

Callands Primary School

Inspection report

Unique Reference Number	111214
Local authority	Warrington
Inspection number	382304
Inspection dates	08–09 November 2011
Reporting inspector	John Coleman HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	351
Appropriate authority	The governing body
Chair	Dennis Pickering
Headteacher	Lyn Parmenter (Acting)
Date of previous school inspection	12 November 2009
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. Inspectors observed teaching and learning in 20 lessons taught by 12 different teachers. Meetings were held with the Chair of the Governing Body, senior staff and groups of pupils. Inspectors observed the school's work, and looked at a range of school documentation including data showing pupils' attainment and progress, policies, the minutes of the governing body meetings, reports from the local authority advisor, safeguarding records and pupils' work.

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

- What is the proportion of good quality teaching and what is the impact on the progress which pupils make?
- In the Early Years Foundation Stage, how well embedded are recent initiatives to improve provision and outcomes for children?
- What impact do leaders' strategies to improve the school have on the quality of teaching and learning?

Information about the school

Callands is a larger than the average-sized primary school. It is situated in a residential area adjacent to a number of local services including a children's centre. The proportion of pupils known to be eligible for free school meals is below the national average. A lower than average proportion of pupils speaks English as an additional language. The proportion of pupils with special educational needs and/or disabilities is similar to that found nationally. The school has achieved the enhanced Healthy Schools status.

At the last inspection, the school was placed in special measures because it was failing to provide an acceptable quality of education for the pupils. The school is led by an acting headteacher, who is the substantive deputy headteacher. A new substantive headteacher has been appointed to take up post beginning in January 2012.

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

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Callands Primary School provides a satisfactory and rapidly improving quality of education for its pupils. Since the last inspection, leaders have significantly improved the quality of teaching and the progress which pupils make and, as a result, standards are rising sharply. This has been accomplished with the full support of all staff. They are committed to improving the school's performance and share the headteacher's clear vision for school improvement. There is a strong team ethic to the work of school staff. The rigour of leaders' monitoring and evaluation of the school's performance is good. As a result, the governing body and senior staff are well informed and able to quickly identify areas for improvement. There is no complacency and this range of sustained improvements demonstrates the school's good capacity to improve.

During the last two years, school leaders have worked in harmony with the governing body with the effective support of the local authority. Senior leaders have robust systems in place to track pupils' attainment and progress. The outcomes of this are carefully analysed to ensure that all groups of pupils make similar progress. The monitoring of teaching is similarly sharp and leaders use this system well to target professional development for staff to improve their practice. The product of this work is clearly seen in the much improved quality of teaching which was judged as inadequate at the last inspection. There is no inadequate teaching and the proportion of good teaching is increasing, although there are some variations and it is currently satisfactory overall.

Children entering the Early Years Foundation Stage generally have a similar level of skills and knowledge to that expected of most children nationally. Recent, but not fully established improvements to the provision ensure that they make satisfactory progress. They enter Year 1 with skills in language and communication, mathematics and personal development which are broadly in line with national expectations.

The legacy of underachievement in the school means that more time is needed before the full impact of improvements to the school's provision is seen in the standards reached by, in particular, the eldest pupils. Across the school there is variation in both attainment and progress. This relates directly to instabilities in

staffing and inconsistencies in the quality of teaching and learning. For example, the quality of teaching in Key Stage 2 is predominantly good, while in the Early Years Foundation Stage and Key Stage 1, it is mostly satisfactory. Nevertheless, all pupils make at least satisfactory progress, including those with special educational needs and/or disabilities. Standards are broadly average by Year 6 and inspection evidence shows that attainment levels in some year groups are a little above average and rising.

Due to the good quality of provision for pupils' care, guidance and support, pupils feel safe, make healthy choices, behave well and attendance is above average. The school has a clear code of conduct and combined with the consistent expectations of school staff, pupils' moral development is good. Staff use praise regularly and celebrate pupils' achievements, which results in pupils developing confidence and increasing their self-esteem. Pupils learn to reflect on contemporary themes in assemblies and they are knowledgeable about world religions and faiths. Cultural development is not so strong. There are few opportunities for pupils to learn about multicultural Britain through first-hand experiences. Partnerships with parents and carers, and in the local and wider community, which enrich pupils' cultural learning, are underdeveloped.

