

Caldecote Community Primary School

164 Hallam Crescent East, Leicester, LE3 1FF

Inspection dates

27–28 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Some more-able pupils and some pupils with special educational needs have not made enough progress, especially in Key Stage 2, because lessons do not always include work which is set at the right level for them.
- The teaching is still not consistently good enough. Some teachers spend too long on the introduction to the lesson and do not give pupils enough time to work on their own.
- Although the school has implemented strategies to improve teaching techniques, some teachers are not yet skilled enough in using these strategies and, as a result, some pupils are not learning fast enough.
- The teaching of writing is not good enough to ensure that all pupils, especially in Key Stage 2, are making sufficient progress.

The school has the following strengths

- Leaders have ensured that a clear focus on improving teaching has resulted in improvements in pupils' progress and their attendance. Results in national tests in Key Stage 1 and Key Stage 2 have improved, especially in 2012.
- The teaching of letters and sounds in Nursery and Reception is good and pupils in Year 1 achieved above average results in the 2012 phonics check. The school successfully helps pupils who are struggling with reading to catch up.
- Pupils are proud of the school and behave well in lessons and around the school.

Information about this inspection

- The inspectors held meetings with senior staff, subject leaders, groups of pupils, the Chair of the Governing Body and one other governor.
- A meeting was held with a representative of the local authority.
- The inspectors looked at a range of evidence including the school's improvement plan, the information collected by the school on pupils' progress, work in pupils' books, and documentation relating to safeguarding.
- The inspectors observed teaching in 26 lessons. They also heard pupils read in several lessons.
- Five lesson observations were carried out with the headteacher and one with the deputy headteacher.
- The inspectors met some parents informally at the start of the school day and considered the 17 responses made through the online Parent View website.

Inspection team

David Bray, Lead inspector

Additional Inspector

Sally Manz

Additional Inspector

Anna Smith

Additional Inspector

Full report

Information about this school

- The school is a larger than the average primary school.
- The proportion of pupils known to be eligible for the pupil premium – additional government funding for looked after children, pupils known to be eligible for free school meals and pupils from service families – is well above average.
- The large majority of pupils are from a White British background. The largest groups of pupils from minority ethnic backgrounds are from Indian, Black African and Other White heritages.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- Early Years Foundation Stage education is provided in Nursery and Reception classes.
- The school has worked with two other local schools which have provided support for improving teaching.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve teaching further, especially in Years 3, 4 and 5, so that:
 - lesson planning is more effective and ensures that pupils of different abilities are consistently making sufficient progress
 - lessons are not slowed by over-long introductions where the teacher talks for too long
 - teaching strategies are used more effectively and result in better learning and faster progress.
- Improve the progress of pupils further by ensuring that:
 - the strategies for teaching writing are used effectively in all lessons
 - the work set for higher-ability pupils enables them to make consistently better progress
 - the planning and support for pupils with special educational needs, especially those at school action, improve and enable them to make consistently good progress.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils have not made enough progress in Key Stage 2 over the last two years. This picture is improving and the proportion getting a Level 4 in national tests was very close to the national average in 2012. Despite this, some pupils are, however, still underachieving.
- The school has made improving progress in writing, especially in Key Stage 2, a priority. Much is better and pupils regularly practise specific writing skills during lessons before writing longer pieces of work at the end of the week. Some pupils are still not able to write effectively enough and use the skills practised in lessons to write convincingly.
- The progress of some pupils in Years 3, 4 and 5 is not always fast enough because pupils are not always working on activities that are matched well enough to their abilities. Some more-able pupils and some pupils with special educational needs supported through school action in particular are not always making sufficient progress from their starting points at the end of Year 2.
- Children in Nursery and Reception make good progress. Many start school with skills and abilities that are well below those typical for children of their age. They quickly develop their language and social skills so that, by the end of the Reception, their skills are still below average but have started to catch up.
- In Key Stage 1, pupils make reasonable progress and build on the good start they have made in the Early Years Foundation Stage. Results in tests at the end of Year 2 have steadily improved, especially in reading and mathematics. The proportion achieving the expected level in the 2012 phonics check at the end of Year 1 was just above the national average.
- Pupils who are known to be eligible for free school meals are making progress that mostly matches that of other pupils in the school. In 2012, they achieved better results in English than other pupils. In mathematics, however, they were about two terms behind other pupils.
- Pupils supported at school action plus or with statements of special educational needs are currently making progress that is in line with other pupils in the school.
- Most pupils with special educational needs supported at school action are now making better progress. Their progress has improved over the last two years but is not fast enough in all lessons because not all their work is set at exactly the right level.
- Pupils from minority ethnic groups are making as much progress as other pupils.

