

Inspection of Callicroft Primary School

Rodway Road, Patchway, Bristol BS34 5EG

Inspection dates: 21 and 22 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils know what it means to be part of the 'Callicroft family'. They understand the importance of following the school's values of 'excellence, friendship, honesty, respect, perseverance and courage'. They know how these values help them to be polite, welcoming and understanding of others.

Staff have high expectations of pupils. Pupils appreciate the relationships they have with staff. They talk positively about the help and support the teachers in school give them.

Many parents commented about improvements they had seen in the school, such as the 'stay and share' sessions. However, some raised concerns about pupils' behaviour. Leaders have put new systems in place to ensure that pupils behave well. Pupils say that behaviour is improving because of this. Inspectors saw most pupils behaving well and the school's records show that this is typical.

Pupils are clear about the rights that everyone has in the society they live in. They have a good understanding of democracy and why the right to vote is important. Pupils enjoy the space and activities on offer at playtime. They enjoy taking part in the running and multi-sports clubs. Whether pupils are playing sports, using the 'jungle gym' or climbing frame, they feel well cared for.

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

Leaders are ambitious for what both staff and pupils can achieve. The new headteacher is bringing about many positive changes to improve the wider curriculum. Staff appreciate and value her leadership.

Leaders prioritise reading. They ensure there is a consistent approach to the teaching of phonics. Most teachers use assessment well to identify which sounds pupils know and need to learn next. Teachers check that pupils are keeping up with where they need to be. Pupils at risk of falling behind get the help they need to catch up quickly. Most pupils read books that match the sounds they know. However, a minority sometimes find their books too hard.

Teachers choose a range of class texts which broaden pupils' knowledge and interests. For example, older pupils use their class text to learn about refugees and an inclusive society. Pupils enjoy reading books from the school library. They read with increasing fluency and accuracy.

Leaders have designed a curriculum that interests pupils, including those with special educational needs and/or disabilities (SEND). Leaders think carefully about the key knowledge they want pupils to know and the order in which this is taught. In mathematics, staff support children in the early years to learn their number facts up to 10. They use this knowledge to find out about odd and even numbers. Older

pupils also use the French words and phrases they have learned to help them describe the features of animals.

However, teachers in a range of subjects do not consistently check what pupils know and remember well enough. For example, in geography, older pupils cannot confidently draw on their knowledge of map work to use six-figure grid references successfully. This slows the progress that pupils make.

Leaders have a clear oversight of the provision for pupils with SEND. They ensure that support plans include targets to meet pupils' identified needs. Staff benefit from the training they receive. This is beginning to help a few pupils who find it difficult to regulate their behaviour and emotions. Leaders have plans in place to develop this support further.

Staff expect pupils to behave well in lessons. The majority of pupils know and follow well-established routines. These start in the early years and continue into key stage 1. Pupils work and play well together. Most pupils are confident when explaining their thoughts to others, but not all. This is because there is sometimes not a sharp enough focus on developing pupils' communication and language skills.

Leaders promote pupils' personal development well. Pupils understand that people can come from different backgrounds and why this should be respected. They are proud of the roles they have, such as 'eco councillors'. This helps them to improve the school environment.

Trustees and local governors have an accurate view of the school's strengths and priorities for improvement. They provide appropriate support and challenge to school leaders. Staff value the training they receive to develop their subject knowledge. They are proud to work at the school. Most appreciate how leaders consider their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that there is a constant focus on pupils' safety. Adults, including governors, are well trained. Consequently, they are vigilant in spotting and reporting any signs of concern. Leaders involve relevant external agencies where appropriate. Trustees monitor the effectiveness of the safeguarding systems. They ensure that checks are in place for the safe recruitment of staff.

The curriculum supports pupils' understanding of risk. Pupils know how to stay safe outside of school, particularly when using social media. They have a clear understanding of consent and know how to report concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, assessment is not used well enough to check that pupils have remembered the essential knowledge they have been taught. As a result, some pupils are not able to recall in detail what they have learned. Leaders should ensure that assessment is used effectively to check what pupils know and remember across all subjects.
- Some pupils' communication and language skills are in the early stages of development. As a result, some pupils cannot articulate the knowledge they have learned as successfully as they should. Leaders need to ensure that staff provide high-quality opportunities to develop pupils' communication and language skills in all areas of the curriculum.

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 information from Ofsted Parent View 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	142342
Local authority	South Gloucestershire
Inspection number	10227346
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	397
Appropriate authority	Board of trustees
Chair of trust	Sarah Williams
Headteacher	Lucy Lang
Website	www.callicroftprimary.co.uk
Date of previous inspection	6 and 7 June 2018, under section 5 of the Education Act 2005

Information about this school

- The school converted to become an academy school in September 2015. It joined the Olympus Academy Trust in September 2016. The Trust is responsible for five primary schools, one all-through school, three secondary schools and a university technical college.
- The headteacher joined the school in April 2022.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, deputy headteacher, the special educational needs coordinator, groups of staff and representatives from the local governing body and trust.

- Inspectors carried out deep dives in the following subjects: early reading, mathematics, science, physical education and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of work and spoke to pupils about their learning.
- Inspectors also spoke to the curriculum leader about other subjects including modern foreign languages and English.
- The lead inspector listened to pupils in Reception Year and Years 1 and 3 read to an adult.
- Inspectors considered how well the school protects pupils and keeps them safe. The lead inspector met with the designated safeguarding leads to evaluate the effectiveness of safeguarding. An inspector also scrutinised the school's single central record.
- Inspectors observed pupils' behaviour in lessons and around the school site. Additionally, inspectors spoke to pupils to discuss their views about the school.
- Inspectors considered 63 responses to the online survey, Parent View, including 28 free-text responses, and 32 responses to the staff survey.

Inspection team

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