

Calton Infant School

Calton Road, Gloucester, GL1 5ET

Inspection dates 9–10 May 2013

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

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress across the school. From low starting points generally, standards are average in reading, writing and mathematics by the end of Year 2.
- Pupils enjoy learning. The rich and interesting topics they learn about promote their spiritual, moral, social and cultural development well.
- Pupils' positive attitudes and good behaviour promote the school's productive and friendly atmosphere.
- Pupils feel safe because they know that any adult who works in school will always help if they have a concern, no matter how small.
- Good teaching from the previous inspection has been sustained. Some teaching is now outstanding.
- The good improvement to teaching is as a result of strong and purposeful leadership and teaching staff commitment to constantly improving what they do.
- The governing body has rigorous procedures to check that pupils are making enough progress and asks the school probing questions when this seems to dip.

It is not yet an outstanding school because

- Lesson objectives sometimes focus on what pupils will do rather than what they will learn, and so pupils are not always clear about what they are learning and why.
- Teachers do not always plan in enough detail pupils' involvement in activities and tasks. So, sometimes, pupils spend too long sitting and watching the teacher or each other.
- Teachers are not always quick enough to make changes to teaching and tasks when they find pupils are struggling to complete them.

Information about this inspection

- Inspectors observed 18 lessons taught by eight teachers, two jointly with the headteacher. They also made a number of short visits to lessons.
- The inspectors heard a number of pupils read. They looked at past and current information about pupils' progress, and pupils' work in books and on display.
- The inspectors looked at documents relating to behaviour and safeguarding, the school's checks about what is going well, and school improvement planning.
- The inspectors met with small groups of pupils to talk about their learning and to find out what they thought about the school. Inspectors also met with staff, and with representatives of the governing body and the local authority.
- The inspectors talked to parents and carers informally at the start and end of the day. They took into account 29 responses shown in the online questionnaire (Parent View) and the school's own parent surveys.
- The inspectors took note of 19 responses to staff questionnaires.

Inspection team

Georgina Beasley, Lead inspector

Additional Inspector

Colin Lee

Additional Inspector

Full report

Information about this school

- Calton Infant School is smaller than the average-sized school.
- Most pupils are White British. The remainder are from a number of minority ethnic backgrounds.
- An average proportion of pupils are known to be eligible for the pupil premium, which provides additional funding for pupils known to be eligible for free school meals, children in local authority care, and those who have a parent in the armed services.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average.
- The proportion supported at school action plus and with a statement of special educational needs is average.
- The school does not make use of alternative off-site provision.

What does the school need to do to improve further?

- Move teaching to outstanding by ensuring all teachers routinely:
 - focus lesson objectives on the knowledge and skills that they want pupils to learn and not the tasks they want them to complete
 - plan in detail the best way for pupils to learn what is planned to ensure all pupils are actively involved throughout the lessons
 - make changes quickly to tasks and teaching during lessons when they find that pupils are struggling to complete them.

Inspection judgements

The achievement of pupils

is good

- Children in the Reception classes thoroughly enjoy their learning when they are given the chance to choose what and where to learn. They quickly gain the confidence to try new things and to stick with it if they get it wrong the first time. Most children reach the expected goals in communication and language, understanding the world, expressive arts and design and physical development, and exceed them in personal, social and emotional development.
- Children's knowledge and skills when they start in the Reception class varies considerably from year to year. In some year groups, a greater proportion than average start with skills in reading and writing that are well below those expected for their age. Children make good progress but many do not reach the expected goals in reading, writing and mathematics in some year groups by the end of the Reception Year.
- Pupils make good progress across the school. By the end of Year 2, attainment is average in reading, writing and mathematics. More-able pupils make good progress to reach their potential.
- Pupils enjoy reading. They comment perceptively on the characters and plot when talking about what they have read. When a well-below-average proportion of pupils reached the expected standard in the Year 1 phonics (knowledge of letters and the sounds that they make) check last year, the school trained existing staff and employed additional staff to make teaching groups smaller. This year, an above-average proportion of pupils are on track to reach the expected standard.
- Pupils who receive the pupil premium make good progress across the school. They are starting to close the gaps in both English and mathematics with other pupils in their year group who do not receive the funding. Non-pupil premium pupils reach above-average levels and so, because pupil premium pupils reach average levels overall, they remain about a term behind their classmates in reading, writing and mathematics. Attainment was lower for this group last year because almost half also had special educational needs.
- Disabled pupils and those who have special educational needs make good progress. Most pupils in Year 2 are on track to reach average levels in mathematics this year. Those with complex needs make equally good progress from their starting points.
- Pupils are inquisitive learners, which give them a keenness to learn more in lessons. They practise their speaking, reading, writing and mathematics in many subjects, including science and design technology. They have good computer skills. They enjoy using the internet to find information and tablet computers to record their learning.

