

# Calton Primary School

Calton Road, Gloucester, GL1 5ET

**Inspection dates** 21–22 October 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher, very ably assisted by the senior leadership team and governors, has been successful in amalgamating the two schools.
- There is a very clear sense of purpose, shared by all staff, to provide the best for the pupils.
- Monitoring and evaluation of teaching are extremely thorough and have led to improvement in the quality of teaching.
- The quality of teaching is good. Teachers are particularly good at assessing what pupils need to learn next and adapting their planning to meet these needs in later lessons so that pupils are learning at the best possible rate.
- Teachers ensure that their lessons are engaging and pupils enjoy the interesting range of activities.
- Skilled teaching assistants help pupils to make good progress, particularly those with special educational needs and those who do not speak English at home.
- Pupils are making good progress in all year groups. This is particularly true for those pupils in the previous and current Year 6. Progress is particularly strong in reading as pupils get a good grounding in learning phonics (the sounds that letters make) in Reception and Years 1 and 2.
- Disadvantaged pupils make good progress and their attainment catches up with that of other pupils as they move up through the school.
- Pupils behave well and are keen to learn. They are considerate towards each other and are respectful of adults.
- Systems for keeping pupils safe are very thorough and pupils and their parents and carers say they feel safe in school.
- The provision for children in Reception is good and these children make good progress in their first year in school.
- Governors are supportive and understand what is going on in the school. They are provided with good information and know the questions they need to ask to challenge leaders.

### It is not yet an outstanding school because:

- Pupils' progress in mathematics, while still good, is not as rapid as that in reading. They do not remember addition, subtraction and multiplication facts quickly enough. Their ability to tackle problems set out in words is not as good as their skills in other aspects of the subject.
- Pupils' skills in grammar are not as good as those in other areas of writing.

## Information about this inspection

- The inspectors visited 31 lessons, six of these jointly with leaders and managers.
- The inspectors held meetings with leaders and managers, staff, pupils, the Chair of the Governing Body and vice chair, and a representative from the local authority.
- The inspectors met informally with parents and carers at the beginning and end of the school day and analysed the results of the 23 responses to Parent View, the Ofsted online survey.
- The inspectors observed the school's work, and looked at its self-evaluation, development planning, policies and procedures, including 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
Alwyne Jolly	Additional Inspector
Fiona Robinson	Additional Inspector

## Full report

### Information about this school

- Calton Junior School closed in July 2013 and the pupils and staff joined the infant school to create Calton Primary School starting in September 2013. The headteacher of the former infant school now leads the primary school.
- The school is larger than the average primary school and there are three classes in each of Reception and Year 2 and two in all other year groups. Children in the Early Years Foundation Stage all attend full time.
- The proportion of pupils supported by the pupil premium (additional funding for pupils known to be eligible for free school meals and children who are looked after by the local authority) is broadly average.
- Most pupils are from White British backgrounds. The remainder are from a variety of minority ethnic groups. About half of these do not speak English as their home language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is broadly 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.

### What does the school need to do to improve further?

- Accelerate pupils' progress in mathematics by improving:
  - the speed and confidence with which pupils can recall the number facts of addition, subtraction and multiplication
  - pupils' ability to use their skills to solve problems set out in words and explain the methods they are using.
- Improve pupils' use of grammar by putting in place a structured programme to develop their skills through the school.

