

Caldecote Community Primary School

164 Hallam Crescent East, Leicester LE3 1FF

Inspection dates	17–18 May 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The relentless and determined leadership of the headteacher, deputy headteacher and chair of the governing body have brought about significant improvements in the quality of teaching, learning and assessment since the previous inspection.
- The number one priority for staff is the well-being of pupils.
- The progress and attainment of pupils in key stages 1 and 2 in English and mathematics has improved significantly in the last two years. In key stage 2 pupils are currently on track to reach the standards in line with national expectations for their age. Reading is taught well across the school. The deputy headteacher has exceptional expertise in leading this area of the school's work.
- Pupils' writing in all year groups has improved since the previous inspection. This is the result of raised expectations from teachers and the consistent teaching of writing in line with the school's agreed programmes.
- With very few exceptions, teaching is now consistently good or better across the school. This is a result of the highly effective ways in which senior leaders have modelled outstanding teaching and ensured that the school's agreed approaches are employed by everyone.
- Senior leaders place great importance on the quality of teaching in the early years. They have ensured that teachers receive the training and resources necessary to improve the provision further. Consequently, outcomes for children in Reception Year in 2016 are considerably stronger than in the past.
- Teachers, teaching assistants and members of the office team provide an impressive range of activities and clubs before and after school to meet the pastoral needs of pupils.

It is not yet an outstanding school because

- The targets set to plan children's next steps for learning in the early years are not always used effectively to inform teaching and learning.
- Leaders do not currently analyse information relating to pupils' achievements in all subjects with the same rigour they apply to English and mathematics. Consequently they are not able to intervene quickly when necessary.

Full report

What does the school need to do to improve further?

- Raise achievement in the early years by ensuring that assessment information and targets relating to children's next steps are shared effectively between staff to inform teaching.
- Ensure that leaders analyse the achievement of pupils in all subjects with the same level of scrutiny as they currently do for English and mathematics so that they can identify and act upon trends of improvement or decline in individual subjects in all classes.

Inspection judgements

Effectiveness of leadership and management **good**

- The headteacher is a dynamic and uncompromising leader. He successfully leads all aspects of the school's work and regularly models best practice in classrooms. As one teacher respectfully and warmly stated: 'He's not afraid to roll his sleeves up and actually show us what we need to do.'
- Senior leaders and governors have been unstinting in their efforts to continue to raise standards across the school since the previous inspection.
- There have been considerable changes to the staffing structure of the school since the previous inspection and several members of staff have left the school. The senior leadership team is extremely effective in providing strong direction for teachers and have ensured that whole-school plans for the teaching of English and mathematics support consistent and high-quality practice.
- Leaders and governors have not been afraid to take difficult decisions and to challenge those who have been slow to meet leaders' expectations for continual improvement. Teachers and teaching assistants who spoke to inspectors were united in the opinion that they are well supported. They say that there is a very open culture where everyone's views are respected and welcomed.
- Senior leaders and subject leaders have ensured that progress and attainment in English and mathematics have risen for all groups of pupils since the last inspection. The deputy headteacher has particular expertise in the teaching of literacy and this has had a considerable impact on the improvements that have been made since the last inspection. She has also successfully led the school's work on the development of new systems for assessment. Her tenacity and rigour ensured that the school was exceptionally well prepared for the changes which were implemented in September 2015.
- The school's processes for monitoring and tracking pupils' progress and attainment are actively supporting improvements in teaching. The resulting data clearly presents the progress and attainment of all groups of pupils in each class and year group in English and mathematics. This information is used continually by leaders and teachers to review practice, hold one another to account and inform the planning of lessons. There is now more to be done to ensure that leaders have the same clarity of view about the impact of teaching in a broader range of subjects, including science and the arts.
- The headteacher is particularly skilled in managing and supporting the performance of all of his staff. He invests a considerable amount of time and skill in observing practice in classrooms and working directly with staff and pupils. He ensures that teachers' targets for improvement are revisited and discussed each term so that a focus on improving pupils' outcomes is maintained and no time is wasted in addressing any areas of practice which may be having a negative impact on pupils' progress.
- Senior leaders do not ensure that staff in the early years use the children's targets effectively enough to inform their teaching. This is particularly the case in less structured parts of the day when children are able to select their own activities.
- Leaders' commitment to raising standards in English and mathematics has not detracted from their equal determination to ensure that, on a daily basis, pupils' experience an exciting and broad curriculum which develops their knowledge of the locality and the wider world. Teachers create relevant and highly imaginative contexts for learning. One Year 4 pupil stated, 'The bigger the project the better!'
- Leaders use a range of different strategies to communicate regularly with families. Parents who spoke to inspectors were overwhelmingly positive about the school and particularly about the progress their children are making during their time at Caldecote. In February 2016 the school carried out its own questionnaire and 98% of the 122 parents who completed the survey said that their children were taught well and 100% said they would recommend it to others. However, given the size of the school, the return of views was relatively small. Leaders accept that there is more to be done to establish more frequent communication with some families.
- Leaders ensure that pupils' spiritual, moral, social and cultural needs are well met. Visitors are frequently invited into school to inspire pupils to have the strongest of aspirations for their own careers and futures. Pupils are encouraged to develop a sense of community by taking part in fundraising activities.
- The additional pupil premium funding is used to good effect to support disadvantaged pupils. As a result of the strategies used by the school, the gap between these pupils and others has closed in reading and mathematics.
- Leaders target the use of the primary sports funding specifically to have the greatest maximum impact on the maximum number of pupils. Consequently there has been a particular focus on using the expertise of professional coaches to train the school's own staff so that they are well equipped to teach physical