The quality of teaching

is good

- Teaching across the school is good. In lessons where teaching is outstanding, pupils are active throughout lessons and teachers make constant checks of learning to provide additional and immediate extension and support when necessary.
- Teachers ask probing questions that help them to find out what pupils are thinking so that they can check what they know and understand. They use the information well to plan the next lesson and, in the best lessons, act upon the information to explain in more detail or make changes to tasks and activities if they find pupils are either struggling or finding the work too easy. This is not always done quickly enough in some lessons.
- Teachers are very clear about what it is they want pupils to learn but this is not always shared with pupils in a way that helps them to complete tasks as well as they can by themselves in literacy and phonics lessons. As a result, some pupils need considerable help from teachers and teaching assistants during lessons, for example to remember how to break down words to ensure they always read and spell words correctly.
- Learning objectives in mathematics lessons focus very much on what pupils will learn, such as using the correct mathematical vocabulary to describe shapes for their friends to guess. Consequently, combined with good teaching and good opportunities to practise their numeracy

skills in other subjects, all pupils make good progress.

- Lessons are generally busy with pupils active throughout the lesson. In many lessons, teachers consider carefully not only what pupils will learn but also how they will learn it. Progress slows in lessons when pupils sit for too long as a group or a whole class listening and watching the teacher or each other rather than doing things for themselves.
- The feedback teachers give to pupils about their work has improved well since the previous inspection. When used, pictures give clear guidance to pupils on what to include and how to set out their writing, which is helping most pupils to make improvements by themselves at these times.
- Homework builds well on what pupils have learned in lessons. Pupils choose the books that they will take home to read with an adult every day, which motivates them to read and practise their mathematics, especially when they have learned how to do something for the first time.

The behaviour and safety of pupils are good

- Pupils have positive attitudes to learning and pay good attention in class when asked. This makes a positive contribution to their good learning in lessons. Occasionally, a small number lose concentration when the lesson lasts too long or they are expected to sit for too long listening to adults or each other.
- Pupils feel safe. Pupils know and are clear about the different types of bullying, including cyber-bullying, through special curriculum activities and regular opportunities in lessons to talk about their own and others' feelings. They all know that 'Hector the protector' is the one to click on if they find something that they do not like on the computer at school and to tell an adult if they find something inappropriate at home.
- The playground is extremely well organised at lunchtimes to give pupils safe and interesting places to play. This encourages good behaviour and enjoyable playtimes. The very small number of pupils who sometimes find it difficult to behave well are given good support to ensure that their behaviour improves quickly. Very few pupils, parents and carers expressed concerns about behaviour.
- Pupils have good opportunities to make a contribution to the school's decision about their learning and personal development. They all have a choice of the activities that they want to take part in on Friday afternoons. These add much to pupils' enjoyment of school. Members of the school council and of the eco-team are confident to take their classmate's suggestions to the headteacher for ways to make the school better.
- Most pupils have good attendance due to the school's positive procedures and rewards. Punctuality has improved because families know how important it is that their children benefit from every minute in school. The learning mentor works closely with families and has successfully reduced the number of pupils with less than 85% attendance this year.

The leadership and management are good

- The headteacher gives clear and purposeful leadership. She has established rigorous systems for checking the school's work in every aspect and ensures that everyone always follows the agreed procedures. All staff are on board with the drive for further improvement, especially to pupils' personal and academic achievement. The information has not been used with enough rigour until this year to check whether, and to find precise reasons, why the progress of different groups of pupils dips in some years. This weakness has now been rectified.
- School improvement planning and staff performance management procedures have been reviewed and strengthened since the previous inspection. The school has good systems for checking that training is successfully improving the quality of teaching across the school. Teachers have targets for improving pupils' progress in their classes and outcomes are used to make decisions about pay.
- The school used the pupil premium funds to employ an extra teacher in Year 2 last year to

successfully boost the progress of those pupils eligible and a learning mentor to support the improvements to attendance and pupils' learning and behaviour.

- Equal opportunities are promoted well. Progress is checked regularly to ensure all pupils and groups make equally good progress. Teachers and teaching assistants are involved in planning topics and special events to ensure pupils across year groups take part in all planned activities. Nearly every parent and carer who completed the online questionnaire and who talked to inspectors are positive about the school. Everyone said that their child was happy at school.
- Teachers and adults who work alongside them take care to plan topics that interest pupils. This is particularly effective in the three Reception classes. Children have good opportunity to make choices and show their potential, which is a key contributor to their good progress in all areas of learning.
- Pupils' spiritual, moral, social and cultural development is promoted well through well-planned opportunities to play and learn in groups, to understand why they should always behave well and to develop a respect for others' beliefs and cultures. Families from Eastern Europe share their countries' celebrations and customs. Alongside the school's link with schools in other countries, this helps pupils learn about how people from different places live.
- The local authority gives good support to the school by running successful training for governors and teachers, and helping the school to check that it is meeting its targets for pupils' progress.
- **The governance of the school:**
 - The governing body is clear about what the school does well and is constantly looking where further improvements can be made. Due to their attendance at training events, governors understand the information the school has about pupils' progress and ask probing questions if the progress of any group appears to slow, particularly in relation to national data. They now ask the school to back up its reasons with evidence, although this is fairly recent. The governing body's full involvement in checking staff performance informs decisions about pay and training needs. All statutory requirements, including those relating to safeguarding, are met. The governors have a secure overview of the school's finances.

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	115486
Local authority	Gloucestershire
Inspection number	412599

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	196
Appropriate authority	The governing body
Chair	Michael Webb
Headteacher	Sarah Bunce
Date of previous school inspection	14 January 2010
Telephone number	01452 527689
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