

Tribal
1-4 Portland Square
Bristol
BS2 8RR

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0117 311 5323
Direct email: suzy.smith@tribalgroup.com

11 September 2013

Mrs Nicola Antwis
Headteacher
Callicroft Primary School
Rodway Road
Bristol
BS34 5EG

Dear Mrs Antwis

Requires improvement: monitoring inspection visit to Callicroft Primary School

Following my visit to your school on 11 September 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in September 2012. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- facilitate dialogue and discussion about which aspects of teaching make learning outstanding by organising joint visits with senior leaders to schools with a track record of excellence.

Evidence

During the visit, meetings were held with you, other senior leaders, three members of the governing body and a representative of the local authority to discuss the action taken since the last inspection. The school improvement plan was evaluated and I visited all classes.

Context

Since the inspection one member of staff has left and not been replaced because of a temporary decrease in the number of pupils attending the school. Having joined the school on the day that the school was notified of its inspection, the headteacher has now completed her first full term.

Main findings

Following the senior leadership team's decision to reorganise the school day, pupils now receive the maximum time available for learning. The new 'pacey' induction process for children starting Reception has been welcomed by parents and staff because no time has been lost in settling them into school life. Teaching assistants have a greater clarity of their role because lesson planning clearly identifies where support is most needed to 'plug the gaps' and develop the confidence of individual pupils. The use of highly qualified teaching assistants to cover the time allocated to teachers for preparation work has brought greater consistency of provision across the school and minimised the need for temporary staff. Teachers have been given responsibility for collecting and recording information about the progress their pupils make and this has enabled them to understand what they need to do to accelerate learning. Consequently, there is 'no hiding place' for inadequate teaching. More able mathematicians in Year 6 are receiving specialist teaching to ensure that they reach the levels of attainment they are capable of achieving and that they are well prepared for secondary school. Throughout the school there is a greater focus on developing pupils' problem-solving capabilities and encouraging them to use and apply mathematical skills in their everyday life.

By introducing a robust and consistent system for the performance management of all staff, the headteacher has ensured that there is clear accountability within the school. Each member of the new senior leadership team has stepped up to their role with clarity of vision and a strong determination to make this an outstanding school. The experience they are gaining from checking teachers' planning, looking at pupils' books and visiting lessons is being cascaded down to subject leaders. This is enabling all staff to grow and gain experience of leadership responsibilities. A good proportion of governors have been brought in from other schools within the locality to support and strengthen the school's governing body. They bring with them a strong desire 'to do the best' for the pupils in their community by sharing their knowledge and expertise. Senior leaders are working closely together to check on the progress that the school is making towards the milestones set in the improvement plan. By looking at the progress made by the pupils and developing the role of subject leaders, they are making sure that the school improves at a fast pace.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

External support

By meeting regularly to support, train, coach and challenge the work of the senior leaders, the local authority is providing high quality input. The mathematics adviser from the local authority has been allocated a good proportion of time to work with the school and a specialist teacher is also providing individual guidance and support. Strong links exist with other local schools and senior leaders new to their posts are accessing a suitable range of courses from external providers. The school is fulsome in its praise of the human resources department of the local authority, which they consider has provided the highest quality support over a range of issues.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for South Gloucestershire.

Yours sincerely

Lorna Brackstone
Her Majesty's Inspector