

Caldecote Community Primary School

164 Hallam Crescent East, Leicester, LE3 1FF

Inspection dates 29–30 April 2014

Overall effectiveness	Previous inspection:	Requires improvement	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.

- Standards are too low because, despite recent improvements, teaching and learning have not been consistently good to ensure pupils' good progress over time.
- Pupils do not write at length often enough, including in different subjects. Their writing skills are underdeveloped and weaknesses remain in grammar, spelling and punctuation.
- Pupils are not encouraged sufficiently to refer to their literacy and numeracy targets and they do not have enough opportunities to solve mathematical problems.
- Occasionally, more-able pupils do not have hard enough work to do in lessons.
- Teachers' marking does not always show pupils what they need to do to improve, or how to take their own learning further.

The school has the following strengths

- Pupils are now making good progress because staff have risen well to the high expectations that school leaders have of them and their pupils.
- The rapid improvement in teaching, learning and pupils' behaviour since September is a direct result of the determined action taken by the new school leadership.
- Governors question and challenge school leaders robustly. They ensure there is no let-up in the drive for improvement.
- Pupils behave well. They feel safe and are very safety-conscious. The provision for their personal development, including their health, safety, and physical and emotional well-being, is a notable strength of the school.

Information about this inspection

- Inspectors visited 41 lessons. The headteacher and deputy headteacher joined them in three observations of teaching and learning.
- Inspectors observed play and lunchtimes and visited the breakfast club. They also held discussions with pupils, governors, staff and a representative of the local authority.
- There were too few responses to the online questionnaire (Parent View) for an analysis to be made. Inspectors gained parents' views by taking account of the responses to the school's own questionnaire and by speaking to a sample of parents as they brought their children to school.
- Responses from the questionnaire for staff were also considered.
- A wide range of documents was scrutinised, including information about pupils' progress and attendance, the school improvement plan, the school's self-evaluation document, and records and policies about safeguarding and the quality of teaching.
- Inspectors examined the work in pupils' books, and sampled guided reading sessions and sessions where pupils were learning phonics (the sounds that letters make). They also listened to some pupils read.

Inspection team

Doris Bell, Lead inspector	Additional Inspector
Enid Korn	Additional Inspector
David Westall	Additional Inspector

Full report

Information about this school

- This is a larger-than-average-sized primary school.
- The large majority of pupils are White British. The proportion of pupils from minority ethnic backgrounds, including those who speak English as an additional language, is average.
- The proportion of pupils for whom the school receives additional funding, known as the pupil premium, is well above average. In this school, the funding is for children in local authority care and pupils known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action is well above average, as is the proportion supported at school action plus or with a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school operates a breakfast club, which is open to pupils during term time.
- A new headteacher took up post in August 2013. There have been several other changes of staff this year.

What does the school need to do to improve further?

- Make teaching consistently good or better throughout the school and raise achievement even faster in writing and mathematics by:
 - in writing, providing more opportunities for pupils to write at length, including in different subjects, and marking pupils' writing equally thoroughly, wherever it occurs
 - in mathematics, building on the improvement in calculation skills by moving pupils more quickly on to solving mathematical problems
 - encouraging pupils to remember their writing and mathematics targets as they learn in different subjects, so that they might reach those targets faster
 - bringing all marking up to the level of the best so that pupils are always clear about what they need to do to improve
 - ensuring that more-able pupils have hard enough work to do at all times.

