

Caldecote Community Primary School

Inspection report

Unique Reference Number	132211
Local Authority	Leicester City
Inspection number	315969
Inspection dates	6–7 February 2008
Reporting inspector	Ted Wheatley

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	459
Appropriate authority	The governing body
Chair	Cliff Farren
Headteacher	Hazel Pulley
Date of previous school inspection	30 June 2003
School address	164 Hallam Crescent East Leicester LE3 1FF
Telephone number	01162 824482
Fax number	01162 405838

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a large school. Most pupils come from White British backgrounds and an above average proportion are from minority ethnic backgrounds; mainly Indian and Black African. A very small number are in the early stages of learning English. Children's literacy, numeracy and social skills on entry to the Nursery are far below those expected for their age. The proportion of pupils with learning difficulties and/or disabilities is much higher than average and a significant minority also have social, emotional or behavioural difficulties. A very small proportion has physical disabilities. The percentage of pupils moving in and out of the school is high, and many entering have behavioural difficulties.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school which provides a rapidly improving standard of education. Provision in the Foundation Stage is satisfactory and also improving. The school has good links with the local community and the great majority of parents support the school. Parents typically say: 'I always feel comfortable approaching the school.' 'My child has special needs but he receives continued good help and his behaviour has improved.' 'My child loves coming to school and is not late any more.'

Pupils' achievement is satisfactory and improving fast after a period of being unsatisfactory. Standards are well below average but they have improved and many pupils are now reaching or exceeding challenging targets. The strategies the school has introduced in recent years to improve standards are now starting to show positive results. However, standards in speaking and listening are still not as good as they could be and this sometimes limits how well pupils learn in other subjects. While progress has improved overall, sometimes work is not challenging enough for some of the most able boys and girls. Pupils who do not have English as their first language and those with social, emotional and behavioural difficulties make progress that is sound, and in some cases good, due to sensitive and patient help.

The headteacher provides outstandingly good direction for the school's improvement. She provides excellent support and guidance for staff so that they are fully involved in the school's accurate self-evaluation. Staff are increasingly effective with the strategies they use that lead to improvements in achievement. They are particularly effective in helping overcome the considerable social, emotional and behavioural difficulties experienced by some pupils. Teaching is suitably challenging for the lowest and average ability pupils, though sometimes not demanding enough for the most able. Relationships between adults and pupils are extremely good and are significant in helping pupils to settle to work, along with the effective way in which unacceptable behaviour is managed. The curriculum is well planned to engage pupils' interest and has many activities and visits to widen pupils' experiences. For example, the Chinese dragon in school and the visit to a chocolate factory broaden pupils' understanding of the world around them. However, there are not enough planned opportunities for pupils to develop their speaking and listening skills.

Pupils have a good understanding of the importance of healthy eating and physical exercise, and they behave safely. The great majority of pupils behave well, helped by effective behaviour policies and specialist staff. Attendance is below average, but has improved significantly in the last year, a result of the school's focus on encouraging attendance. Pupils are well cared for and robust safeguarding procedures and effective links with social services, welfare agencies and the local authority support the school in its improvement.

Effectiveness of the Foundation Stage

Grade: 3

Children make satisfactory progress as they move through the Foundation Stage, and some make good progress. However, their attainment is still low compared with expectations for their age and they have well below average literacy and numeracy skills by the time they enter Year 1. Children enjoy the activities provided, although occasionally the range of these, especially the physical activities, is narrow. Children behave well and display positive attitudes towards learning and each other. They work and play well, both independently and together. Children

are considerate and provide support for others when they need it. Teachers and other adults are sensitive to children's needs, especially to developing their social skills. They use the children's ideas well to inform future planning, providing them with a balanced curriculum.

What the school should do to improve further

- Improve standards and achievement by ensuring work is sufficiently challenging, especially for the most able pupils.
- Provide planned opportunities for pupils to develop their speaking and listening skills to aid their achievement in all subjects.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Achievement is satisfactory overall and boys and girls make similar progress, because work is generally matched to their individual needs. However, some of the most able boys and girls do not do as well as they should because work is not challenging enough. In addition, and despite the school's efforts, pupils' weak speaking and listening skills sometimes slow the pace of learning.

Pupils with learning difficulties and/or disabilities make sound and improving progress. Pupils with emotional and behaviour problems, some of whom join the school during the school year and initially make slow progress, also make sound progress. This is because of the extremely good support and guidance they and their families receive. Those pupils from minority ethnic backgrounds and those who do not have English as their first language make sound progress.

Children make satisfactory progress in the Foundation Stage. Nevertheless, on entry to Year 1 standards are below average, and literacy skills are still well below average.

