

Inspection of a good school: Calmore Infant School

Calmore Drive, Calmore, Southampton, Hampshire SO40 2ZZ

Inspection dates:

17 and 18 October 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

This is a school where pupils flourish. They excel academically because the curriculum is so well considered. It gives them the knowledge they need to succeed, as well as wider experiences to build their aspirations. Opportunities are available to all. This school is truly inclusive and, as a result, all pupils achieve well.

The school's 'learning heroes' are well known. Pupils know which learning behaviour each animal represents and are keen to demonstrate them. They always behave well and are enthusiastic learners. Pupils are proud when they are recognised for showing resilience like 'Toby Tortoise' or being a good team member like 'Bert Bee'. The introduction of the 'Friendship Fox' was a result of pupils' work on the school council. This demonstrates how staff actively seek and value pupils' views.

Parents and carers are extremely complimentary about the school. They value how well their children are looked after, meaning they are happy and safe. Across the school, staff offer pupils a wealth of encouragement, resulting in a kind and nurturing atmosphere. One parent summed up the views of many when they said: 'From the minute you walk through the door, you can feel the warm and friendly ethos, with all the staff knowing all the children as individuals.'

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

Pupils benefit from an interesting and ambitious learning journey. In every subject, the school has made sure that the curriculum builds sequentially from early years to Year 2. Opportunities to explore the local area are maximised so that pupils gain a sense of belonging before moving on to widen their learning experiences. For example, in geography, children in early years walk to the nearby shops and post box, giving them a sense of what Calmore has to offer. By Year 2, pupils compare their environment with

other places around the world. They use online resources and books to examine physical and human geographical features, making accurate comparisons.

There is strong provision for pupils with special educational needs and/or disabilities (SEND). These pupils are accurately identified, and their needs well understood. Strong lines of communication ensure that parents know the targets their children are working towards and how they are being supported to achieve them. Teachers are skilful at making necessary adaptations in lessons and ensuring the ambition for all pupils' achievement remains high. There is a perfect balance struck between giving pupils with SEND the support they need and developing their skills of independence and resilience.

The teaching of mathematics is exceptional. In lessons, starting in early years, children routinely revisit what they have learned before, such as properties of shape and telling the time. As a result, pupils across the school remember their learning and apply it in their next steps. They are adept at using mathematical resources and recording their work in a range of ways. Pupils are so secure in their mathematical knowledge that, when they problem solve, they independently use a range of methods and resources. They become confident and highly successful mathematicians.

Reading is at the heart of the curriculum. The 'Winter Warmers' bedtime stories event allows families to share books, meet the 'Gruffalo' and enjoy hot chocolate in a cosy atmosphere. Every classroom is rich with books, including texts linked to pupils' wider learning across the curriculum. As soon as children start school in early years, they are taught how to read using a phonics-based approach. They gain fluency and confidence as they read books that match the sounds they know. Extra support is given to pupils who require help in learning to read.

Pupils' wider development is extremely well considered. The school council selects whole-school targets linked to 'Milly the Rocking Horse'. Pupils are proud to earn their horseshoes as part of 'Milly's Challenge'. Pupils enjoy their after-school clubs and many sporting opportunities. Those who represented the school at the recent 'Aqua Splash' event describe their achievements with pride. Pupils recognise diversity and difference and show respect to all. In school assemblies, they use sign language to greet each other, and they sing together with joy and enthusiasm. Pupils' knowledge of online safety and why it matters is impressive. They know 'Smartie the Penguin's' refrain which reminds them what to do if they have any worries.

Governors work closely with school leaders to set and review the school's strategic direction. They check the school's robust safeguarding procedures. Work to improve pupils' attendance has been highly successful. Staff are universally positive about the consideration given to their workload and well-being. They value their professional opportunities and are keen to share their success and expertise with other schools.

Safeguarding

The arrangements for safeguarding are effective.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in September 2014.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	116049
Local authority	Hampshire
Inspection number	10287885
Type of school	Infant
School category	Community
Age range of pupils	4 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	164
Appropriate authority	The governing body
Chair of governing body	Trudi Archer
Headteacher	Sarah Willes
Website	www.calmore-inf.hants.sch.uk/
Date of previous inspection	22 March 2018, under section 8 of the Education Act 2005

Information about this school

- The school does not currently use any alternative provision.

Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- The inspector had meetings with senior school leaders and representatives from the governing body and the local authority.
- The inspector analysed responses to the staff survey and spoke to staff about their views of the school.
- The inspector took account of the responses to Ofsted's Parent View questionnaire, including additional free-text responses. The inspector also spoke with parents on the morning of the second day of the inspection.
- The inspector met with a range of pupils to learn their views about the school.

Inspection team

Kate Fripp, lead inspector

His Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023