education and sport. Pupils participate in boys' and girls' football, netball and a wide range of other activities, both at their own school and in competitions further afield. In 2015, Year 5 pupils were delighted to reach the final of an annual regional football tournament.

- The school's curriculum is planned and taught well and, as result, pupils are well prepared for life in modern Britain. Pupils have opportunities to explore and consider different faiths and traditions. They are also encouraged to have the confidence to explain their own thoughts and to have respect and consideration for the opinions of others.
- The local authority has worked in a strong partnership with the school and has made a significant contribution to the school's increasing success. They have ensured that the same local authority officers have worked with the school over the last three years and this consistency of support and training has paid dividends.
- **The governance of the school**
 - Governors know their school very well. They have worked effectively with the headteacher, deputy headteacher and assistant headteachers to evaluate the school's work and to produce well-targeted plans for action. They have not taken their foot off the pedal since the last inspection and have been instrumental in bringing about the shift of culture needed to turn around the school's previous legacy of underperformance.
 - Governors are skilled and committed to the school. They understand the information which the headteacher presents to them and are not afraid to request greater detail or to challenge any aspect of the school's practice if they feel it is not as good as it needs to be.
 - The chair of the governing body is single-minded in his ambition and expectations for the school and, quite rightly, very proud of what the school has achieved since the last inspection. He has been particularly proactive in supporting the headteacher to find ways to increase pupils' attendance.
- The arrangements for safeguarding are effective. The designated governor with responsibility for safeguarding is relatively new to the role but brings a huge amount of professional expertise and knowledge to the post. He has been quick to make sure that he has a sound understanding of the school's policies and procedures. Systems for checking that all staff are up to date with their training work well, as do procedures for sharing information about safeguarding practices with new staff. The headteacher has ensured that there are identified leaders with specific responsibility for safeguarding. However, all staff are very clear that the well-being and safety of pupils and their families is everybody's business and that they all have an important part to play in this crucial aspect of the school's work.

Quality of teaching, learning and assessment is good

- The quality of teaching and learning has improved since the last inspection and is now typically good. Teachers are clear about what is expected of them and apply the school's agreed approaches to planning and assessment consistently.
- Staff work well together and there is a strong sense of teamwork in classrooms. Teachers and teaching assistants in key stages 1 and 2 communicate with one another very well during individual lessons and continually share information about pupils' progress and attainment. This means that they quickly tackle any misconceptions in pupils' thinking and adapt the content of lessons in direct response to pupils' needs.
- The teaching of reading is a strength of the school. Pupils of all abilities experience success and enjoyment in their reading. Teachers and teaching assistants model a love of poetry, stories and factual books and place great emphasis on the importance of reading for understanding and with expression.
- The teaching and learning of writing has improved. Pupils are taught the appropriate grammatical structures throughout the school, including in the Nursery. Leaders have provided teachers with impressive resources to help promote a love of writing across the school, including the publication of pupils' poetry and stories in two commercially produced books. The school's new approach to the planning of topics is also proving to be highly successful in motivating pupils to write. For example, Year 5 pupils have recently been researching about Scafell Pike. This work not only extended pupils' knowledge of the geographical features of the Lake District but was also used as an opportunity for creative writing about imaginary wild creatures roaming the moors.
- There is improved teaching of mathematics across the school, resulting in much faster progress for most pupils. However, in a minority of classes teachers do not ensure that tasks are challenging enough and this results in pupils losing interest because the work is too easy for them.

