

# Caldmore Village Primary School

Carless Street, Walsall WS1 3RH

## Inspection dates

24–25 February 2016

## Overall effectiveness

## Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a school that requires improvement.

- Teaching is not consistently good enough to make sure that pupils learn well. As a result, too many pupils, particularly the most able, are not making as much progress as they could be across all subjects during their time in the school.
- The management of teachers' performance has not been sufficiently rigorous. Subject leaders have not been effective enough in improving achievement, particularly in early years.
- Until recently, teachers' expectations of what pupils can achieve and the targets set for them to reach have been too low, especially in the teaching of phonics (letters and the sounds that they make) and mathematics.
- Senior leaders have not ensured that the good teaching practice in the school has been shared sufficiently well between teachers.
- Teaching assistants and other adults are not always used efficiently to support individuals and groups of pupils.
- Pupils' progress is not fast enough to make up for some weak learning in the past.
- As a result standards at the end of Year 2 and Year 6 in 2015 are not as high as they should be in reading, writing, mathematics and English grammar, punctuation and spelling.
- In the past, governors' monitoring and evaluation of the school's work has not been sufficiently rigorous. Until recently, they have not focused sharply enough on the most important weaknesses concerning leadership and management and pupils' outcomes.
- Although senior leaders recognise what needs to be done to improve the school, staff are not always applying new policies and improvement strategies consistently and some initiatives are too recent to have made a significant difference.

### The school has the following strengths

- The interim executive headteacher, acting head of school and senior leaders are taking decisive action to deal with weak teaching and poor achievement. As a result, both achievement and teaching have improved considerably this academic year. Consequently this is an improving school.
- Pupils feel safe in school and also know how to stay safe. Older pupils know how to behave well around the school.
- Pupils' spiritual, moral, social and cultural development is good, and this contributes well to their positive attitudes and good behaviour.
- Staff are giving senior leaders strong support in the drive to improve the school.

## Full report

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

- Improve the quality of teaching and pupils' achievement throughout the school by:
  - using information about pupils' attainment to plan suitably challenging work for pupils of different abilities, particularly the most-able pupils, so that more achieve higher standards.
  - raising teachers' expectations of what pupils can achieve and embedding the recently introduced more challenging targets, particularly in the teaching of phonics and mathematics
  - ensuring marking and feedback to pupils are of a consistently good quality so they know exactly what they need to do to improve their work, with an expectation that they act upon such advice.
- Improve the effectiveness and impact of leadership and management by:
  - ensuring that all staff consistently apply the new school policies and improvement strategies
  - ensuring that the targets set for all teachers are sufficiently challenging and lead to good outcomes, particularly in early years
  - governors further strengthening their processes of holding leaders to account by asking probing questions and carefully checking information provided
  - sharing the best practice that exists in the school more widely between teachers
  - deploying teaching assistants more efficiently to ensure good or better progress for targeted groups and individual pupils.

