

Inspection of Caldicotes Primary Academy

Spencerfield Crescent, Middlesbrough TS3 9HD

Inspection dates:	24 and 25 September 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Good

The principal of this school is Helen Steele. This school is part of Lift Schools multi-academy trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Rebecca Boomer Clark, and overseen by a board of trustees, chaired by David Hall.

What is it like to attend this school?

Caldicotes Primary Academy supports and encourages every pupil to achieve their full potential. Starting in the early years, pupils learn to respect everyone and to take pride in their learning. Pupils know that their teachers really care about them and expect them to try hard. Pupils achieve well, especially in reading.

The school has high expectations for behaviour. Clear and consistent routines help children in the early years to settle into school very well. These same routines help to maintain a positive and calm atmosphere for learning. As a result, most pupils behave very well. For those pupils who need extra support, adults help them to manage their behaviour. The school has recently introduced 'CLAP' (Caldicotes Learning and Play) to support better behaviour at breaktimes. Play is purposeful and exciting. Calm spaces have been created for those pupils who prefer to read or play board games.

The school provides opportunities to extend pupils' learning about the wider world and to support pupils' well-being. For example, pupils have chances to go to the beach and the theatre, challenge themselves through sports and adventurous activities and visit the Houses of Parliament. Pupils appreciate the advice they are given about growing up and staying safe. They spoke with enthusiasm about their memorial garden and the various clubs on offer.

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

The school wants every pupil to succeed. The curriculum is broad and aspirational for all pupils. The learning needs of pupils with special educational needs and/or disabilities (SEND) are accurately assessed, and well-considered provision is put in place. As a result, teachers meet the needs of individual pupils well and pupils make good progress.

Children get off to a flying start in the early years. They are exceptionally well supported to develop positive attitudes to learning. Staff have high expectations for all children, including those with additional needs. The curriculum is carefully designed to ensure children gain the essential knowledge they need to be ready for Year 1. Staff think carefully about next steps for every child. They adapt learning opportunities exceptionally well to ensure there are no barriers to achievement. As a result, children in Reception quickly become confident and independent learners. They talk eagerly about their learning and concentrate well during more formal parts of the day.

Reading is at the heart of the school curriculum. The teaching of reading is highly effective. Pupils' books are carefully chosen to help them practise the sounds they are learning. Any difficulties are quickly identified, and extra support is put in place to help pupils to catch up. Everyone practises reading every day. Pupils are taught to read accurately and fluently. Most pupils achieve very well as they progress through school.

The school has identified what pupils should learn in every curriculum area. However, some subject curriculums have not been in place for very long. In subjects where the curriculum is more established, such as in art and design and physical education (PE),

new learning builds on what pupils already know. In other subjects, such as history, this is not yet the case. At times, teachers do not make effective checks on what pupils already know and can do. Pupils do not always have the prior knowledge needed for new content to be introduced successfully. When this is done well, in mathematics for example, checks are used to plan learning that addresses gaps in pupils' knowledge.

The school has identified key vocabulary that pupils should learn in each subject area. In some subjects, such as English and personal, social, relationships and health education (PSRHE), pupils are confident to use this vocabulary to explain their thinking and understanding. In some other subjects, this is not the case.

Many pupils attend well. The school has clear systems in place to promote regular attendance for all pupils. Good attendance is rewarded, and pupils know that 'you have to be in to win'. While the school has worked closely with families to overcome barriers to poor attendance, some pupils still miss valuable learning time.

Pupils benefit from a clear and structured PSRHE programme. Pupils are confident to talk about what they have learned about topics, such as healthy relationships, keeping themselves and others safe online, and puberty. They appreciate staff taking time to answer their questions and to have a discussion. Fundamental British values, such as tolerance and mutual respect, are lived out within the school community. As a result, pupils have a developing awareness of concepts, such as democracy and the rule of law. However, their understanding of other faiths and cultures is more limited.

Through the academy council, leaders have carefully considered how the school can better engage with parents and carers and the local community. This is part of the culture of continuous improvement created by leaders, including trust leaders. Staff report that leaders are supportive with matters of workload, particularly when making changes to the school curriculum. Coaching and other support provided by the trust is valued by staff. They say they feel part of a team, where everyone wants everyone else to be successful.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some parts of the school's curriculum have been introduced relatively recently. As a result, in some subjects, pupils do not always have the prior knowledge needed for new content to be introduced successfully. The school should support teachers to identify the most essential concepts and vocabulary that pupils need to secure and use assessment information effectively to adapt the curriculum.

- Although curriculum planning identifies key vocabulary to support learning, many pupils struggle to talk about what they know or explain their thinking. The school should continue to prioritise the development of oracy across the curriculum and ensure that all teachers have the necessary skills to promote oracy and discussion in the classroom.
- While pupils have an understanding of British values, the school has not ensured that pupils have a deep knowledge and understanding of different faiths and beliefs. This means that, while pupils are taught to be tolerant and respect difference, there is further work needed to deepen their understanding of other faiths, cultures, and beliefs. Leaders should continue to develop purposeful opportunities for pupils to learn about diversity across 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.

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	139476
Local authority	Middlesbrough
Inspection number	10346488
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	194
Appropriate authority	Board of trustees
Chair of trust	David Hall
CEO of the trust	Rebecca Boomer Clark
Principal	Helen Steele
Website	www.caldicotesprimaryacademy.org
Dates of previous inspection	7 and 8 January 2020, under section 8 of the Education Act 2005

Information about this school

- The school joined Academies Enterprise Trust in 2013. The trust was renamed as Lift Schools in September 2024.
- The school has early years provision for two- and three-year-old children.
- The school uses one registered alternative provider.
- The school has not previously been inspected under section 5 of the Education Act 2005.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form

provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the principal and other senior leaders, curriculum leaders, staff, and pupils.
- Meetings were also held with the Regional Educational Director and the Director of Education from the trust. Inspectors also met with representatives of the Academy Council.
- Inspectors carried out deep dives in these subjects: early reading, history, mathematics, PE, and art. For each deep dive, inspectors 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.
- Inspectors also discussed the curriculum in some other subjects.
- Inspectors observed pupils' behaviour in class, around the school and during social times. They held discussions with leaders about behaviour and attendance.
- To evaluate the effectiveness of safeguarding, the inspectors: 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.
- Inspectors reviewed the parental responses received through the Ofsted Parent View, including free-text responses.
- Inspectors also considered the responses received through Ofsted's staff and pupil questionnaires.

Inspection team

Gill McCleave, lead inspector

Ofsted Inspector

Jim Hindess

Ofsted Inspector

Alison Cottrell

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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