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?

- Improve the consistency of good quality teaching by:
 - maximising teachers' use of time in lessons to ensure that pupils complete tasks quickly and are moved on to higher challenges
 - raising the expectations teachers have for the attainment levels reached by the highest attaining pupils
 - sharing the good examples of effective teaching widely so that staff learn from each other and build the very best features into their own lessons.

- Fully embed the recent improvements in the provision for the Early Years Foundation Stage by:
 - closely focusing on the development of children's skills in reading and writing
 - making maximum use of opportunities for children to learn through outdoor activities
 - rigorously utilising the outcomes of ongoing assessments of children's progress to sharply target future learning.

- Improve pupils' cultural development by:
 - providing more opportunities for pupils to learn about contrasting British schools and communities, and promoting their awareness of multicultural Britain
 - developing further partnerships in the local and wider community.

Outcomes for individuals and groups of pupils

3

Pupils say they enjoy school and they are full of praise for the way staff care for them. They appreciate the many extra-curricular clubs and activities which staff provide after school. Pupils treat each other with courtesy and respect, aided by the very good role models provided by the staff. Inspectors observed many examples of staff listening to pupils' needs and good relationships ensure that pupils feel able to ask for help confidently. In lessons, pupils cooperate well with others. A range of opportunities to take on responsibilities, such as being a buddy or a member of the school council enables pupils to develop increasing maturity and independence. The many opportunities to engage in sport and exercise result in good rates of participation and make a good contribution to pupils' healthy lifestyles.

Pupils show interest in their lessons and have good attitudes to learning. This makes a positive contribution to their progress. Pupils say that they enjoy learning when lessons are practical and they are able to explore and investigate new and challenging tasks. Pupils make most progress when learning is organised this way. For example, in a lesson seen by inspectors, pupils enjoyed using a range of measuring equipment to check out their estimates for the lengths of classroom furniture and playground markings. Overall, pupils make satisfactory progress and this is improving sharply, especially in Key Stage 2 due to consistently good teaching. Standards, as shown by the provisional results for Year 6 national tests in 2011, are broadly average but the proportion of pupils gaining the higher Level 5 is lower than expected nationally in English and mathematics. All pupil groups, including those with special educational needs and/or disabilities, make similar rates of progress.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
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
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	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The profile of teaching has improved markedly since the last inspection. Lessons take place in classrooms which display pupils' work attractively and have many captions

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

and prompts to aid learning. This helps to motivate pupils and provides useful reminders of previous learning. Teaching is characterised by the consistency of whole-school approaches to planning. This ensures that lessons are well structured and focused on clear objectives for learning. Teachers make good use of computer technology. In the good lessons, teachers expect pupils to learn quickly and aid this by setting tasks which require prompt responses. They then check on pupils' understanding before moving sharply on to the next task. In satisfactory lessons, too much time is spent going over what pupils already know so that interest and concentration slows. Also, the teachers' expectations of the highest-attaining pupils are not always high enough in some lessons because similar tasks are given to all pupils.

The curriculum provides a suitably broad and balanced range of experiences for pupils. There is strong emphasis on the core subjects of English, mathematics and science. This has made a significant contribution to the improved progress which pupils make. Pupils who spoke to inspectors say that they do not receive enough lessons in the creative and humanities subjects, such as geography and art. Inspectors judge that these subjects are satisfactorily represented but found that more time should be given to developing pupils' skills and knowledge in these areas. There are a good range of extra-curricular activities to compliment pupils' experiences. Visits to places of educational interest help to extend learning, such as to the Jewish museum in Manchester. Partnerships with the high school widen curricular opportunities but the range of external links is underdeveloped.

