

Callicroft Primary School

Rodway Road, Patchway, Bristol, BS34 5EG

Inspection dates

4–5 June 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		Requires improvement	3

Summary of key findings for parents and pupils

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

- Achievement requires improvement because pupils are not making consistently good progress.
- Pupils' progress in mathematics is slower than that in reading or writing because the pupils are not sufficiently fluent in using calculation skills. Pupils are also not given enough opportunities to use and apply these skills.
- Teaching is not yet consistently good. Work provided, especially in Years 3 to 5, does not match pupils' needs and abilities sufficiently accurately.
- Teachers do not always adapt their teaching during a lesson in response to the success, or otherwise, of pupils' learning.
- Teaching assistants do not always play an active role in aiding pupils' learning.
- Leadership and management require improvement because recently introduced good ways of working have not yet had time to make their full impact.

The school has the following strengths

- Teaching is consistently good in the Reception classes, Years 1 and 2 and in Year 6. It is improving in Years 3 to 5.
- Progress in the Reception classes, in Years 1 and 2 and in Year 6 is good. In Years 3 to 5 it is accelerating.
- Pupils' behaviour and safety are good. Pupils are considerate and behave well in class and around the school. They and their parents are confident that they feel safe in school.
- The senior leadership team was restructured recently and has been very effective in driving improvements since then.
- The quality of teaching, and consequently pupils' progress, has improved recently, due to rigorous monitoring of teaching and strategies to improve it.
- The governing body has improved considerably since the last inspection and is extremely supportive, aiding the pace of progress.

Information about this inspection

- The inspectors visited 22 lessons. Six of the observations were carried out jointly with the headteacher or deputy headteacher.
- The inspectors held meetings with leaders and managers, staff, pupils and the Vice-Chair of the Governing Body. They also met with a representative of the local authority.
- The inspectors met informally with parents and carers at the beginning and end of the school days and analysed the results of the 22 responses to Parent View, the Ofsted on-line survey.
- The inspectors observed the school's work, and looked at its self-evaluation, development planning and policies and procedures, particularly those relevant to keeping pupils safe.
- The inspectors evaluated the school's information on the progress that pupils are making.