## Inspection judgements

### Effectiveness of leadership and management

### requires improvement

- Leaders have not done enough to ensure that the progress different groups of pupils make across all subjects and age groups is consistently good.
- In the past, the management of staff performance was weak and lacking any clear lines of responsibility for improving teaching, including in the early years. The system of staff appraisal lacked rigour and targets set for staff were not monitored accurately.
- Subject leaders have not had sufficient impact on improving teaching or pupils' achievement. This has contributed to a decline in standards since the previous inspection.
- Senior leaders have not ensured a consistently good standard of teaching across the school. A different style of leadership this year is now helping to strengthen the quality of teaching. There are now established routines for checking teachers' effectiveness. For example, more rigorous monitoring of classroom practice has already addressed some weaknesses in teaching, including the teaching of phonics and mathematics. Although there have been improvements across the whole school, including early years, senior leaders' focus is having most positive impact in Key Stage 2.
- All teachers know they are accountable for pupils' progress and this is checked regularly. Leaders know that their next steps are to check, even more carefully and regularly, that staff training is helping to improve teaching quickly.
- The interim executive headteacher has a clear vision of the pathway to improvement and is ably supported by the other members of the senior leadership team and teachers in the school. There is a newfound confidence among staff, and the current quality of teaching demonstrates that they are able to move learning onwards.
- Carefully structured plans are in place for staff professional development, and work is in progress to develop the leadership skills of staff to support the work of the senior leadership team. In the past, middle leaders have not had an accurate view about how well pupils are doing in their areas of responsibility, leading to an inaccurate view of the performance of the school. Only very recently have middle leaders become more effective and begun playing a greater role in checking the quality of teaching and pupils' progress. Some teaching assistants have not yet been trained sufficiently to more fully support individuals or groups of pupils, which slows down their progress.
- School leaders have not always ensured that different groups of pupils have an equal chance to succeed, particularly the most able. School leaders do tackle any instances of discrimination effectively.
- The school's view of itself is accurate. School improvement plans reflect the correct priorities.
- Staff are not consistently applying the new systems and policies to improve teaching and raise pupils' achievement. The use of assessment data to focus on progress of different groups of pupils and plan suitably challenging work for pupils of different abilities has not been fully implemented.
- The interim executive headteacher and acting head of school know the strengths and weaknesses of the school and have introduced systems to bring about improvements, including systems for checking on the quality of teaching. The interim executive headteacher and the Bentley Federation have provided training for staff and this is bringing about some improvements in the quality of teaching. However, best practice is not shared well enough between classes to bring about rapid improvement.
- The funding for disadvantaged pupils has not assured they make adequate progress. The school evaluates its expenditure on the support provided through data showing how well pupils achieve. This shows that all groups, including disadvantaged pupils, are now making similar progress to that of their classmates.
- Performance management is now more rigorous and links the quality of teaching to salary progression. The majority of staff who responded to the questionnaire were positive about leaders' work to bring about change for the better.
- The range of subjects and topics covered in all years is good. The curriculum recognises local, regional and global differences, including different cultures and beliefs, and it promotes an understanding of others' points of view. Planning promotes fundamental British values of democracy, liberty, and respect and tolerance of faiths and beliefs. Pupils are well prepared for life in modern Britain. Information about what is taught in the school is published on the school website and meets statutory requirements.
- School leaders have not always ensured that different groups of pupils have an equal chance to succeed, particularly the most able. School leaders do, however, tackle any instances of discrimination effectively.
- The school has allocated the primary school sport funding to good effect. Initiatives including 'Change for Life' have focused on improving pupil participation in sport by providing transport for pupils to attend swimming lessons, adventure outdoor residential activities and a range of after-school activities including

badminton, dance, netball, basketball, football, rugby and daily 'wake up shake up' in classrooms. This has led to greater participation in sport activities which are already having a positive impact on many pupils' lifestyles and physical well-being.

- Pupils' spiritual, moral, social and cultural development is good. Pupils have a wide range of cultural experiences. Moral and social development is strong and pupils have good opportunities to develop a social dimension through considering others. The school emphasises social responsibility and helping others who are less fortunate. For example, the school raises money for various charities including Children in Need.
- The local authority has worked closely with the school since the appointment of the interim executive headteacher and has provided a good range of appropriate support and challenge. This has helped leaders in their drive for improvement.
- It was not possible to evaluate the views of parents from the online questionnaire, Parent View, because too few responded. However, inspectors met with some parents in the morning bringing their children to school, the vast majority of whom made positive comments and were supportive of the school and its aims.