Inspection judgements

The achievement of pupils requires improvement

- Pupils' achievement over time, though broadly as expected, has, in the past, not been good enough across the school to raise standards quickly. This situation is changing rapidly with the improvements in the quality of teaching.
- Standards were well below the national average in Year 6 in 2013, as they were when the same pupils were in Year 2. Nevertheless, and albeit with minor variations, pupils in Years 3 to 6 are now making good progress. Pupils throughout the school are working at higher levels than in the past.
- Typically, children start school with skills that are low for their age. They make good progress in the Early Years Foundation Stage but, because they are so far behind when they start, few reach a good level of development in all areas by the end of the Reception Year.
- Standards are rising steadily in Year 2. In 2013, while still below the national average overall, they were very close to it in reading, writing and mathematics. This represents good progress in Years 1 and 2.
- The proportion of pupils reaching the required standard in the Year 1 phonics screening test was close to the national average in 2013. Year 1 pupils' reading skills are now broadly typical for their age. The restructuring of guided reading sessions is enabling older pupils to close gaps in their learning, notably by focusing on improving comprehension skills.
- Writing remains relatively weak because pupils do not write at length often enough, and do not use their writing skills well when they write in different subjects. Spelling, grammar and punctuation errors are still too frequent, and handwriting is not always legible. The school is tackling these issues robustly.
- The focus on plugging gaps in pupils' ability to calculate rapidly is paying off. However, where pupils do show good ability to calculate, they are not always moved quickly enough on to using those skills to solve mathematical problems.
- More-able pupils are making faster progress than in the past. Nevertheless, they still mark time in some lessons, or complete more repetitive activities than they need to before being moved on. This limits their progress.
- The progress of disabled pupils and those who have special educational needs has also improved considerably this year. It is not yet securely good in all year groups. However, well-targeted and well-taught support programmes, rigorously checked and readily adjusted to ensure they are working, are helping the improvement.
- The gaps between pupils eligible for the pupil premium funding and other pupils are narrower than found nationally. In 2013, these pupils were less than half a term behind other pupils overall. In mathematics, they were nearly half-a-term ahead, and in reading and writing, just over a term behind.
- Pupils who speak English as an additional language make good progress. The good support they receive successfully enables them to speak, read and write in English, and catch up with other pupils.

- Pupils' enjoyment of the increased range of sports and physical education activities is evident in higher participation rates and the enthusiastic way in which pupils approach them.

The quality of teaching

requires improvement

- Teaching has not always got the best from the pupils, and marking still does not consistently show pupils how to improve. These factors have limited the progress pupils have been able to make. Things are rapidly changing for the better. The staff's willingness to improve and the consequent improvements in teaching are among the most important contributors to the better pupils are now making.
- The greater attention now being given to using writing skills in different subjects is not as effective as it might be in improving pupils' grammar, punctuation or spelling skills. This is because these skills are not always marked well enough, and marking misses opportunities to show pupils how to improve.
- Teachers' questioning usually probes and extends pupils' thinking well. Nevertheless, superficial answers are sometimes too readily accepted and learning, including the development of language skills, is not then moved on as quickly as it might be.
- Teachers are involving pupils increasingly in assessing their own and other pupils' work. Pupils know their targets and explain how they will know when they have reached them. Their comments to other pupils are becoming more constructive and helpful. Nevertheless, they still rely heavily on adults to help them, rather than trying to find things out for themselves.
- Teaching staff, and well-briefed and well-trained support staff, help individual pupils and different ability groups to make good progress. Most are skilled at knowing just when to move pupils on, particularly when supporting reading or teaching phonics.
- Teachers are mindful of how well pupils have already done as they plan the next steps in their learning. They explain to pupils what they are expected to learn and why, and frequently draw them back to their learning objectives to show them how to check how well they are doing.
- Teaching is good in the Early Years Foundation Stage. Here, a wide range of interesting and exciting learning activities stimulates the children's curiosity and helps them to learn well.
- Phonics is taught well. Guided reading sessions are well organised to ensure that all pupils receive the right level of support to help them gain the skills they need to read and to understand what they are reading.

The behaviour and safety of pupils

are good

- The behaviour of pupils is good. It has improved significantly since the previous inspection. Pupils understand how behaving well helps them to make better progress. They have a clear understanding of school rules and the need for them.
- The school does a great deal to foster good behaviour and good attitudes to school and to learning. Behaviour is equally good around the school and in the playground. Pupils say this is always the case now, and their parents agree. Pupils respect and care for others and for the school environment.

