



# Caldicotes Primary School

## Inspection Report

**Unique Reference Number** 111573  
**LEA** Middlesbrough Borough  
**Inspection number** 278723  
**Inspection dates** 12 December 2005 to 12 December 2005  
**Reporting inspector** Mrs Moira Fitzpatrick

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Spencerfield Crescent
<b>School category</b>	Community		Middlesbrough
<b>Age range of pupils</b>	3 to 11		TS3 9HD
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01642 243040
<b>Number on roll</b>	241	<b>Fax number</b>	01642 231557
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Peter McConnell
<b>Date of previous inspection</b>	1 October 2000	<b>Headteacher</b>	Mr Leslie Howes

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 12 December 2005 - 12 December 2005	<b>Inspection number</b> 278723
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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

This is an average size primary school which children attend from 3 to 11 years. Pupils come from families with a predominantly white British heritage. There are no pupils who speak English as an additional language. The number of pupils who are eligible for free school meals is well above average and so is the percentage of pupils who have learning difficulties or disabilities. There are two pupils who have a statement of special educational need. When children start school their attainment is well below what is typical for their age; many have delayed language development and/or speech difficulties. The school is currently fully subscribed, reflecting its good reputation in the community. The school is outward looking and makes many links with the wider community to extend opportunities for its pupils. In 2004 it received a School Achievement Award as the sixteenth most improved school in the country. Other awards include the Investors in People Award, the Artsmark, the Activemark Gold Award and the local authority Quality Mark for Study Support. The school is currently working towards the Healthy School Award.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

Inspectors agree with the school that its effectiveness is outstanding and that it provides very good value for money. The quality of provision is very high, leading to very good progress for the vast majority of pupils, who achieve very well from their very low starting points. By Year 6, standards in reading, mathematics and science are at the national average, though standards in writing could be better. Pupils in Year 1 only make satisfactory progress because assessment is not used effectively to set the correct level of work for all groups of learners. The school has the development of assessment in Key Stage 1 as one of its priorities for improvement this year. Provision in the Foundation Stage is excellent so that children quickly become independent, active learners. They make very good progress, though most do not reach the expected goals by the end of the reception year. Pupils' personal development is excellent, preparing them very well for the next stage of their education. Pupils are very well cared for and supported to achieve very well. Leadership and management in the school are very good at all levels. The headteacher's leadership has been inspirational in developing the school and raising standards significantly since the last inspection. There has been very good improvement since the last inspection and the school is very well placed to improve further.

not applicable

### What the school should do to improve further

- Improve the use of assessment in Year 1 to ensure that work matches the needs of all groups of learners and ensures that they make the same progress as other pupils in the school.
- Continue to raise standards in writing by providing more opportunities for independent writing so pupils do not rely too heavily on writing frames to support them by Year 6.

## Achievement and standards

### Grade: 1

Pupils' progress and achievement are excellent overall. After starting school with very low attainment in all areas of learning, pupils have overcome significant barriers to reach the national average in English, mathematics and science by Year 6. Their speaking and listening skills are very well developed so that by Year 6 they are above average. When children join the Foundation Stage many have delayed language development which hinders their learning in most areas. They are very well supported to overcome this difficulty and go on to make very good progress in all the areas of learning, though most do not reach the expected goals by the end of Reception. In Year 1, the progress of some pupils slows because assessment is not well used to match work to the different needs of pupils. By the end of Year 1, standards are still well below age related expectations for many pupils. Pupils' writing skills are well developed throughout the school. However, pupils do not achieve better standards largely due

to the infrequent opportunities to write, especially without the aid of frames to structure their work for them. Pupils with learning difficulties make excellent progress.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development is outstanding because its promotion is at the heart of all the school provides for its pupils. Pupils seize the many exciting opportunities for learning both in and out of school and relish the challenges that are set for them. They develop high levels of confidence and self-esteem, they attend school regularly and show great enjoyment in all they do there. Behaviour in and out of lessons is consistently very good, ensuring that there are no interruptions to learning and demonstrating how well pupils respect each other's right to learn and feel safe. Pupils' spiritual and cultural development is good. Their social and moral development are excellent because of the teachers' high expectations and the very good example they set for pupils in the relationships they form with them. Pupils have adopted the school's approach to healthy eating and make sensible choices from a very tempting array of healthy food available at lunchtime. They also opt into plenty of physical activities such as sport, dance and gymnastics. Their contribution to the school and wider community is excellent and prepares them very well for later life. They readily accept responsibility either as 'gaffers' (Buddies), monitors or as members of the school council. They also organise themselves well for fund raising and have made impressive contributions to a number of charities in the last year.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Teaching and learning are outstanding, because of the very high expectations of the senior management team and the excellent provision for the professional development of all staff. High quality teaching is based on detailed planning, which builds on very thorough assessment of what all pupils need to learn next. Teachers' planning makes very good links between subjects and creates good opportunities for the development of basic skills in other subjects. The vast majority of teachers track children's learning closely and set challenging targets. The exception is in Year 1, where less effective use of assessment reduces the learning of pupils to satisfactory. Pupils and teachers say that learning is fun. It is because so many different approaches are used, all of which closely involve pupils in activities which makes their learning memorable. The introduction of thinking skills, through philosophy lessons, is having a significant impact on the learning of boys of all abilities, whose enthusiasm for exploring ideas and asking questions is high. In the Foundation Stage, children are excited by learning which is very well structured and moves at a fast pace. All teachers create bright, stimulating classrooms which give pupils very good support for their learning and demonstrate how highly they are valued.

