



# Callicroft Primary School

## Inspection Report

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**Unique Reference Number** 109009  
**Local Authority** South Gloucestershire  
**Inspection number** 288250  
**Inspection dates** 4–5 December 2006  
**Reporting inspector** Clive Lewis

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

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<b>Type of school</b>	Primary	<b>School address</b>	Rodway Road
<b>School category</b>	Community		Patchway
<b>Age range of pupils</b>	4–11		Bristol BS34 5EG
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01454 867195
<b>Number on roll (school)</b>	280	<b>Fax number</b>	01454 867195
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Robert White
		<b>Headteacher</b>	Sandra Lakeman
<b>Date of previous school inspection</b>	5 November 2001		

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<b>Age group</b> 4–11	<b>Inspection dates</b> 4–5 December 2006	<b>Inspection number</b> 288250
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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

Callicroft Primary is a new school which opened two years ago. It was formed from the amalgamation of an infant and junior school and there have been significant staff changes since the amalgamation. It is situated in an area of high social deprivation. Attainment on entry is well below the level expected and the school has more pupils than average with significant learning difficulties and disabilities. Mobility is higher than average. The school has a very small proportion of pupils from minority ethnic groups and three pupils who are at an early stage of learning English.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

Callicroft Primary is a good and improving school. Leadership and management are good. Despite a period of considerable upheaval and disruption following the amalgamation, the headteacher's determined leadership has established the new school on a firm foundation. The senior management team is beginning to develop a good understanding of its areas of responsibility, although its use of assessment data is not yet rigorous enough to ensure rapid intervention if pupils are at risk of not doing their best. Governors are very supportive of the school's work. The school works appropriately in partnership with others to promote pupils' well-being. The great majority of parents are supportive of the school, one writing, 'Callicroft is a fantastic school with very caring and highly professional staff'.

Pupils' achievement is good. Children make good progress in the Foundation Stage but despite this, when they start Year 1 standards are still below the expected level in communication and language and numeracy skills. In Years 1 to 6 pupils continue to make good progress so that by the time they leave, standards are broadly average. Standards in English and science are higher than in mathematics and information and communication technology (ICT). The quality of teaching has improved since the school opened and is now consistently good throughout the school. Pupils with learning difficulties receive good support which helps them to achieve as well as other pupils. The standards achieved ensure pupils develop satisfactory skills that will contribute to their future well-being.

Pupils' personal development is satisfactory. They enjoy coming to school and behave well. They make a satisfactory contribution to the local community. They learn how to be safe and healthy and take responsibility for themselves and others. They develop satisfactory skills that will contribute to their future learning. The curriculum and provision for care, guidance and support are satisfactory. Pupils are beginning to develop an understanding of their own learning but are not sufficiently aware of their targets or what they need to do to improve. Effective steps have been taken to promote improvement since the school opened and the school has a good capacity to make the necessary improvements.

### What the school should do to improve further

- Improve standards in mathematics throughout the school and in ICT in Year 6.
- Ensure that all pupils have a clearer understanding of their targets for learning and what they need to do to improve.
- Take swifter action to tackle underachievement identified by the new tracking systems.

## **Achievement and standards**

### **Grade: 2**

Overall achievement is good. Children enter the school with levels of attainment well below that typically found. Attainment is low in language, particularly speaking and listening skills, and in numeracy and physical skills. Although children make good progress in the Reception classes, by the end of the year, standards remain below the levels expected nationally.

Pupils make good progress as they move through the school and, by the age of 11, pupils have reached broadly average standards. Results in the national tests in 2006 were broadly in line with national averages although standards in mathematics were below average. This reflects the school's very strong focus in its first two years on improving standards in literacy. Standards in ICT in Year 6, whilst improving, are also below expectations. This is the legacy of disruptions to teaching earlier in pupils' education which led to some gaps in their basic mathematical skills and an insufficient breadth of opportunities for ICT. In addition, the high proportion of pupils with significant behavioural difficulties and the high level of pupil mobility had a detrimental impact on the levels of achievement in 2006.