The school provides well-focused support for pupils' needs. Rigorous safeguarding procedures are used for vetting staff. A wide range of risk assessments are undertaken to check on the safety of pupils going on visits and in their activities on the school site. Several staff are trained for first aid and in child protection procedures. The good tracking system is used well to analyse all groups of pupils and to ensure that everyone achieves equally well. Pupils who underachieve are quickly given extra support which helps them to catch up with others. Pupils whose circumstances may make them vulnerable are strongly supported and effective use is made of a range of external agencies.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher, well-supported by the acting deputy headteacher and the senior staff, provides clear direction for school improvement. The senior team lead by personal example. They encourage and develop staff successfully. Together, they have built a unified staff who share a common goal to raise standards. Rigorous monitoring by senior and middle leaders enables an accurate analysis to be made of the impact of initiatives to improve the school. In particular, leaders show

determination to improve the quality of teaching. Sharply-targeted training has brought about significant improvement. Consequently, pupils are making much improved progress and standards are rising.

The governing body is led by a very knowledgeable and experienced Chair. It is supportive of, and challenging to, school leaders. The governing body committees place a high priority on raising standards. Strategic management is in harmony with school leaders' vision for the school. Safeguarding procedures are very effective. Risk assessments to keep students, staff and visitors free from harm are robustly undertaken. Training in child protection procedures is up to date and goes beyond what is required statutorily. There is satisfactory promotion of equal opportunities as evidenced by the equal rates of progress for notable pupil groups though there is some variation between key stages. Community cohesion is satisfactory and the school has an effective policy which takes into account the specific needs of pupils in the school.

These are the grades for the 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	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

The overall effectiveness of the Early Years Foundation Stage is satisfactory. Staff know the children well and ensure that they make satisfactory progress from starting points which are similar to those expected for children of a similar age. All the required safeguarding procedures are in place. There is effective support from teaching assistants. Communication with parents and carers is good. Arrangements for transition from pre-school settings are developing and include visits by school staff to some of these providers. This helps ensure that children make the transition to school smoothly. The development of the outdoors has recently improved.

Outcomes for children are satisfactory. Children show enjoyment in the activities provided for them to learn. They are confident in speech, developing the early techniques for reading and writing and express their ideas with reasonable confidence. Children work quite well individually and in small groups. They show support for each other and consideration for each other's feelings. Behaviour is good.

The quality of provision is satisfactory. The classrooms are well organised and enable children to learn satisfactorily though children's skills in reading and writing are a

little below those expected nationally. Observations and assessments are completed suitably but the outcomes are not fully used to support learning. Space is utilised quite well to provide for learning key skills and knowledge. While the outdoors is available for regular use, opportunities to promote children’s continuous learning are not always fully taken.

The effectiveness of leadership and management is satisfactory. Leaders ensure that the indoor and outdoor environment is safe and secure for children to learn. There are good relationships with parents and carers. All policies and procedures are in place including suitable risk assessments.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management in the Early Years Foundation Stage	3

Views of parents and carers

Parent and carer questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

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 is 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.



14 October 2011

Dear Pupils

Inspection of Callands Primary School, Warrington WA5 9RJ

Thank you for welcoming the inspection team into your school when we visited you recently. We thoroughly enjoyed our time with you and would like to share with you what we found out about your school. We judged that Callands Primary school is satisfactory. These are the main reasons why we judged the school to be satisfactory:

- The governing body, headteacher and all school leaders are good in the way they improve your school.
- Your school no longer needs to be in special measures.
- The quality of teaching is satisfactory and is getting better so that you receive more good lessons.
- The school staff are good at caring for you so that you enjoy school. You feel safe and make healthy choices.
- You behave well and make satisfactory progress in learning the skills and knowledge you will need in the future.

All schools need to develop and improve. We have asked that the number of good lessons continues to improve. The Early Years Foundation Stage must continue to improve and make more use of the outdoor area. The school should provide you with more opportunities to learn about different cultures.

Thank you once again for all your help. We wish you well in the future.

Yours sincerely,

John Coleman
Her Majesty's Inspector

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