- There is a strong culture in the school of adults and pupils learning together. Teachers and teaching assistants model a love of learning, the importance of trying your best and not being afraid to make mistakes. All staff place great emphasis on encouraging pupils to give reasons for their answers and to have the confidence to express their opinions. As a result, even the youngest children and pupils in the school are developing the ability to focus intently on their work, to think deeply and to tell others why they have approached a task in a particular way.
- Teachers and teaching assistants demonstrate secure subject knowledge. This is particularly so in English and mathematics and is strengthened further by the impressive way in which staff use questions to check pupils' understanding and extend their thinking.
- Pupils enjoy their time at school and this is underpinned by the exceptionally warm and supportive relationships between staff and pupils in every class. Staff use praise very effectively. They say what a pupil has done well and this helps others to consolidate their understanding of the correct approach to tackling a problem or a new aspect of their learning. An example of this was seen in a Reception class where a teaching assistant praised the phonics (letters and the sounds that they make) work of one of the children and in doing so reminded all of the others of the sound made by this combination of letters.
- Pupils who have special educational needs or disability are well supported and, as a result, make good progress from their individual starting points in reading, writing and mathematics.
- Teaching assistants are particularly skilled at working with individuals and small groups of lower-attaining pupils to focus on small steps of learning, so that pupils are confident and secure in their understanding before they move on to the next topic or level of work. An example of this was seen where a Year 2 pupil, who was receiving additional support for her reading, was eager and proud to show the inspector how well she had done in a word game. Her immense confidence in this activity was a direct result of effective teaching and time to practise so that her skills were becoming secure.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Leaders have established a culture where the needs of pupils come above everything else. Staff work extremely hard, including before and after school, to provide activities and resources which keep pupils well cared for, safe and happy.
- The school's breakfast club and the availability of toast and fruit each morning ensure that all pupils have the healthy start they need to their day.
- All staff model respect and care for one another and for pupils. Adults ensure that pupils receive the warmest possible welcome at the start of their school day and many staff are on hand to greet pupils in the playground when they arrive.
- Attendance is starting to improve but is still below the levels expected nationally for some groups of pupils. Pupils are confident that they know who to go to for help during both the school day and also when they are away from school.

Behaviour

- The behaviour of pupils is good.
- Pupils have a sound understanding of the school rules and of the system of rewards and sanctions. They were proud to tell inspectors about the new rewards for attendance and to point out the certificates which are displayed on classroom doors.
- The behaviour of pupils is generally good. Pupils mostly work hard, try their best and are eager to help one another.
- Instances of low-level disruption still occur on the few occasions when teaching is not as good as it needs to be. Leaders are working hard to ensure that the best practice is modelled to others and that staff have the opportunity to access training which will support their management of pupils' behaviour.
- Pupils behave well during lunchtimes, play times and as they move around the school. They show respect to all adults and understand the need to take care of younger children in the school. Leaders use daily assemblies to share important messages about perseverance and responsibility.
- Pupils say that there is some bullying and a small minority of parents also say this is the case. Pupils also say that leaders are quick to tackle it and that they do feel safe when they are at school. Leaders respond to any instances of poor behaviour swiftly and effectively.

- Pupils of all ages are confident and polite. They are proud of their school and eager to show their work to visitors.
- Leaders and staff have focused very firmly on improving the rate of attendance for all pupils since the previous inspection and there are signs that this is beginning to have impact, although attendance in 2015 was below the national average. The school's current information for tracking attendance indicates that rates of attendance for this year are higher than previous years.

Outcomes for pupils

are good

- Pupils' achievement in reading, writing and mathematics has improved since the last inspection and assessment information suggests that it has accelerated further since the start of this academic year.
- The proportion of Year 1 pupils gaining the expected standard in the phonics check has been above average for the past two years. The school's assessment information for this year suggests that the majority of children in Reception are on track, for the first time, to achieve the expected level in literacy by the end of the year.
- Reading is now successfully taught across the school. In 2015, a higher proportion of pupils than nationally made and exceeded the expected progress in reading by the end of Year 6.
- The proportion of pupils making the expected progress in writing by the end of Year 6 was above that found nationally in 2015, although a lower proportion than nationally exceeded the expected progress. This was an improvement on previous years. The school's tracking information, as well as work in books, suggests that higher-ability pupils are doing better. This is because the standards of teaching have risen and pupils have been given far more opportunity to write at length about topics which really spark their interest.
- In mathematics the proportions of pupils making and exceeding expected progress by the end of Year 6 was the same as found nationally in 2015. Pupils' work across the school shows that pupils in all year groups are making good progress. This view is supported by information which leaders have systematically collected and analysed throughout the current year.
- The vast majority of pupils who have special educational needs or disability in key stages 1 and 2 make good progress from their starting points. Small-group teaching is planned in line with pupils' individual targets and, as result, pupils are able to succeed and enjoy their learning.
- In 2015 the proportion of disadvantaged pupils making the expected progress was higher than pupils nationally. The school's information for 2016 suggests that the proportions of disadvantaged pupils making more than expected progress in reading and writing will also be above that expected nationally. It also shows that the big gaps that existed between disadvantaged and non-disadvantaged pupils when they started at Caldecote are reducing and have closed in reading and mathematics by the end of Year 6.
- The school's revised curriculum is motivating all pupils, but particularly the most able. It is also clear that, in the vast majority of classes, teachers now have exceedingly high expectations of the most able pupils and as a result, pupils are able to achieve beyond what they thought possible.
- Observations of teaching and learning in classrooms, as well work in books and on display across the school, show that pupils' achievement in science, history, geography and the arts is good in the vast majority of classes.