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

### **Grade: 3**

The behaviour of pupils in lessons and around the school is good. Pupils are very happy to come to school and say that some of their lessons are really exciting. However, despite doing everything it can to improve the attendance of a small minority of persistent absentees, attendance remains below the national average. Pupils have a sense of responsibility and enthusiastically carry out a range of jobs such as mentoring other pupils at playtimes and making suggestions for improvement at school council meetings. The strong emphasis given to physical education, combined with a good programme of health education, successfully encourage pupils to adopt healthy lifestyles. Pupils feel safe and secure and follow safe practices. They have regular opportunities to highlight issues related to feelings and safety and they know who to talk to if they need help and guidance. Pupils make satisfactory progress in their spiritual, moral, social and cultural development. Older pupils develop a good understanding of the business world by their involvement in a Youth Enterprise project. These opportunities help pupils to become adequately equipped in the skills that will be important to them in later life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teachers are well organised and explain tasks clearly. Most lessons use a range of interesting activities which engage pupils' attention. Pupils are willing to have a go

because teachers engender confidence through effective use of praise. Teachers manage pupils' behaviour well and lessons move at a swift pace which keeps pupils on their toes. Teachers give pupils plenty of opportunities to explain their ideas or to talk about their learning with their peers. This is a whole-school strategy that is leading to an improvement in pupils' speaking and listening skills. In a minority of lessons, however, pupils are not given enough opportunities to work independently. Teachers plan thoroughly, but at times, particularly in mathematics lessons, there is not enough focus on breaking learning into small steps. Teachers' marking is regular although it does not always make it clear to pupils how to improve their work.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum meets statutory requirements and is well planned to meet the different needs of pupils. However, because of the school's understandable emphasis on improving English and mathematics skills, Year 6 pupils are not currently receiving sufficient depth of coverage in ICT. Special 'focus weeks' are organised throughout the year to promote mathematics, English, the arts and healthy lifestyles, and music and theatre groups are invited into school. These enhance the curriculum well. There is a satisfactory range of after school clubs which are well attended by pupils of all ages. The school provides a good range of opportunities for pupils to learn about healthy lifestyles and local sports coaches provide additional sporting activities which benefit pupils' physical and social development.

## **Care, guidance and support**

### **Grade: 3**

The school has appropriate systems in place to ensure pupils' safety, including child protection procedures. Pupils appreciated the recent week of activities focusing on strategies to deal with bullying but say that 'there is hardly any now and it's usually just a disagreement'. Good links with outside agencies enable the school to offer specific support to vulnerable pupils. Good support and very specific targets help pupils with learning difficulties and disabilities to achieve as well as other pupils.

The school has recently introduced an effective system for tracking pupils' progress in English and mathematics. Teachers and senior managers are now beginning to use this tracking data to identify underachievement in order to take action although, in some instances, changes to the curriculum have not been made rapidly enough. All pupils have individual targets in reading, writing and numeracy although they cannot always say what their targets are.

## **Leadership and management**

### **Grade: 2**

The headteacher sets a clear educational direction for the school and there is a shared sense of purpose and commitment amongst staff and governors. This results in a

positive and constructive learning atmosphere that is having a significant impact on pupils' achievement. Subject coordinators are developing their expertise and their understanding of the key issues for improvement in their areas. The school is beginning to use data to check on its own performance. A new system of regular assessments is providing the school and class teachers with good evidence on where pupils are and how well they are progressing. However, the school is not yet sufficiently pro-active in using the good data to tackle underachievement. As a result, intervention strategies are not always employed rapidly enough. For example, the school was aware of weaknesses in mathematics in the summer but is not implementing plans to rectify the situation until the spring term. However, the school's monitoring and support systems have been effective in improving the quality of teaching. This is improving the progress pupils make.

The great majority of parents are very satisfied with the school. The senior management team realises that significant improvements remain to be made, particularly in mathematics. However, the good progress made, particularly in improving the standard of teaching, demonstrates that the school has a good capacity to improve further.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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>	2
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	3

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

Callicroft Primary School, Rodway Road, Patchway, Bristol, BS34 5EG

I would like to thank you for your help during the recent inspection of your school. My colleagues and I very much enjoyed our visit.

Callicroft Primary School is a good and improving school. Your headteacher and teachers enable you to learn well, enjoy your lessons and make good progress. They make sure you understand how to look after yourselves and keep safe. You told us that you like school and there are lots of things to do and enjoy. We agree with you. Your behaviour is good and you work hard and try to succeed in all that you do.

We have asked your school to do some things to make it even better.

- Ensure you all understand your targets and know what you can do to reach them.
- Make better use of the information the school has about your work to improve your progress.
- Make sure you all do better in mathematics and information and communication technology.

We are confident that, with your help, the school will improve still further.

I wish you well in your future education.