds, but there is a small and increasing number from minority ethnic groups. The proportion of pupils known to be eligible for free school meals is below average. The number of pupils identified as having special educational needs and/or disabilities is lower than is usually found, although the proportion of pupils with a statement of special educational needs is average. The percentage of pupils speaking English as an additional language is below average. The school has gained Healthy Schools status and the Active Mark. It provides a breakfast club and an after-school club, which are managed by the governing body.

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?

2

The school’s capacity for sustained improvement

2

Main findings

The school provides a good quality of education and aims to ensure that all children enjoy their time at the school. One parent summed that up by writing ‘My child has settled in well. His teacher and his class have all made him feel welcome.’ Pupil progress for both boys and girls is good in response to consistently good teaching and a stimulating curriculum. The school is improving because leaders and managers, including the governing body and middle managers, are working together effectively to implement their vision of a happy, healthy, high-achieving school.

Pupils’ personal development is good. Behaviour is consistently good, in and out of lessons. Good arrangements are in place to ensure pupil care and welfare. Pupils feel safe and are confident that there is an adult to whom they can speak whenever they have concerns. They understand the importance of a healthy diet and of exercise and benefit from use of the large, well-equipped outdoor area. Pupils welcome opportunities to represent their school and to discuss their current efforts. Attendance is high.

Pupils make good progress in the Early Years Foundation Stage. Attainment improves significantly for all groups, including boys and the gifted and talented, in both mathematics and English, as pupils progress through the school. Any gaps in attainment for groups are closing rapidly. In the case of pupils with special educational needs and/or disabilities, progress is outstanding because they are integrated fully into lessons and their needs are highlighted carefully and addressed quickly. Although the quality of teaching is improving steadily, it is not yet outstanding because the level of challenge in lessons to take learning to the highest levels is inconsistent. Best practice in this area is at an early stage of being shared across the school. Pupils respond very well when they are able to advance their own learning through independent efforts and they relish such opportunities. Pupils value the ‘reward assemblies’, which recognise achievements of any kind.

The headteacher has a clear vision of where he wants to develop the school further. He is supported fully by all staff, including the governing body and middle managers, whose roles have been developed recently so that now they have an increasing part in making improvements. A close focus on mathematics and English has led to considerable improvements in these areas. Self-evaluation is accurate, with an emphasis on the school’s strengths and areas for development. The leadership team has focused effectively on identifying those areas requiring further improvement and on related staff training. Expectations are clear and learning is, now, consistently

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good or better. As a result, the school's capacity for sustained improvement is good.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching and learning by July 2012 by
 - enhancing the level of challenge for all pupils
 - providing further opportunities for pupils to advance their own learning through independent efforts
 - sharing best practice across the school.

Outcomes for individuals and groups of pupils

2

Most groups of pupils make good progress with their learning as a result of constantly improving monitoring and tracking procedures. The procedures are especially refined to identify the needs of pupils with special educational needs and/or disabilities quickly. As a result, the pupils are able to make excellent progress, which is reinforced by targeted use of teaching assistants. The pace of learning is enhanced for gifted and talented pupils when planned activities add further challenge and enable both boys and girls to increase their own learning by independent investigation and conclusion. In such lessons, as in an outstanding Year 6 mathematics session, interventions were highly effective because the teacher intervened only when necessary and with just enough information to allow pupils to make their own leaps forward confidently and enthusiastically. Pupils benefit from a range of personalised programmes to develop the curriculum. One-to-one tuition, guided reading and mathematics fun-days have raised attainment in English and mathematics and added to pupils' enjoyment in learning. The pupils enjoy and use computers competently to enhance their work. Boys and girls are engaged equally by a cross-curricular approach, which increasingly affords opportunities to bring in skills from several subjects at the same time.