#### ■ **The governance of the school**

- Governors have not historically used information presented to them successfully to hold the school to account or had the knowledge and skills to do so. However, due to the support of the interim executive headteacher they are better placed to make decisions about what happens in school.
- Governors are ambitious for the school to do well and are clear about its strengths and weaknesses. They have become better informed by being more actively involved in visiting the school, talking to staff and pupils, as well as appointing the interim executive headteacher and acting head of school. Governors are able to compare the performance of the school with that locally and nationally and are increasingly challenging leaders and managers to play their part in ensuring that standards are improving.
- Governors are also clear about their role in challenging weaker teaching. They have worked with the interim executive headteacher to set exacting targets for the performance of staff and are increasingly involved in making sure that teachers' pay is closely linked to pupils' achievement.
- Governors do not manage the finances of the school as effectively as they should. They are not holding leaders to account for the use of additional government funding, leading to inconsistency in the achievement of disadvantaged pupils. On the other hand, governors make sure that the school gets best value when purchasing goods and services, for example when they agreed to the erecting of fencing around parts of the school to further ensure its security.
- The arrangements for safeguarding are effective. Robust systems are in place to ensure that the safeguarding needs of pupils are a high priority. Regular training for all staff helps to make sure that they are in a strong position to identify if any pupils are at potential risk. Vulnerable pupils and their families are well supported, with good links in place to work with outside agencies when required. The governing body checks safeguarding practice and, as a result, safeguarding procedures meet current legal requirements.

### **Quality of teaching, learning and assessment**

### **requires improvement**

- Although teaching is improving, there are still too many inconsistencies in the quality of teaching which are limiting pupils' progress. Teachers have not planned sufficiently challenging work for pupils, particularly the most able, to enable pupils to make the progress of which they are capable.
- Teachers' expectations of pupils' achievement are increasing and the targets they set for pupils' learning are more challenging, although in some cases they are still too low. This situation does not help pupils to catch up quickly enough to achieve the levels of which they are capable.
- Some teachers' planning of learning is not matched to pupils' different abilities, including for the most-able pupils. This means that, in some classes, pupils do not understand exactly what they have to do or are set work that is too easy or too hard for them to complete.
- Teachers' marking is too variable. Teachers do not consistently ensure that pupils act on the advice that they are given through marking.
- Over time, some teaching assistants have not always been well deployed, leading to those pupils identified as needing extra support not making the progress of which they are capable. However, as a result of recent improvements in targeting teaching assistants' support for pupils with disability, those who have special educational needs and pupils supported by the pupil premium, indications are that some of these pupils are now making at least similar progress to, and sometimes better than, their peers.

- The overall improvement in pupils' learning this year reflects the better teaching now evident. Much additional support for pupils, and higher expectations from teachers and most teaching assistants, are accelerating the rate of progress. Although teaching has not yet had the necessary positive impact on pupils' achievement over time, improvements in teaching have resulted in better attainment and progress for most pupils currently in the school. However, senior leaders recognise that the quality of teaching in early years remains more of a concern and have recently appointed the Bentley Federation lead teacher for early years to provide additional support in early years.
- Until recently, the teaching of writing and mathematics has been poor. Too many pupils have not had opportunities to practise their writing or mathematical skills. Evidence seen in pupils' books, however, demonstrates that pupils' writing and mathematical skills are now improving.
- The teaching of reading is inconsistent. The majority of pupils develop their reading through 'guided reading' sessions and are able to use phonics to sound out words. However, the teaching sometimes fails to give pupils opportunities to develop their comprehension and understanding of texts.
- Pupils' homework prepares them well for the following lesson. Parents who expressed a view are very supportive of the progress that homework helps their children to make.
- Teaching is improving and is having an increasingly positive effect on pupils' achievement. In some lessons, teachers plan demanding and interesting work, which fully engages pupils' interest. In a literacy lesson for pupils in Reception and Year 1 focusing upon editing sentences, the teacher gave pupils the opportunity to investigate and discuss their ideas together and provided additional support when necessary. The pupils responded well to the teacher's high expectations and deep questioning, and the pupils made good progress.

