

Callicroft Primary School

Rodway Road, Patchway, Bristol, BS34 5EG

Inspection dates 24–25 June 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
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.

- Pupils make good progress and achieve well in reading, writing and mathematics.
- Teaching has improved since the last inspection and is now effective because pupils receive work that is at the right level for them.
- Children settle quickly into the early years provision and make good progress in their learning.
- Pupils behave well and have positive attitudes to their learning. There is very little bullying and pupils feel safe.
- Senior leaders have a clear vision for school improvement and a drive to achieve the best outcomes for pupils.
- Checks to measure the effectiveness of teaching and learning are rigorous. Consequently, the effectiveness of the school continues to improve.
- The governing body gives good support. They challenge school leaders well, working closely with them in checking the effectiveness of the school.
- Pupils who may be vulnerable and their families receive a good level of care and this helps to develop their self-esteem and confidence.

It is not yet an outstanding school because

- Pupils find it difficult to explain their mathematical thinking clearly enough to apply this in different contexts.
- The targets given to disabled pupils and those who have special educational needs are not always precise enough.
- Pupils are not always enabled to check their own learning and challenge themselves to improve.
- Staff do not always respond quickly enough when the attendance of individual pupils begins to drop.
- Middle leaders are not yet experienced enough in bringing about improvements in their subjects.

Information about this inspection

- The inspectors observed pupils’ learning in 16 lessons taught by 10 different teachers, and held meetings with governors, staff, groups of pupils and a representative of the local authority. Four lessons were jointly observed with the headteacher. Inspectors visited a range of other lessons to look at the quality of learning in phonics (the sounds letters make) and the help and support provided for the learning of disabled pupils and those who have special educational needs, those who speak English as an additional language and those who are in receipt of pupil premium funding. These were jointly observed with the either the headteacher or the inclusion leader.
- The inspectors observed the school’s work and looked at planning documents, monitoring records, data on pupils’ progress and attainment, and pupils’ work.
- The inspectors took account of the 25 responses to Parent View (the online questionnaire), together with the 30 responses to the staff questionnaire.

Inspection team

David Shears, Lead inspector	Additional Inspector
Liz Powell	Additional Inspector
Jennifer Cutler	Additional Inspector

Full report

Information about this school

- Callicroft Primary is an average-sized primary school.
- The proportion of disadvantaged pupils supported by the pupil premium (additional government funding to support pupils who are known to be eligible for free school meals or looked after by the local authority) is above average at over 35%.
- The proportion of disabled pupils and those who have special educational needs is above average at nearly 24%.
- The proportion of pupils who speak English as an additional language is above average at over 14%.
- The large majority of pupils are from White British backgrounds, with other pupils coming from a range of other minority ethnic groups.
- Children in the two Reception classes attend full time.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school runs a breakfast club for pupils attending the school.
- A pre-school known as 'Little Rainbows' meets on the school site. This is managed separately and so did not form part of this inspection.

What does the school need to do to improve further?

- Ensure that pupils are fully challenged in their learning and make rapid progress by:
 - exploring mathematical ideas in more depth so that they are confident in explaining their thinking
 - refining targets for disabled pupils and those who have special educational needs so that they are more tightly focused on their next steps in learning
 - fully involving pupils in their own learning so they can challenge themselves to achieve well.
- Improve attendance further by acting quickly when it starts to decline for individual pupils.
- Build on the skills of middle leaders so that they are able to drive improvement in their subjects.