Behaviour is good because pupils respond willingly to the staff's clear expectations. Pupils get on well with each other and adults, as was observed in lessons and around the school during the inspection. The very large majority of pupils feel safe and parents and carers strongly agree that the school keeps their children safe. Pupils have a good understanding of how to stay healthy, as is reflected in its Healthy Schools status and Activemark award. They participate keenly in school clubs and benefit from additional physical education sessions. They contribute to the school in a variety of ways, including membership of a keen and effective school council. In lunchtime sessions designed to supplement the curriculum through active outdoor learning and games like skittles, pupils were very thorough in supporting each other, directing activities and ensuring safety. Good workplace skills are developed through the improved delivery of mathematics, English and information and communication technology. Social, moral, spiritual and cultural outcomes are good. Pupils are curious about the world around them. They are taught about different faiths and art has been used well to develop a sense of wonder. Relationships are good. The Five

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Stars programme creates a strong sense of shared values. Pupils have a growing awareness of different cultures, but this is limited due to opportunities for them to experience and reflect on other cultures at first hand being at an early stage of development.

These are the grades for pupils’ outcomes

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

How effective is the provision?

Teaching is good. It is consistently effective and motivates pupils to engage in learning. The great majority of teaching is securing good progress because of whole-school focused work in this area. Teachers have strong subject knowledge and benefit from on-going professional development. Increasingly, they challenge pupils, but the sharing of best practice to benefit all teachers is still at an early stage of development. Pupils’ writing skills are developing quickly because of the careful emphasis placed on neat work and the stimulus afforded by the curriculum. In a good Year 6 English lesson, use of engaging visual resources and open-ended, challenging tasks on detective work, made pupils eager to develop their own ideas quickly and reach independent conclusions. Support from other adults is well focused, particularly for pupils with special educational needs and/or disabilities, because of specialist training for staff. Good assessment procedures, planning that meets pupils’ needs effectively and oral feedback contribute to good progress. The procedures have been refined to an outstanding level in the case of pupils with special educational needs and/or disabilities. Teachers listen to, observe and question groups of pupils in order to assess their learning and adapt teaching to meet the pupils’ needs.

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

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The curriculum is good and is being broadened through a cross-curricular approach which considers topics combining different subjects in a creative way. Work on display all around the school reflects that approach. Excellent art work is combined with examples of extended writing and additional support materials to help with the mastery of skills. Provision in art and design technology is a strength of the school. Day excursions and themed weeks for groups of pupils of different ages from across the school enhance provision and afford opportunities to extend the more-able. The Big Play initiative, with practical, outdoor learning, has been implemented to engage boys further with their learning. There are good links with the local secondary school to make curriculum progression seamless.

Care, guidance and support are good. The school takes pride in its sense of community and support is targeted precisely so that all pupils can make the best use of the opportunities which are available to them. Breakfast and after-school clubs supplement the work done during the school day. Pupils with special educational needs and/or disabilities benefit from the skills of well-trained specialist support staff. A careful blend of encouragement and challenge by the support staff has resulted in outstanding progress for the pupils. Detailed record keeping, close work with outside agencies and awareness of any problems facing pupils and families mean that potentially vulnerable pupils make progress that is comparable to all groups.

These are the grades for the quality of provision

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

How effective are leadership and management?

Leadership and management are good. The headteacher and leaders and managers at all levels and the governing body have an accurate picture of how well the school is doing and what it needs to do to improve. Clear, focused actions have led to improvements in provision in mathematics and English, but the school is not complacent and the drive for improvement is relentless. Monitoring and evaluation through increased use of data, together with an expanded and more-effective monitoring role for middle managers including subject leaders, has raised the quality of teaching. The school makes good use of its resources to meet pupil needs and secure good outcomes, thereby ensuring good value for money.

The school works in close partnership with parents and carers to support children in their learning and progress. Communication is effective, but the school is continually looking at ways to improve this process. A range of other partnerships, such as with

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the local network of schools, enables the school to provide services which it could not otherwise offer and to augment existing ones. Transitions into and out of the school are effective. There is a strong sense of community and the school has clear and effective policies to ensure that opportunities are available to everyone and there is no evidence of discrimination. Where any gaps in attainment exist, they are closing rapidly.

Governance is good because the governing body brings a variety of skills to its roles and these enable it to support and challenge the school effectively. The governing body is committed strongly to supporting the school in its work and holding it to account. It ensures that children are safe and that staff are trained regularly to maintain safety. Safeguarding meets current requirements. Monitoring and evaluation procedures are in the process of being refined to take the quality of safeguarding to higher levels.