- The school's work to keep pupils safe and secure is good. Pupils understand the different forms bullying can take and state confidently that, when reported, bullying is dealt with quickly and effectively. Incidents of bullying are rare.
- Pupils have a good awareness of how to keep themselves safe when using the internet or other technologies and what to do should anything untoward occur.
- The school's success in helping pupils to overcome personal trauma and other problems that might affect their ability to learn is securely based on developing supportive and constructive relationships. Pupils who have behaviour difficulties respond well to the good support they are given. All of this has contributed to the improved progress now evident throughout the school.
- Staff know the pupils well and treat them as individuals. Consequently, pupils are confident that they will always be listened to and helped. Pupils are keen to learn and to succeed, and they concentrate well on their tasks. Just occasionally, when teaching is a bit dull, or work is repeated or too easy, they become bored and their concentration wanes.
- Pupils take responsibility well; for example, as school councillors and playground buddies. Older pupils also help younger pupils to read. All pupils readily participate in and enjoy the wider range of sports and exercise activities now available to them, including at play and lunchtimes.
- Attendance is broadly average. It has improved again this year, further signifying the pupils' much-improved attitudes to school. The breakfast club provides a good start to the day for the increasing number of pupils who attend it.

The leadership and management are good

- The headteacher was appointed with a remit to improve pupils' progress rapidly and, supported by senior leaders and the staff's willingness to do their best for their pupils, he is succeeding. He moved quickly to eliminate inadequate teaching and to raise teachers' expectations of what pupils can do. As a result, teaching and learning are fast improving.
- Leaders at different levels fulfil their roles well. All are involved in the rigorous checks made on teaching and learning, and in helping to improve the performance of all staff. Areas for improvement are followed up meticulously and staff are consistently challenged to do better. They are supported by well-considered opportunities for further professional development.
- Staff morale is high. Staff very much appreciate the hands-on approach taken by senior leaders as they model good teaching or work alongside staff. Staff understand the clear links between the school's accurate and well-founded self-evaluation, school improvement priorities and the objectives set for them and for the pupils.
- The provision for disabled pupils and those who have special educational needs is led and managed well. Here, too, the headteacher takes a hands-on approach, supporting the leader and checking pupils' progress to determine the effectiveness of support programmes. Leadership and management are also good in the Early Years Foundation Stage.
- The provision for pupils' personal development, including their spiritual, moral, social and cultural development, is a major strength of the school. It is reflected in the good relationships evident throughout the school, and in the pupils' positive attitudes, and improved behaviour. It is also evident in the pupils' ability to reflect on the consequences of their actions on themselves

and others, and particularly on their ability to learn well.

- Equality of opportunity is promoted well. The school prepares pupils well for life in Britain today by helping to break down stereotypes and eliminate any form of discrimination, including using racist and homophobic language.
- The academic curriculum requires improvement to ensure that writing and mathematics skills are promoted at every opportunity. A good range of extra-curricular clubs and visitors to school adds to pupils' enjoyment and extends their learning. Visits out of school are rare, but more are planned for the future as the new curriculum is developed.
- The local authority recognises that improvement is gathering pace in the school but continues to monitor and support it in its work, and challenge it to do even better.
- Safeguarding procedures, including for child protection, meet the government's current requirements and all training is up to date.
- The school supports pupils and their families well. Links with parents are good, and parents are mostly very positive about the school.

■ **The governance of the school:**

- The governing body has made considerable improvements to its systems and procedures since the previous inspection. It is further honing its skills through training, and has undertaken an audit of skills to ensure that governors' expertise is used effectively to hold the school to account. Governors understand data about pupils' performance. They visit the school, talk to pupils and staff, and receive reports from key leaders, whom they question and challenge robustly to ensure that what they are doing is improving pupils' progress. They know the school well and play a key role in its self-evaluation and improvement planning.
- Governors ensure that reviews of the performance of teaching and support staff are carried out, and that pay awards are linked to improvements in pupils' progress. They support the headteacher in making difficult decisions when staff do not come up to the mark. They know how the pupil premium is being spent and what impact it is having, and have made sensible decisions about how to use the sports funding to increase staff expertise and pupils' participation in sport. They talk knowledgeably about the impact this funding is having.

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 City
Inspection number	441970

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	455
Appropriate authority	The governing body
Chair	Bill Morris
Headteacher	Mathew Alcock
Date of previous school inspection	27 February 2013
Telephone number	0116 2824482
Email address	office@caldecote.leicester.co.uk

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