## Inspection judgements

### The leadership and management are good

- The headteacher leads by example and has created a strong senior leadership team. Senior and middle leaders work well together to improve provision for the pupils. There is a clear atmosphere of shared responsibility and teamwork between all staff and governors.
- Monitoring and evaluation systems are very rigorous. Governors and senior leaders all have a clear picture of the strengths and areas for development of the school. The monitoring of teaching is meticulous. It is very regular and includes a range of activities, such as checking the quality of pupils' work. As a result, the quality of teaching and pupils' achievement has improved.
- Leaders use assessment information very well to ensure that pupils, teachers and parents and carers know if pupils are achieving the expected standard. Leaders keep very thorough records and the progress of groups and individuals is checked very carefully. If any pupils are in danger of falling behind, leaders put in place effective strategies to help them to catch up.
- School tracking systems have been adapted to take account of the new National Curriculum and two of the school's leaders are responsible for providing training on this in the local schools' partnership.
- The progress of disadvantaged pupils has improved and these pupils are catching up their classmates. Leaders have planned a good range of extra learning opportunities to help them make progress and also ensure that they are able to take part in all curriculum activities.
- The curriculum provides a broad range of opportunities for pupils and equality for all is at its heart. It is enhanced by visits and visitors and during the inspection Year 5 were excited by the visit of a 'Viking' who gave them a real insight into life in those times. The curriculum is planned well to meet the needs of pupils of all abilities, with good levels of challenge offered for the most-able. It is also designed well to promote British values and give pupils an understanding of the importance of tolerance, equal opportunities and democracy.
- Provision for pupils with special educational needs, those eligible for pupil premium funding and those whose first language is not English is planned well to meet their specific needs.
- Leaders and managers promote pupils' spiritual, moral, social and cultural development well. Pupils are developing into confident young people. They have a good sense of right and wrong and respect the rules of the school and appreciate the reasons for those rules. The school celebrates the diversity of cultures in the school and wider British society and pupils respect different cultures and customs. They know that discrimination should not be tolerated.
- The school manages its funds carefully. For example, the specific funds to improve provision for physical education and sport have been used well and have resulted in a doubling of the rate of pupils' participation in extra-curricular sporting clubs. The funds for pupils eligible for the pupil premium are also used effectively and have resulted in both improved progress and attendance for these pupils.
- The procedures for keeping pupils safe are very rigorous. Safeguarding has a high priority and pupils are safe in school.
- Reporting to parents and carers is regular and ensures that they are clear about how well their children are doing.
- There has been good support from the local authority in the first year of the school's new status with regular visits and support.
- **The governance of the school:**
  - Governors are supportive and their role has developed well in their first year as a governing body. They are self-critical and recognise that they are still developing their skills. They have therefore asked the local authority to carry out an audit of their effectiveness. They have good understanding of what the data provided about pupils' progress are telling them and are able to challenge leaders about the effectiveness of the school. They are well aware of the strengths and areas for development in the school, including those related to the quality of teaching. Governors are knowledgeable about the effectiveness of the use of funds provided for pupils eligible for the pupil premium. For example, they have approved the appointment of extra teaching assistants to support these pupils and are tracking the effectiveness of this spending. The school sets effective targets for teachers and, where appropriate, these are linked to progression through the pay scales. Governors have a good understanding of this process.

**The behaviour and safety of pupils are good****Behaviour**

- The behaviour of pupils is good. They are polite and welcoming to visitors and respect each other and adults. They are given a number of opportunities to take responsibility and take these responsibilities seriously. They are introduced to the democratic process through the school council.
- Pupils are keen to learn and say they find their lessons are usually interesting and engaging. However, concentration sometimes lapses when teaching is less engaging and then learning slows. This is why behaviour is not yet outstanding.
- Pupils are sensitive to the needs of others and are caring. For instance, they are very ready to help each other in any clearing up tasks.
- Children learn to respect rules from the start. Clear boundaries are set and pupils throughout the school appreciate these and they help to maintain good classroom behaviour.

**Safety**

- The school's work to keep pupils safe and secure is good. Procedures are thorough and the site is very secure. Pupils say they feel safe and almost all parents and carers who responded to the online questionnaire agreed that their children are safe.
- Pupils say that bullying is rare, minor and dealt with well. Peer mediators are effective in helping in minor incidents (name calling and friends falling out) and staff equally effective when they need to step in. Pupils are well aware that racist, discriminatory or homophobic bullying is not acceptable. They have good awareness of cyber bullying and the possible dangers when using the internet.
- The school keeps very comprehensive records of incidences of poor behaviour and bullying, the action taken and resulting improvements which are often very considerable.
- Attendance has improved and is now above the national average. In particular, the school has considerably improved the attendance of disadvantaged pupils and far fewer are persistent absentees. Punctuality is good.

**The quality of teaching is good**

- The quality of teaching is consistently good in all year groups. Teachers are particularly good at adapting their plans for lessons on the basis of their assessment of the success of pupils' learning in previous lessons. Reading skills are taught well and pupils are confident when tackling unfamiliar words.
- Teaching engages and includes all pupils with work that is challenging enough and that meets the pupils' needs. However, in mathematics, not all teaching always ensures that pupils learn their addition, subtraction and multiplication facts well enough to be able to remember them quickly and confidently. Similarly, in writing, pupils do not always focus sufficiently on developing pupils' understanding and correct use of grammar.
- Teachers are self-analytical and seek to assess the effectiveness of their own teaching and adapt accordingly. They are very ready to discuss the success of their teaching and find ways in which it can be further improved.
- Teachers' marking is clear and pupils say that it is helpful. They particularly appreciate the next steps which teachers put in when they mark work, and pupils say that this helps them to know how to improve. They also like the targets that they are set, saying that these make clear what they need to learn next.
- Teaching assistants are skilled and contribute well to pupils' learning. The school produces clear plans for pupils with special educational needs, disadvantaged pupils and those who do not speak English at home. Teaching assistants are often responsible for carrying out the teaching within these plans and the success of their work is seen in the good progress that these groups of pupils make.