The quality of teaching

requires improvement

- Teaching has not been good enough to ensure good progress in Key Stage 2 over the last two years. However, the school has made improving teaching a priority for improvement and many lessons are now taught well.
- Some lessons, particularly in Years 3, 4 and 5, are still not good enough. This is because the introduction is too long and, as a result, pupils have insufficient time to practise their skills and develop their learning fast enough.
- Lesson planning, especially in Key Stage 2, does not always ensure that pupils of different abilities are working at the right level and, as a result, some more-able pupils and some who have special educational needs sometimes do not make sufficient progress.
- The school has worked to introduce a wider range of learning strategies and, in many lessons, they have improved teaching. They are not always used well enough to ensure that learning is at the right level or at the right pace. Insufficient attention is sometimes given to matching lesson activities to the school's assessment of the stage pupils have reached in their learning. This is especially the case in some lessons in Years 3, 4 and 5.
- The school has prioritised the teaching of writing because it has identified that pupils need to make better progress, especially in Key Stage 2. Many aspects of the teaching of writing have

improved but it is still not yet consistently good.

- Teaching in Nursery and Reception is good. Good routines are established and children quickly settle into activities. The teaching of phonics is effective and careful teaching and support enable children to gain a good start in acquiring literacy and numeracy skills. Adults model good behaviour and children make good progress in developing social skills.
- The teaching of phonics in Years 1 and 2 is good. Teaching is well organised and teachers and teaching assistants run well-paced sessions that enable pupils to use their developing skills in a good range of reading and writing activities. Sessions organised to help pupils catch up with reading, such as 'reading recovery', are effective.
- Teaching assistants are often effective when running small-group sessions or supporting individuals or groups in class. Their work is sometimes less effective during whole-class teaching activities.

The behaviour and safety of pupils are good

- Pupils behave well around the school and are proud of the school. They are polite to each other and adults.
- In lessons they listen well, even when the introduction to a lesson is long, and get on with work enthusiastically.
- During break and lunchtime, pupils use the good range of equipment provided well and play enthusiastically.
- Pupils like the school, and older pupils say that things have improved since they have been here. Parents spoken to during the inspection and those who completed the Parent View survey agree that behaviour is good.
- Attendance has improved and leaders have worked hard to ensure that actions to improve further are robust. It is still below average. Whilst the attendance of older pupils is average the attendance of some younger pupils is below average.
- Pupils spoken to said that bullying was not something they are worried about. They feel that bullying is not a problem but that if it does happen they know what to do. They say the school would support them well and resolve problems. They are not worried about name calling and they feel safe in school.

The leadership and management are good

- Leaders understand how well the school is doing and have prioritised areas that require improvement. As a result, achievement in the Early Years Foundation Stage is good. It is improving in Key Stage 1 and Key Stage 2 and results in national tests improved in 2012. The improvements in achievement are a result of plans put in place by leaders to improve and develop the quality of teaching. The school has tackled attendance with determination and this has improved.
- The strategy for developing reading across the school is effective and has ensured that reading skills have improved steadily. Interventions such as 'reading recovery' have ensured that pupils are making progress in reading and build upon the good start they make in Early Years.
- Subject leaders have a clear agenda for improving achievement further, especially in Key Stage 2, and there has been a focus on developing teaching skills. This has resulted in improvements in developing learning, but these have not been effective enough to ensure that the progress of all pupils is good.
- School leaders have a good understanding of data and are starting to use this more effectively, especially when they hold meetings to discuss pupils' learning to ensure that all pupils make sufficient progress. This has resulted in a performance management system that has clear links between the progress of pupils and the objectives set for staff.
- The school's evaluation of its own performance is mostly accurate and the main priorities

requiring improvement have been identified. Actions have been taken to improve these priorities and some have been successful. There has been insufficient progress in ensuring that teaching is consistently good in Key Stage 2 and the progress of the more-able pupils and those on school action plus is still not good.

- The local authority has provided support in brokering a partnership with local successful schools.
- The school makes appropriate arrangements to ensure that adults working in the school are appropriately qualified and experienced.
- **The governance of the school:**
 - The governing body includes a good range of experienced governors who understand how the school is performing and want it to improve further. Governors challenge school leaders and ensure they check how well the school is doing. This has contributed to the improvements in test results in Key Stage 1 and Key Stage 2. Despite this, aspects of self-evaluation are sometimes over-generous.
 - The management of teachers' performance is well organised and governors have ensured they have evaluated its effectiveness.
 - Governors access a range of training that has enabled them to develop their skills further.
 - Governors have a general overview of how pupil premium funding is spent. They do not have sufficiently detailed information, however, to enable them to evaluate precisely the effectiveness of how this money is spent.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	132211
Local authority	Leicester
Inspection number	406479

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	458
Appropriate authority	The governing body
Chair	Bill Morris
Headteacher	Karen Harris
Date of previous school inspection	14 February 2011
Telephone number	0116 2824482
Fax number	0116 2405840
Email address	office@caldecote.leicester.sch.uk

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