The school has looked closely at its community cohesion strategies and taken further action. It has good links with the local community, which pupils are keen to develop. Links have been established with a school in Sri Lanka and there are plans for teacher visits to bring back first-hand experience of global issues to pupils. Pupils global knowledge is expanded through Spanish lessons, extended work on Japan and China. The school is looking for a national school link to give pupils another perspective on their area. Pupils benefit already from regular residential visits in Years 5 and 6.

These are the grades for leadership and management

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

Early Years Foundation Stage

Attainment on entry to the Early Years Foundation Stage is similar to that expected

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of children of this age. Most children, including those with special educational needs and/or disabilities, make good progress towards the early learning goals in most areas of learning, as demonstrated by assessment results. They make good progress in developing personal qualities which support them in taking responsibility, for example, in helping each other to put away equipment. Children play and work in harmony. Relationships with adults are good. Adults work together well to provide a broad range of activities. In addition, children choose what they do. Routines are established early. Behaviour is never less than good. Adults provide an environment where children’s welfare is safeguarded carefully. Good implementation of policies by adults is effective in supporting and protecting children. Effective risk assessments are in place. An interesting, well-equipped classroom reflects the community, making the learning relevant to children’s previous experiences. Children are challenged well by the work on offer, although boys’ writing skills based on outdoor activities are at an early stage of development. Activities are well planned and based on accurate assessments and have addressed issues raised in the previous inspection report fully. Leaders and managers are focused closely on helping all children and promoting their welfare. Development opportunities are identified and plans are in place to improve learning. Links with parents and carers are strong. Steps taken to ensure that good progress continues are effective because of the careful monitoring of individual needs.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
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

The very large majority of the parents and carers who replied to the questionnaire are very pleased with their children’s experience at the school and unanimous that their children enjoy school. They are especially happy with the ways in which the school keeps their children safe and helps them to have a healthy lifestyle. They value the quality of teaching at the school. A very small minority of parents and carers expressed concerns about the progress made by their children and about systems for communicating with parents and carers. Inspectors found that progress is good and, in the case of pupils with special educational needs and/or disabilities, is outstanding. They found also that the school has effective communication systems in place and regularly seeks to improve them.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Caldecote 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 46 completed questionnaires by the end of the on-site inspection. In total, there are 204 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	59	19	41	0	0	0	0
The school keeps my child safe	27	59	18	39	1	2	0	0
The school informs me about my child’s progress	14	30	26	57	3	7	0	0
My child is making enough progress at this school	13	28	22	48	5	11	0	0
The teaching is good at this school	21	46	19	41	2	4	0	0
The school helps me to support my child’s learning	16	35	24	52	0	0	0	0
The school helps my child to have a healthy lifestyle	21	46	25	54	0	0	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)	19	41	19	41	3	7	0	0
The school meets my child’s particular needs	12	26	25	54	5	11	0	0
The school deals effectively with unacceptable behaviour	7	15	24	52	2	4	0	0
The school takes account of my suggestions and concerns	13	28	23	50	0	0	0	0
The school is led and managed effectively	14	30	24	52	2	4	0	0
Overall, I am happy with my child’s experience at this school	19	41	21	46	0	0	0	0

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



28 September 2011

Dear Pupils

Inspection of Caldecote Primary School, Cambridge, CB23 7NX

Thank you for being so welcoming and friendly during our visit to your school. We enjoyed talking to you and seeing how you look after each other. This letter is to tell you what we found out about your school.

We found that Caldecote Primary School is a good school. Here are some of the things that your school does well.

- The school works steadily to keep you safe and healthy and you feel safe as a result.
- Teaching is good and this helps you to make good, and sometimes outstanding, progress.
- Behaviour is good because you look after each other and get on well with adults.
- The curriculum (what you study) brings together many subjects and interests.

The headteacher and the staff want to keep improving your school, so we have some suggestions which can help:

- Make sure that teachers share with each other what they do best and increase the challenge in lessons so they are always exciting.
- Provide more opportunities for you to develop your own skills and interests through independent work in lessons.

The inspectors are sure that your school can continue to improve because everyone is working together and you are eager to help whenever you can.

Yours sincerely

Michael Sutherland-Harper
Lead inspector (on behalf of the inspection team)

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