Early years provision

is good

- Children start Nursery or Reception with skills well below those typically expected for their age. This is particularly so in the prime areas of learning: communication and language, physical development and personal, social and emotional development.
- In 2015, a higher proportion of children reached a good level of development than in the previous year, although this was still well below that found nationally. The progress of children currently in Reception is increasingly rapid, particularly in the areas of communication and language, reading, writing and understanding the world.
- There has been a long-standing legacy of underachievement in early years at the school, but due to the fierce determination of leaders and the hard work of teachers and teaching assistants, this is now turning around. The school's information from monitoring children's achievements, as well as observations of

teaching and learning, show that the majority of children are now on track to achieve the expected levels in all prime areas of learning by the end of their year in Reception.

- The deputy headteacher has been unwavering in leading an increased focus on the development of children's communication and literacy skills. As a result, there are now daily timetabled sessions in both the Nursery and Reception classes in which adults skilfully model and teach early reading and writing skills. More children are now acquiring skills in line with those expected for their age and stage of development. This also means that they are much better prepared for what is expected of them when they start Year 1.
- The current early years leader has a secure knowledge of the early years foundation stage curriculum. She ensures that children's interest and needs are woven into daily activities and this ensures that their interest is sustained, they enjoy their learning and they make good or better progress.
- Provision for high-quality outdoor play is a particular strength of the school. Staff make the best possible use of the large green open space in the Nursery to promote an understanding and love of the natural world. An example of this was seen in the way a group of boys squealed with delight as they showed the inspector two worms which they had just found in the garden and proudly announced that 'we are going to find out what they eat'. The Nursery teacher then helped them use the internet to find this out and then read the information together as they viewed it on a large screen.
- Staff take great care to observe children and identify next steps for their learning. However, there is more to be done to ensure that this information is shared frequently across all staff and referred to regularly. Currently this is not the case and as a result these targets are not informing the interactions which staff have with the children on a daily basis.
- Teachers and teaching assistants have established extremely positive relationships with families. Every morning a large number of parents and carers take part in shared reading and writing activities with their own child. These sessions are increasingly well attended. This has contributed to the considerable increase in the numbers of children achieving the expected skills in this area of their learning.

School details

Unique reference number	132211
Local authority	Leicester
Inspection number	10011752

This inspection 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	530
Appropriate authority	The governing body
Chair	Bill Morris
Headteacher	Mathew Alcock
Telephone number	0116 2824482
Website	www.caldecote.leicester.sch.uk
Email address	office@caldecote.leicester.sch.uk
Date of previous inspection	29–30 April 2014

Information about this school

- The school is a much larger than average primary school. The number of pupils on roll has increased significantly since the last inspection.
- The proportion of pupils eligible for the pupil premium (additional government funding for pupils eligible for free school meals and those who are looked after by the local authority) is well above average.
- The large majority of pupils are from a White British background. The proportion of pupils with minority ethnic backgrounds is above average.
- The proportion of pupils who speak English as an additional language is above the national average.
- The proportion of pupils who have special educational needs or disability is above the national average.
- The proportion of pupils with a statement of special educational needs or an education, health and care plan is below the national average.
- The school has a Nursery class which children access on a part-time basis.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

Information about this inspection

- Inspectors observed 40 sessions, including seven lessons observed jointly with senior leaders, teaching and learning in classrooms, small group activities and examples of one-to-one support for individual pupils.
- Inspectors held meetings with the headteacher, deputy headteacher, other leaders, two governors and a representative from the local authority.
- Inspectors spoke to pupils, heard them read, looked at their work and observed their behaviour at break and lunchtimes.
- They looked at a range of documentation including the school improvement plan, safeguarding information, minutes from governors' meetings, and pupils' progress data.
- Inspectors met informally with parents and took account of the responses to the Ofsted Parent View questionnaire.

Inspection team

Clare Cossor, lead inspector	Her Majesty's Inspector
Jeannie Haigh	Ofsted Inspector
John Wayland	Ofsted Inspector

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