Inspection judgements

The leadership and management are good

- Senior leaders, led by an able headteacher, give a strong steer in school improvement. Their vision, equally shared by the governing body and staff, has meant that the effectiveness of the school has rapidly improved and is now good.
- Leaders have established a very effective system to check the quality of teaching which informs them of what is working well and identifies further areas for development. School improvement planning clearly shows the actions to be taken to improve the quality of the school's provision further and leaders evaluate these carefully to see whether they have been successful.
- Staff make regular checks to ensure pupils are making good progress. Those at risk of falling behind are identified and given further support to enable them to catch up. School leaders make sure that all pupils have equal opportunities and that there is no discrimination.
- The arrangements for safeguarding meet statutory requirements and, as a result, all pupils are safe and well cared for in school, especially those who may be more vulnerable. A family support worker works with individual pupils and their parents, giving pastoral support and care. This has a positive impact in a variety of ways, including improving attendance and academic progress.
- Leaders have developed the curriculum well, taking into account the interests of pupils. This means that they are highly motivated to learn. Pupils have good opportunities to practise their writing skills and, to a lesser extent, their mathematical skills. Visitors to the school and trips out, including a residential visit, provide good opportunities for enrichment. Pupils' spiritual, moral, social and cultural development, including British values, is successfully promoted through different subjects and in assemblies. Pupils are well prepared for life in modern Britain.
- School leaders make good use of the additional funding from the pupil premium to support particular pupils who may be disadvantaged, through employing extra staff. This enables them to be taught in smaller groups and to gain access to specific support. As a result, the gaps in attainment between these pupils and others in the school are rapidly closing. Similarly, the funding for sport has been used effectively to develop teachers' continuing professional development and provide further opportunities for pupils to engage in sport.
- Middle leaders are developing their management skills well and are very enthusiastic about their roles. They check the provision for their subjects thoroughly through looking at pupils' books, teachers' planning and observing lessons. They do not yet use this information sufficiently to drive improvement in their subjects.
- The local authority has supported the school well in bringing about the rapid improvement in its effectiveness. Consequently it now gives light touch support through regular visits to check the school's evaluation and provide further guidance.
- Relationships with parents are improving well. The large majority of parents are happy with their child's education and say that they would recommend the school to other parents.
- **The governance of the school:**
 - The governing body has played a vital part in school improvement alongside the senior leaders. Governors have an accurate understanding of the school's strengths and areas for development and compares these with other schools nationally. Governors are knowledgeable about the quality of teaching and make good use of their knowledge to check decisions about teachers' pay. Governors challenge the school well through asking astute questions in meetings, and work closely with school staff in gaining an accurate picture of the provision. However, the targets for improvement are not always measureable, making it more difficult for governors to judge the extent of the impact. Governors know how well both the pupil premium and sports funding are being used.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. They behave well around the school and in the playground. They have ample space in which to run around and enjoy spending time playing games and socialising.
- Pupils have positive attitudes. They enjoy their learning, particularly when it challenges them to think hard. Occasionally, when teaching is not as strong, a few pupils can lose concentration and become distracted in their work.
- Both pupils and staff recognise that a few pupils find good behaviour difficult. Staff listen carefully to

expert advice about how to manage these pupils and successfully follow this. Most parents who responded through Parent View agree that the school makes sure that pupils behave well.

- Pupils have a good understanding of the rules about behaviour and consider that they are fair. They know that poor behaviour brings consequences and that good behaviour reaps rewards. The school keeps good records of behaviour, which include clear goals for pupils.
- The attendance of pupils is a feature of the weekly newsletter, celebrating the class with the highest attendance. However, despite the routine following up of unexplained absence, attendance is still below average. The school has begun to identify and talk to particular families whose children have below average attendance. As a result of this, the attendance of nearly all of these pupils has risen. Leaders are now planning to extend the practice to include all pupils with below average attendance.
- Pupils attending the breakfast club have a range of healthy foods to choose from. They behave well and are kept safe.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils have a clear understanding of different types of bullying and say that it rarely happens in school and that when it does, it is quickly resolved. Consequently, they feel safe. All staff and most parents who responded to the survey agree that pupils are kept safe and the school's records of incidents of bullying in different forms demonstrate that this is uncommon.
- Pupils learn to keep themselves safe, including being taught about e-safety. However, very occasionally pupils do not think carefully enough about the safety of others.

