

Inspection of a good school: Caldecote Community Primary School

164 Hallam Crescent East, Braunstone, Leicester, Leicestershire LE3 1FF

Inspection dates: 12–13 February 2020

Outcome

Caldecote Community Primary School continues to be a good school.

What is it like to attend this school?

The school's motto, 'learning together, achieving together', can be seen in all aspects of school life. Pupils enjoy coming to school. One parent said of her child, 'Every day she comes home bursting with news about her day.'

Staff have high expectations of all pupils. Pupils enjoy the wide range of enrichment opportunities. They all visit a theatre every year. Year 4 pupils are soon to visit France. Year 5 pupils get to 'kip on a ship' at HMS Belfast in London. Pupils are successful in many sports, including football and gymnastics.

Pupils behave well in lessons and when moving around the school. They say that behaviour is usually good on the playground. They enjoy the new 'trim trail' and the climbing wall. Pupils understand what bullying is. They say it happens sometimes but that adults will always deal with it quickly and sort it out. Pupils say that they feel safe. They know that adults in school care for them and will listen to their concerns.

There are many opportunities for pupils to take on extra responsibilities, such as being a member of the eco council. Pupils are also excellent fundraisers for charities such as Cancer Research UK.

What does the school do well and what does it need to do better?

Leaders are ambitious for all pupils. They ensure that reading has a high profile across the school.

Phonics is taught right from when children start school. Children learn to recognise sounds at the start of words. They learn to recognise patterns of words. Teachers provide opportunities for children to link their reading and writing skills. Leaders know what sounds pupils should learn and by when. Teachers support any pupil who falls behind. Teachers give pupils reading books that match the sounds that they know. This allows pupils to practise their reading skills confidently.

Pupils enjoy reading. Staff encourage pupils to read regularly at home. They choose books carefully so that pupils are introduced to new authors. One pupil said, 'Reading is like going on an adventure.' Pupils enjoy hearing adults read to them in class. They vote for which books they want adults to read.

Pupils often read in small groups with their teacher. Sometimes pupils who are not working with the teacher do not fully understand the activity that they have been set. This means that they do not always achieve what they should. Leaders are working with staff to improve this aspect of their work.

Leaders have improved the way that many subjects are planned and taught. They identify what they want pupils to know and remember. Teachers plan activities carefully and support pupils to develop the knowledge and skills that they expect for their age. Pupils, including those with special educational needs and/or disabilities (SEND), achieve well.

In a few subjects, the curriculum is not as well organised. Leaders have begun to develop plans so that teachers know what pupils should learn and when. For example, in history and computing pupils learn new content in a logical order. Pupils talk enthusiastically about what they have learned. Year 1 pupils proudly shared with me the audiobook that they had made in their computing lesson. Leaders provide training for staff to develop their subject knowledge and their confidence in teaching these subjects.

Pupils are polite and helpful. They respond well to questions in class. They display a love of learning. In the early years, children's positive attitudes and behaviour help them to learn well. Children in the Nursery class were excited to find worms in their outdoor area. They counted and described them. One child said the worms felt 'slimy'. Adults encourage children to share their ideas at every opportunity.

The promotion of pupils' personal development is very important at this school. Pupils take part in a wide range of enrichment activities and clubs. The annual science fair allows Year 6 pupils to showcase their learning to other pupils and to parents. Leaders invite scientists into school to talk to pupils about their careers. This encourages pupils to consider their choices for the future. Pupils find out about, and celebrate, different faiths and cultures. They say they are encouraged to respect everyone.

Staff work well together as a team. They are proud of working at the school. They appreciate leaders' support for their well-being and workload. They told us that the school is well led. Governors provide regular challenge to leaders. Parents are supportive of the school. They have many opportunities to find out what their children are learning and how they can help at home.

Safeguarding

The arrangements for safeguarding are effective.

The strong safeguarding culture is evident in all aspects of school life. Staff and governors receive regular training. As a result, staff know what signs to look out for and who to tell if they have any concerns. Leaders follow up these concerns quickly and effectively.

Safeguarding records, including the single central record of pre-employment checks, are well maintained.

Pupils learn how to keep themselves safe in a range of situations. They were able to give us specific examples of what they should, and should not, do online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In most subjects, leaders have ensured that the curriculum is planned well. A few subjects are not yet planned and sequenced well enough. When this is the case, pupils do not remember their previous learning so that they can use it when learning new concepts. Leaders should ensure that the curriculum in each subject is planned to build subject knowledge and vocabulary topic by topic, year on year.
- Sometimes teachers do not explain reading activities clearly enough to pupils. This means that pupils do not understand the activity fully and this hampers them from completing it successfully. Leaders need to ensure that teachers plan, and explain, reading activities that help pupils to develop their knowledge and skills.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 17–18 May 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school. If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	132211
Local authority	Leicester
Inspection number	10121281
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	612
Appropriate authority	The governing body
Chair of governing body	William Morris
Headteacher	Mathew Alcock
Website	www.caldecote.leicester.sch.uk
Date of previous inspection	17–18 May 2016

Information about this school

- Caldecote Community Primary is a large school which has Nursery provision in the mornings and afternoons. Forty-nine children attend over both sessions.

Information about this inspection

- We met with the headteacher and the deputy headteacher. We also met with the coordinator for the provision for pupils with SEND, the early years leader and the subject leaders for mathematics and science.
- We met with members of the governing body. We also spoke with a representative of the local authority by telephone.
- We did deep dives in these subjects: reading, history and computing. We met with subject leaders, visited lessons, spoke with teachers, met with pupils and looked at pupils' workbooks. We also listened to pupils reading.
- We spoke with pupils and observed their behaviour around school. We also visited the breakfast club.

- We reviewed a range of documentation, including leaders' plans for improvement, an evaluation of the school's effectiveness and information relating to safeguarding, behaviour and attendance.
- We considered the five written responses to Ofsted Parent View, Ofsted's online questionnaire. We also took account of the 44 responses to the staff questionnaire and the 12 responses to the pupil survey.

Inspection team

Joanne Sanchez-Thompson, lead inspector Ofsted Inspector

Jane Moore Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
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