**The achievement of pupils is good**

- Pupils make good progress in all year groups. This is confirmed by information collected by the school, the work in pupils' books and the quality of teaching.
- Attainment in the national assessments at the end of Year 2 has been broadly average for some years. There is no published data available for pupils in Year 6, but unvalidated data for the 2014 national assessments show that these pupils also attained broadly average standards at the end of Year 6.
- During their one year in the new school these pupils have made considerably better progress than when they were in their previous school.

- Through the school, standards in reading are stronger than those in writing and mathematics. This is because there is a good programme to develop their phonics skills to give them a good start in their reading. By the time they leave school, pupils' technical skills are good, although they do not read particularly widely.
- Pupils make good progress in mathematics. However, it is not as rapid as that in reading because pupils do not have sufficiently rapid recall of their basic number facts of addition, subtraction and multiplication. Pupils are taught a range of strategies to help them solve word problems. However they find it difficult to work out which one is the best to use when trying to solve a particular problem. They also find it hard to explain the methods they have used.
- Pupils' progress in writing, while good, is not as good as that in reading. This is because their use of grammar is not as good as their skills in other aspects of writing.
- The school provides good levels of challenge for the most-able pupils and data show that these pupils are making good progress and working at levels significantly higher than their peers.
- The school provides good support for pupils with special educational needs. Their needs are clearly identified and they receive carefully structured programmes to meet these needs and help them catch up. As they move through the school their progress accelerates and they often make exceptional progress.
- Disadvantaged pupils also make good progress. There are no data yet available for their relative performance in the national assessments at the end of Year 6 but pupils currently in Year 6 are only about six months behind their peers in English and mathematics. When they joined the school these pupils were nearly a year behind, so they have caught up a lot in the space of one year.
- Equally good provision is made for the significant numbers of pupils who do not speak English at home. They are quickly able to take part in all curriculum activities and, once they have been in the school for a little while, they make the same progress as their classmates.
- The proportion of pupils in Year 1 that reached at least the expected standard in the national screening check for phonics improved significantly in 2013 and was broadly in line with the national average. Unvalidated scores show that there has been a further improvement in 2014. Since pupils join Year 1 with lower than expected skills in literacy, this represents good progress. Most of the pupils who did not reach the expected standard in Year 1 achieved that standard when they re-took the check in Year 2. For those that did not, the school has continued to provide support for their learning of phonics.

### The early years provision

is good

- Children's levels of skills and knowledge when they join the school are below those expected for their age and well below in some areas of learning, particularly literacy and communication. During their time in the Reception classes they make good progress, but despite this they are still a little way behind expectations, particularly in literacy and communication, by the time they join Year 1. Staff have recognised this and are developing more opportunities for children to write and record work.
- The quality of teaching in the Reception classes is good. Effective use is made of teachers' assessments of the progress that children are making over time to plan for their next steps in learning. Teaching of phonics is good and taught in small groups across the classes.
- Learning is matched well to the needs of the children. They have targets which help to promote their independence. Children enjoy learning through topics, such as 'All about me', and they benefit from visits and visitors. Learning is enriched by good provision for children's spiritual, moral, social and cultural development. For instance they enjoy celebrating festivals such as harvest.
- There are strong partnerships with parents and carers who are kept well informed of children's achievements through termly meetings and books containing learning targets which go back and forth between home and school regularly.
- Children's good behaviour is promoted well and they respond well to the systems of rewards and sanctions. Children say that they feel safe and secure and their safety is ensured because of high levels of care, including good support for those children with special educational needs.
- Leadership and management of the Early Years Foundation Stage are good. Leaders have a clear knowledge of strengths and areas for development. For example they are keen to further develop learning in the outdoor environment.

## 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

<b>Unique reference number</b>	115486
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	447793

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	407
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Louis Krog
<b>Headteacher</b>	Sarah Bunce
<b>Date of previous school inspection</b>	9–10 May 2013
<b>Telephone number</b>	01452 527689
<b>Fax number</b>	01452 300622
<b>Email address</b>	admin@caltonprimary.co.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