The quality of teaching

is good

- Teaching ensures pupils make good progress. It is effective because teachers use accurate assessment of pupils' progress to plan lessons that are at the correct level. Teachers ensure that pupils are aware of what they are going to learn and that they are given clear steps to follow so that they know when they have been successful in their learning. Consequently, they make good progress in reading, writing and mathematics.
- Teachers' subject knowledge is strong. They use this well to support pupils in their learning. Consequently, pupils make good progress.
- Relationships are positive between staff and pupils, providing a good learning environment for pupils. Pupils are used to working together but can equally work individually when needed. Where teaching is good, expectations of behaviour and progress are high.
- Marking is effective. Teachers consistently follow the marking policy and pupils understand it. Teachers encourage pupils by citing what they have done well and identify how pupils could have improved their work. Where teaching is the most effective, pupils respond to these comments, often demonstrating that they have continued to learn from the marking.
- Additional support and help are often successful because pupils are taught in smaller groups and are keen to learn. However, the targets set for some disabled pupils and those who have special educational needs are not always precise enough and this means that learning is not as effective as it could be. Leaders have already identified this and have begun to take action. However, it is too early to assess the impact of this.
- Pupils work well in mathematics and have developed good numeracy skills. However, pupils sometimes find it difficult to apply their skills in different contexts and explain their mathematical thinking.
- Both teachers and teaching assistants use questions well to make sure pupils think more carefully. Pupils, including the most able, enjoy being given challenges and work hard to meet them. However, pupils are not involved enough in checking their own learning so that they can challenge themselves to reach their potential.

The achievement of pupils

is good

- As a result of improving teaching, the progress of pupils has risen and is now good in reading, writing and mathematics. Consequently, achievement is good.
- The proportion of pupils in Year 1 attaining the expected standard in the phonics check is broadly in line with the national average. Reading is also improving well throughout the school because there is a good focus on pupils practising their reading skills with reading assistants.
- Attainment is improving both at the end of the early years and Key Stage 1 so that both are now broadly average. However, while progress is good, at the end of Key Stage 2 attainment is broadly average. This

is because the school is continuing to deal with the gaps in pupils' learning that remain due to poor teaching in the past.

- Teachers challenge the most able pupils well and so they make good progress in their learning. For example, in one lesson where pupils were introduced to the idea of ratio, pupils used practical activities to find out how many of a small number of objects were green or red. The most able pupils then went on to explore how this could be calculated mathematically.
- In the 2014 Key Stage 2 test results, the attainment of disadvantaged pupils was six terms behind that of others in the school in reading, three terms behind in writing and four terms behind in mathematics. When compared with the performance of other pupils nationally, they were six terms behind in reading and mathematics and three terms behind in writing. While they had made good progress in writing, this was not the case in reading and mathematics.
- The achievement of disadvantaged pupils currently in the school is improving well and gaps are now closing due to the effective support that these pupils are receiving. These pupils are making good progress in reading, writing and mathematics.
- Disabled pupils and those who have special educational needs generally make good progress from their starting points. However, occasionally some of them do not make as much progress as they could when their targets are not clear enough. Pupils with English as an additional language are well supported and make good progress along with other pupils.

The early years provision

is good

- Children start school with a wide range of skills and abilities. They settle quickly, most making at least good progress in their personal development as well as in all areas of learning. Attainment has been rising and children are well prepared for Year 1.
- Teachers' assessment of children's knowledge and skills is accurate and they use the information well to plan activities that help children to build on their previous learning. This means that children of all abilities are able to develop well. Children were seen to engage successfully in learning and were developing positive relationships with their peers.
- Adults use questions well to find out what children know and to extend their learning further, both in taught sessions and when children are engaging in their chosen activities. The learning environment is bright and interesting, both indoors and outside, and children can take part in a wide range of interesting activities. In particular, role-play areas have been further developed to engage and interest children. These resources have been extended for use by older pupils.
- Relationships between children and staff are positive and consequently children feel safe. They enjoy their learning and so behave well.
- The leadership of the early years provision is effective. This is because leaders check the quality and standards carefully. They share the findings with the whole team, so that they all work together on identified areas for development.
- Information at the end of the Reception Year is not always used fully to ensure the continuity of learning at the beginning of Year 1.

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	462463

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	256
Appropriate authority	The governing body
Chair	Geoff Howell
Headteacher	Nicola Antwis
Date of previous school inspection	4–5 June 2013
Telephone number	01454 867195
Fax number	01454 867195
Email address	admin@callicroft.org.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.gov.uk/government/organisations/ofsted

. If you would like Ofsted to send you a copy of the guidance, please telephone [0300 123 4234](tel:03001234234), or email 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, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted

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](tel:03001234234), or email 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](tel:03001234234)
Textphone: [0161 618 8524](tel:01616188524)
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