## **Curriculum and other activities**

### **Grade: 1**

The inspection team agrees that this is outstanding because of the innovative approaches and wide range of enrichment opportunities that the school provides, such as French language lessons and theme days. These create a curriculum that interests and excites pupils and stimulates them to want to learn. The opportunities for learning beyond the classroom are excellent and are very well supported. They give pupils the chance to develop special talents or interests and raise their aspirations for later life. All of this greatly enhances the statutory provision for all pupils, including those with learning difficulties or disabilities whose needs are well catered for. The curriculum provides excellent opportunities for pupils' personal development through personal, social and health education which ensures they adopt healthy lifestyles and know how to stay safe from bullying and harassment. The school has excellent links with local business and external agencies and these support the curriculum very well by providing both funds and additional activities which enrich pupils' learning.

## **Care, guidance and support**

### **Grade: 1**

Staff and governors are committed to providing the very best care for all pupils in the school. Arrangements for child protection are very secure and vulnerable children are very well supported to achieve as well as others.

Very good procedures for ensuring all aspects of pupils' health and safety make them feel safe and secure. Pupils say they know that teachers will quickly sort any problems that arise and that they will be looked after if they feel unwell or unhappy. Parents overwhelmingly agree that their children feel safe and are happy in school. The provision for pupils who have learning difficulties and disabilities is very good and is very well supported by excellent links with external agencies to provide expert advice. Pupils are guided to assess their own learning, and focused marking gives advice on improvement which helps them meet challenging targets. Good strategies for supporting attendance help pupils attend regularly.

## **Leadership and management**

### **Grade: 1**

Leadership and management are very good at all levels and are sharply focused on raising standards. The impact of this is seen in the significant improvements in performance in national tests at the end of Year 6. Inspirational leadership by the headteacher has provided excellent opportunities for the professional development of staff. All staff are eager for responsibility and thrive on the challenge of continually improving the school. The deputy headteacher makes a significant contribution to the school's development and has been central to developing the school's very good assessment procedures. Self-evaluation procedures are rigorous and wide reaching. They involve pupils and parents, as well as staff and governors, in identifying areas

for improvement. The school responds effectively to findings from these and makes excellent links with outside agencies to enlist any additional support that may be available to the school. The school's inclusion practices are thorough and well planned, and support staff are well trained to give good quality support to pupils who need it. The impact of this provision is seen in the very good progress made by the vast majority of learners. Governors provide very good support for school development because they have a thorough knowledge of the school's needs. There has been very good improvement since the last inspection and the school has very good capacity for further improvement.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	1	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## Text from letter to pupils explaining the findings of the inspection

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Caldicotes Primary School

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Middlesbrough

TS3 9HD

12 December 2005

Dear Children

Thank you very much for the lovely warm welcome you gave us when we visited your school. You were all very kind and helpful and made our work a pleasure to do.

What we liked most about your school:

How you all love to learn and how much you enjoy the exciting work you do.

How hard you work and the way you help each other in lessons so nobody feels stuck and can't get on.

The way you look after each other in the playground and around the school shows you know how important it is to care for each other and be kind. Well done for that!

We think your behaviour is very good and that it helps all of you to learn well because your classrooms are calm and happy.

We agree with you that your headteacher, teachers and all the staff in the school look after you very well and make sure you feel safe. We like the fact that your parents told us they think this too.

We think the school council makes good decisions to improve your school.

We think you are very good at helping others who are in need outside of your school.

We like the way you are encouraged to eat healthy food and to keep fit. Keep it up!

We could see that older pupils are turning into very mature and sensible young people, who are able to think for themselves and make good decisions.

We agree with you that your school is a great place to be and have asked your headteacher to make it even better by:

giving you all the chance to write more often, so you get even better at writing about all sorts of things that are important to you

helping some Year 1 pupils to learn more.

Thank you once again for all your help. Best wishes for 2006.

Mrs Moira Fitzpatrick, Lead inspector