## Personal development, behaviour and welfare

## requires improvement

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- A significant minority of pupils, particularly in early years and Key Stage 1, are overly reliant on their teacher to guide their learning. They do not have the necessary learning skills, such as resilience, perseverance or self-awareness, to be able to take control of their learning. As a result, they give up or are easily distracted when the work is too easy or too hard.
- Pupils say they feel safe in school and are happy in their learning. Parents who spoke with inspectors agree. Staff have received appropriate training and follow correct procedures in response to any concerns they may have about individual pupils.
- Pupils' attendance is improving. It is now close to the national average and pupils are punctual. Pupils say that they enjoy being part of the school.
- Increasing responsibility of older pupils is demonstrated by the appointment of pupil translators who help newly arrived pupils, who do not have English as their first language, settle in more quickly.

### Behaviour

- The behaviour of pupils requires improvement. A minority of pupils in lower school have to be reminded to concentrate during lessons and to complete work to an appropriate standard.
- The majority of pupils generally conduct themselves well during break and lunchtimes. This leads to a calm and purposeful atmosphere inside the school. However, playtimes and lunchtimes can be 'boisterous'. For example, when pupils play football amongst other pupils on the playground, sometimes this can lead to children running into each other.
- Pupils understand the potential dangers when using the internet or when talking to strangers. Pupils say that bullying is rare in school and show confidence that if it were to occur it would be dealt with well by teachers. They understand the effect that unkind language can have on others and have a good understanding of the different types of bullying, including homophobic bullying. School records indicate that any form of unacceptable behaviour is closely monitored and dealt with effectively.

## Outcomes for pupils

## require improvement

- Children start at the school with skills, knowledge and understanding well below those typical for their age. Many of those from minority ethnic groups are learning English as an additional language, and a high proportion join or leave the school partway through their primary education. Since the previous inspection, the school has been unable to reduce the gap in attainment between its pupils and pupils nationally. Pupils' progress has started to improve recently. Consequently, in 2015, pupils left Year 6 three terms behind pupils nationally. Current school assessment information and evidence gathered during the inspection including work in pupils' books and lesson observations indicates that pupils currently in school in all year groups are making progress that is at least in line with, or better than, expected.
- Pupils do not make good progress in writing because, until recently, they have not had sufficient opportunities to practise their writing skills in class. In 2015, standards in writing were not as high as the school had expected. Leaders have investigated this. As a result, they have introduced initiatives aimed at developing pupils' ability to write more challenging and structured tasks in class. It is too early to measure any impact of this initiative. However, work seen in pupils' books indicates a stronger picture, with some pupils achieving very well.
- Due to the introduction of new initiatives by senior leaders the teaching of reading is more effective. Pupils enjoy reading and are developing their reading skills as they progress through the school.
- Pupils lack important skills in mathematics in the majority of year groups and classes and this hinders their progress. Many pupils' ability to use and apply their mathematical skills is limited as they do not have the capability to solve problems or the necessary resilience and perseverance to overcome difficulties.
- Teaching of phonics is inconsistent and consequently some pupils are not developing their skills to read unfamiliar words as well as they should. The proportion of pupils in Year 1 who reached the expected standard in the national phonics screening check was below average in 2015. Closer monitoring by senior leaders of phonics teaching and school assessment information indicates an improving picture during this academic year.
- The most-able pupils, until recently, have not achieved well because the school has not provided additional challenge or set high enough expectations for what they can achieve. This has meant these pupils have not attained the higher standards of which they are capable. Although there is still a great deal of catching up to do, the school is now addressing this and there is evidence in pupils' books of improved progress in both key stages.
- Pupils with disability and those who have special educational needs make similar progress to their classmates because of recently introduced better targeted support which is ensuring that none fall behind.
- Pupil premium funding is used, in part, to provide additional one-to-one adult support and small-group work. This has not proved to be successful in reducing the gap between the attainment of these pupils and other groups. In 2015, disadvantaged pupils at the end of Year 6 were around a term behind their classmates in reading, writing and mathematics. However, when compared to all other pupils nationally, disadvantaged pupils were just over a year behind in mathematics. They were three terms behind other pupils nationally in reading and writing.