Inspection team

John Eadie, Lead inspector

Additional Inspector

Martin Greenwood

Additional Inspector

Full report

Information about this school

- Callicroft Primary School is an average-sized primary school. Pupils are grouped into nine classes, two for Reception and one each for Years 1 and 2, one for Year 3, three mixed age classes, one for Years 3 and 4 and two for Years 4 and 5, and one for Year 6.
- The proportion of pupils for whom the school receives the pupil premium (additional funding for pupils known to be eligible for free school meals, children who are looked after by the local authority and the children of service families) is higher than average. At this school, all these pupils are known to be eligible for free school meals.
- The proportion of pupils from minority ethnic groups is broadly average and they represent a wide range of heritages. The proportion of these who speak English as an additional language is increasing and is broadly in line with the national average.
- The proportion of disabled pupils and those who have special educational needs supported at school action is average. The proportion supported at school action plus or who have statements of special educational needs is also broadly average.
- The school met the government's current floor standards in 2012. These set the minimum expectations for pupils' attainment and progress.
- The school has suffered considerable staffing problems since the previous inspection. There have been a number of supply teachers in the school. Two classes are currently taught by supply teachers.
- The last substantive headteacher left the school in early October 2012. Since then the school has been supported by two serving headteachers from local schools. The new substantive headteacher took up her post the day before the inspection.
- A pre-school uses facilities on the school site, but is not managed by the school and was not a part of this inspection.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good by ensuring that:
 - work provided for the pupils is always matched accurately to their needs and abilities
 - during lessons, teachers assess pupils' learning and adapt their planning so that pupils can learn at the optimum rate
 - teaching assistants play an active role in aiding pupils' learning throughout lessons.
- Improve pupils' attainment and progress in mathematics by ensuring that:
 - a system is put in place to improve pupils' skills of handling numbers and calculations
 - pupils are provided with more opportunities to use and apply their mathematical skills.
- Ensure leadership and management continue to improve by effecting a smooth continuation of the good processes initiated by the temporary leaders.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' attainment dipped after the previous inspection, especially in mathematics. There remain weaknesses in pupils' skills in rapid recall of addition, subtraction, multiplication and division facts.
- Pupils' progress is not yet consistently good, but it has improved rapidly over the last year. Previous signs of underachievement have been reversed because teaching has improved especially in the Reception classes, Years 1 and 2 and in Year 6.
- Pupils' rates of progress in mathematics, although improved, are not yet the same as those for reading and writing. Progress is held back because pupils do not have sufficient opportunities to use and apply their mathematical skills to develop greater understanding and fluency in calculation.
- Children in the Reception classes enter the school with skills and abilities broadly in line with their age and, for some, below. They have benefited from the split into two classes and are now making good progress in all areas of learning. For instance, some were observed writing grammatically correct simple sentences.
- Pupils in Years 1 and 2 are also making good progress, particularly in writing. Their progress in mathematics, whilst still good, is not quite so rapid.
- A below-average proportion of pupils attained the expected standard in the 2012 national screening check in Year 1 for phonics (linking letters and sounds) because phonics teaching was not good. However, good strategies have been put in place and these have led to increased skills for this age group. This is leading to higher standards of reading. Pupils in Year 6 read competently and enjoy their reading, although do not read particularly widely.
- Although pupils' progress in Years 3 to 5 is inconsistent due to inconsistencies in teaching, most pupils are now working at levels in line with their age, or higher, in reading, writing and mathematics.
- Pupils identified as disabled and those who have special educational needs make the same progress as their classmates in response to the good plans that are made for their learning.
- Pupils from minority ethnic groups also make the same progress as their classmates, with several doing better. Those who speak English as an additional language have sufficient command of English to enable them to make equivalent progress because their initial learning of English has been developed well.
- Pupil premium funding is used well to support these pupils' learning and the gap is closing well between their performance in English and mathematics and that of their peers. In 2012, attainment in English for these pupils was about a year behind other pupils, and in mathematics about a term ahead.

The quality of teaching

requires improvement

- Teaching has not had a good impact on pupils' achievement since the previous inspection. It is not always well matched to the abilities and needs of the range of pupils in the class so their progress is not consistently good.
- Teachers are at an early stage of assessing pupils' progress during lessons, so they are not yet good at adapting their teaching based on the success or otherwise of the learning that is evident.
- The quality of teaching overall has improved over the last year. Whereas a year ago there was little good teaching, more is now good, with examples of outstanding practice. However, there is a small hard core that is not yet good because it is not leading to pupils' sustained good progress.
- Teaching assistants play a valuable role in aiding learning, especially for those pupils who are

disabled and those with special educational needs. However, they are sometimes poorly directed so that they are often inactive while the teacher is teaching the whole class.

- Teaching in Reception, Years 1 and 2 and in Year 6 is consistently at least good and results in these pupils making good progress. In Years 3 to 5 it has improved significantly in the last year, but is not yet as good as in the other classes.
- At its best, teaching includes high levels of challenge and engagement, such as in a science lesson in Year 6 where pupils learned rapidly because questioning skilfully assessed pupils' understanding and ensured that pupils were quickly taken on to the next stage.
- Teaching of literacy and numeracy is effective as basic concepts are a high priority, as was seen in a phonics session for the pupils in Reception and Years 1 and 2, where the teacher's high expectations and range of strategies engaged the pupils and ensured outstanding learning.
- Teachers set pupils appropriate targets for learning, which pupils say help them to know how well they are doing.

