

Inspection of Caldecott Primary School

Caldecott Road, Abingdon, Oxfordshire OX14 5HB

Inspection dates: 28 February and 1 March 2023

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 Good

What is it like to attend this school?

This is a school at the heart of the community. Relationships between staff and pupils are strong. Leaders have high expectations for all pupils. Staff understand the individual needs of pupils, including those with social, emotional and mental health needs. Pupils who have difficulty with self-regulation are well supported.

Starting right from Nursery, children learn how to behave well. They show kindness and respect to each other as they go through the school. Behaviour is good in classrooms and around the school. Low-level disruption does not happen often, and teachers resolve it quickly. Bullying is rare. Leaders investigate and respond thoroughly to any concerns. Pupils are knowledgeable about what bullying is. They take on the role of an 'upstander' seriously, standing up for what is right. Pupils feel safe and happy here.

The '5Rs' of responsibility, resilience, reflectiveness, respect and resourcefulness develop pupils' characters well. These values help pupils to think carefully about how to behave. Pupils love spotting these values in others and nominating them for a 'star learner award'.

There is a wide range of clubs for pupils to attend, such as gardening, hockey and coding club. These help pupils to develop their talents and interests beyond the classroom.

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

Leaders have designed a broad and ambitious curriculum starting from the early years. In most subjects, leaders have thought carefully about the precise knowledge they want pupils to acquire. For example, in physical education, leaders have broken down learning into small steps.

Where leaders have reviewed a subject's curriculum, teachers are precise about the knowledge they want pupils to learn and remember. Teachers know what to check, and they repeat key learning with clarity. Pupils build on what they know each year. Leaders have strengthened the curriculum with highly effective teacher development. This has resulted in staff who are confident in their subject knowledge. In these subjects, pupils, including pupils with special educational needs and/or disabilities (SEND), learn well.

However, in some foundation subjects, content is not clear enough. Pupils do not develop the depth of knowledge of which they are capable, and teachers do not adapt learning well enough. Sometimes, teachers give pupils with SEND work which is too different from their peers. This means that pupils with SEND do not keep up as well as they could. Leaders know what they need to do to improve pupils'

learning in the small number of foundation subjects that they have not finished reviewing yet, such as art and history.

Leaders identify additional needs carefully, including through the use of a thorough screening process for pupils with speech, language and communication needs. Leaders have trained staff well to provide additional support for these pupils.

Reading for enjoyment is promoted exceptionally well throughout the school. Right from when children start in Nursery, they learn to join in with rhymes, songs and actions, which they do with enthusiasm. This includes two-year-old children. Pupils love their school library. It is an inviting space with an exciting range of books. Classrooms and corridor spaces also brim with reading ideas. Teachers recommend books regularly. As a result, pupils confidently talk about the books they like to read, including graphic novels, non-fiction and poetry.

Leaders have renewed staff training on the delivery of the programme for phonics. This has increased staff subject knowledge and the fidelity to the agreed phonics scheme. On the whole, staff teach phonics well. Teachers regularly check what sounds pupils have remembered and make sure pupils get the support they need to catch up with their reading.

Leaders are meticulous in making sure pupils' attendance is high. They are passionate that all pupils can access the many far-reaching opportunities that the school offers. All pupils in Year 4 learn to play the violin. Pupils attend regular residential trips to enhance their learning and experiences. Pupils learn to care for the environment. Currently, the popular 'greenpower go-kart' club is making protective panels for the go-kart using recycled materials. Pupils have been learning how to shred and melt plastic for the panels. Pupils make a strong contribution to the life of the school. They enjoy their leadership roles, such as being a sports leader. Pupils like being able to help others.

Governors are knowledgeable about the school. They offer an appropriate balance of support and challenge to leaders. They have an accurate view of the school's strengths and areas for further development. Staff appreciate leaders' recent actions to support their workload and well-being. They enjoy working at the school, and morale is high.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that they give safeguarding the highest priority in the school. They understand local risks well through regular meetings with local police and housing. Staff are well trained to spot any risks and know exactly what to do about them. For example, leaders regularly update staff on current online safety issues that may pose a risk to pupils. Pupils learn how keep themselves safe. They understand the dangers they may face online.

Leaders are tenacious in their approach to getting the right support for their pupils. They work well with external agencies. Record-keeping is diligent.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not yet identified and sequenced precisely the key knowledge that teachers need to deliver in some subjects. This means that pupils are not always building up their knowledge as effectively as they could be. Leaders should ensure that they explicitly set out what they want pupils to learn and remember.
- In a few foundation subjects, teachers do not know how to best adapt learning for some pupils with SEND. As a result, some pupils with SEND do not learn as well as they could. Leaders should make sure that teachers have the knowledge and expertise to adapt their teaching so that pupils with SEND achieve well in all subjects.

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.

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	123087
Local authority	Oxfordshire
Inspection number	10242034
Type of school	Primary
School category	Community
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	432
Appropriate authority	The governing body
Chair of governing body	Harry Routledge
Headteacher	Katy Walsh
Website	www.caldecott.oxon.sch.uk
Date of previous inspection	20 June 2017, under section 8 of the Education Act 2005

Information about this school

- Since the last inspection, leaders have opened nursery provision for two-year-olds. Currently, the school has two nurseries, providing education for children between the ages of two and four. At the time of this inspection, eight children aged two years were on roll.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded 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 held meetings with senior leaders, staff and pupils.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, physical education and art and design. Inspectors spoke to subject leaders, staff and pupils, visited lessons and looked at samples of pupils' work. An inspector heard pupils read to an adult from the school. Inspectors also spoke to leaders and looked at samples of pupils' work in some other subjects.
- The lead inspector met with four members of the governing body, including the chair. She held a telephone call with a representative of the local authority.
- Inspectors reviewed the school's safeguarding arrangements. This included safer recruitment checks and the school's records of concern. Inspectors also spoke to staff, governors and pupils about safeguarding.
- The lead inspector reviewed a range of documentation, including leaders' self-evaluation of the school and the school development plan.
- Inspectors observed pupils' behaviour throughout the day. They spoke to pupils about their views on behaviour in school. Inspectors considered how the school is supporting pupils' personal development.
- Inspectors took into account parents' responses to the online survey, Ofsted Parent View, including free-text responses. An inspector spoke with a number of parents at the beginning of the school day. They also considered the responses to Ofsted's online survey for staff and pupils.

Inspection team

Lea Hannam, lead inspector	Ofsted Inspector
Jill Digweed	Ofsted Inspector
Laura James	His Majesty's Inspector
Sue Keeling	His Majesty's Inspector

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