## Early years provision

## requires improvement

- Children start the early years provision with levels well below those typical for their age. Teachers and teaching assistants focus on basic skills of reading, writing and mathematics, ensuring that children gain a firm foundation to learn more effectively. As a result, most children make expected progress. However, that means that their attainment is still low at the end of the Reception Year.
- The provision is led by two members of staff who work hard to support staff. However, the outcomes are not always effective. This is because senior leaders do not lead and manage the early years provision rigorously enough.
- Recent improvements in teaching in the early years have resulted in children making better progress than in the past. Teachers and other adults model language well for children and, by continually challenging them to express themselves and extend their use of new words, they ensure that children's vocabulary and confidence develop quickly.
- Children are given opportunities to demonstrate their developing confidence and enthusiasm in the

classrooms and in the outside area. When left alone to explore, many make their own discoveries and solve problems. Occasionally, some children are left to wander during activities they choose for themselves, and so they do not use this time effectively.

- There is a positive partnership with many parents, who are encouraged to contribute to their children's learning by attending, for example, literacy and numeracy workshops organised by the school. Parents are also encouraged to come into their child's classroom and experience learning with their child every three weeks.
- Children with disability and those who have special educational needs are identified early so that they are given appropriate support to make similar progress to that of their classmates.
- All safeguarding and child protection policies and procedures are fully in place.



## School details

<b>Unique reference number</b>	104193
<b>Local authority</b>	Walsall
<b>Inspection number</b>	10002468

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>	328
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Zahid Nawaz
<b>Interim executive headteacher</b>	Rod Dickson
<b>Telephone number</b>	01922 721359
<b>Website</b>	<a href="http://www.caldmore.walsall.sch.gov.uk">www.caldmore.walsall.sch.gov.uk</a>
<b>Email address</b>	<a href="mailto:postbox@caldmore.walsall.sch.uk">postbox@caldmore.walsall.sch.uk</a>
<b>Date of previous inspection</b>	8–9 October 2013

## Information about this school

- Caldmore Village Primary School is an above average sized primary school.
- Children in the early years are taught in two Nursery and two Reception classes.
- The proportion of pupils from minority ethnic backgrounds is above average and the proportion of pupils who speak English as an additional language is above average.
- The proportion of pupils eligible for pupil premium funding, which provides additional funding for those pupils known to be eligible for free school meals and pupils who are looked after by the local authority, is above the national average. The school admits an above average number of pupils at times other than the beginning of the academic year.
- The proportions of pupils with disability and those who have special educational needs are below the national average.
- The school does not meet the government's current floor standards for primary schools, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- There have been changes to the staffing recently with the addition of several new members of staff starting in September 2015.
- An interim executive headteacher and acting head of school were appointed in September 2015.
- At the time of the inspection the school was in the process of holding a consultation with stakeholders about joining the Bentley Federation with effect from 1 April 2016.



## Information about this inspection

- Inspectors observed parts of 18 lessons, including several shared observations with senior leaders. In addition, inspectors listened to several pupils read and looked at samples of their recent work.
- Meetings were held with the interim executive headteacher, acting headteacher, teachers and members of the governing body. Inspectors met with representatives from the local authority. Discussions took place with groups of pupils.
- Inspectors scrutinised a variety of school documents, including: the school's self-evaluation; its development plan; behaviour records; governing body documents; and documents relating to the management of teachers' performance.
- There was an insufficient response to the online questionnaire, Parent View, but inspectors did speak to some parents at the start of the school day. Inspectors considered the views expressed in the 27 questionnaires returned by school staff, 60 online pupil responses and two Parent View free text responses.

## Inspection team

Steven Cartlidge, lead inspector	Ofsted Inspector
Derek Gardiner	Ofsted Inspector
Susan Blackburn	Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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