The behaviour and safety of pupils are good

- Pupils are courteous and considerate and there are good relationships between pupils and between pupils and adults.
- Although some parents and carers expressed concerns about pupils' behaviour and the way it is dealt with, the inspection found that there are very clear systems for dealing with inappropriate behaviour and that these are used effectively. Evidence shows that there has been a marked improvement in behaviour since these new systems were introduced nearly a year ago.
- Pupils' behaviour during playtimes is good. All mix and play happily together with no sign of friction. Pupils also behave well in lessons and were seen engaged and enjoying their work, only occasionally letting their attention wander when teaching was less than good. Pupils, and records seen, confirmed that the behaviour seen during the inspection was typical.
- A small minority of the parents responding to the on-line questionnaire expressed concerns about the way the school deals with bullying, but inspectors judged this to be effective. There are very few recorded incidents. Pupils confirm that incidents are rare, minor and dealt with extremely well if they occur. Pupils have good knowledge of different types of bullying and, for example, confirm the school's records which show that racial bullying and discrimination are very rare and minor.
- Most pupils enjoy school and attend regularly. The school is working hard to ensure the regular attendance of all.

The leadership and management requires improvement

- Leaders and managers have, until recently, not had a consistently good impact on pupils' achievement. Staff turbulence has been an added factor.
- The remodelled leadership team has been largely responsible for the improvements over the last year. However, as many of the initiatives are new, they are not completely embedded and their full impact is not yet seen.
- In these improvements, the leadership team has been extremely well supported by the governing body and the local authority. The executive headteacher and a consultant headteacher have been very competent 'enablers' for the leadership team. A significant minority of the parents who responded to the questionnaire expressed dissatisfaction with the leadership and management of the school. Inspectors judged that there is now a very evident drive for improvement, shared by all staff and governors, and the school is well placed to continue on the upward path.
- The local authority has provided much support, for example enabling a leading mathematics teacher to spend time in the school improving pupils' achievement in this subject.

- The management of teachers' performance has been used well, alongside effective training, to support and extend teachers' skills. However, although improvements are evident, this has not yet ensured that teaching is consistently good or better.
 - Equality of opportunity is at the heart of the school's ethos and this is demonstrated in the similar progress of all groups. It is also evidenced in the lack of discrimination and the harmonious relationships evident.
 - The curriculum has been developed well and pupils say that they particularly enjoy the interesting topics planned for them and the 'fun that teachers put into our learning'.
 - Provision for pupils' spiritual, moral, social and cultural development is a strength. Pupils are given many opportunities to reflect on their learning and their place in the world and their responsibilities towards it. This was observed in an English lesson where pupils were encouraged to think for a short while about their experiences of using their senses during a walk round the school grounds, before writing some imaginative text.
 - The school has fostered good relationships with parents and carers who, as the on-line questionnaire revealed, are supportive and positive about almost all aspects of the school. The work of the family link worker has been effective in engaging hard-to-reach families.
 - Funds are managed very carefully. Effective management is also demonstrated in the way that the funds provided for those pupils for whom the school receives the pupil premium are very carefully used and focused on the needs of these pupils. This is effective in improving their progress.
 - Safeguarding procedures are thorough and pupils are kept safe.
 - **The governance of the school:**
 - The governing body has been strengthened this year with a new Chair and other new, knowledgeable and skilled governors. It is now a strong body, and carries out its role very effectively. Governors are acutely aware of the strengths and weaknesses of the school and have offered very strong support to management within the school in the drive to improve. Their knowledge is based on first-hand experience as they are regular visitors to the school. Governors know how good teaching is and the effectiveness of the management of teachers' performance, although there have not yet been opportunities for them to use this to reward good teaching due to the other reorganisations. They know how well pupils are doing compared to those nationally and locally, including those eligible for the pupil premium.
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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	109009
Local authority	South Gloucestershire
Inspection number	401028

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	219
Appropriate authority	The governing body
Chair	Geoff Howell
Headteacher	Nicola Antwis
Date of previous school inspection	4–5 November 2009
Telephone number	01454 867195
Fax number	01454 867195
Email address	callicroftprimary.school@southglos.gov.uk

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