Personal development and well-being

Grade: 2

Pupils' enjoyment of school is reflected in positive behaviour and attitudes towards learning, and their improving attendance. They have a good grasp of the importance of healthy lifestyles and older pupils have a good understanding of the dangers of smoking and taking drugs.

Pupils contribute effectively to the school and wider community. In school they take on responsibilities of being class helpers, play leaders and peer mediators readily. In the community they participate in the Braunstone Carnival and the 'Keep Braunstone Tidy' initiative. The school council promotes pupils' views and is engaged in projects to improve the school environment, such as providing litter bins and improving school meals. Pupils feel valued and listened to and feel secure in going to staff for help when they need it. Participation in fund raising and business links helps to prepare them satisfactorily for their future lives. Pupils' spiritual, moral, social and cultural development is good overall. However, their sensitivity to the values of other faiths and traditions is less well developed and the school is working hard to improve this.

Quality of provision

Teaching and learning

Grade: 3

Relationships between teachers and pupils are respectful, and difficult behaviour is managed extremely well. As a result, learning is rarely interrupted. Lessons are mostly challenging and pupils work industriously and with concentration. However, they occasionally choose the easy path, when not encouraged to stretch themselves enough. Occasionally, lessons do not provide a sufficient level of challenge, especially for the most able pupils. Teaching assistants are effective in supporting pupils with learning difficulties and/or disabilities. Pupils are well aware of their learning targets and take account of them when doing their work. Marking is positive, regular and provides good guidance that frequently leads to improvement.

Curriculum and other activities

Grade: 3

The curriculum is becoming increasingly flexible in meeting the needs of pupils who fall behind, through well organised small group work. Occasionally, however, it is not planned well enough to ensure the most pupils are challenged and some opportunities are missed for developing pupils' speaking and listening skills. Pupils' creativity is developed well through a stimulating programme of activities, often working with professional artists, musicians and writers. A recent example is a huge sculpture, made by some of the children, of 'Bel the Giant'. A well planned range of activities focusing on life in other countries, such as Spain, considerably broadens children's knowledge of cultures in other countries, though less so about people of different backgrounds living in Britain today.

Care, guidance and support

Grade: 2

The school provides a calm learning environment for its pupils and this is appreciated by parents. One parent commented, 'My child is happy in school and I feel safe sending my child to school.' The attention paid to the pupils' personal, social and emotional development is noteworthy. The school provides exceptionally good support for pupils' social and emotional development, and to supporting pupils with challenging behaviour so that they manage their anger in a positive way. It works in close partnership with parents and a wide range of agencies to support and guide pupils and with other schools to prepare the Year 6 pupils for secondary education. Efforts to improve attendance have been effective, though a small number of pupils are persistently absent.

The school is safe and secure and arrangements for safeguarding children are robust.

Leadership and management

Grade: 2

The school has focused accurately on the areas it needs to improve and introduced effective strategies to help this happen. The headteacher provides excellent support and challenge for colleagues to ensure they have the skills to do this. As a result, subject leaders provide increasingly good direction and support for other teachers. The impact is evident in the way

in which the considerable emotional and behavioural difficulties experienced by some pupils are dealt with, so that they can begin to learn well, and the improving achievement of most pupils throughout the school. However, the school has not fully achieved its goals; some pupils do not learn well enough and attendance is still not as good as it should be. Nevertheless, the school has successfully dealt with the issues from the last inspection and given recent improvement, its capacity for further improvement is good.

Governors are effective and they are well informed about the work of the school. They are supportive and work closely with the headteacher and set challenging academic targets for the headteacher and the staff.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

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

The quality of provision

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

¹ 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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

8 February 2008

Dear Pupils

Caldecote Community Primary School, Leicester LE3 1FF

Thank you for making us feel so welcome in your school. We spoke to many of you and you told us a lot about how much you like school and why you like it. What you told us was really helpful.

These are the main things we found out about your school

- You are at a satisfactory school, where teaching and your progress are quickly becoming better in all years.
- The headteacher and staff are working really hard to make sure the school continues to improve.
- Most of you behave well and your attendance is improving.
- You like taking on responsibilities and you do that well.
- You behave safely and usually treat each other well.
- You know how important it is to eat well and take part in physical exercise so that you stay healthy.

To improve things further, we have asked the school to

- Help you do better in your work by making sure it is always hard enough, especially for those of you who sometimes find work a bit easy.
- Make sure that you become better at speaking and listening so that you learn faster in all of your subjects.

You can help in two ways. First of all, if you are sometimes not in school when you know you could be, make sure that you do come to school. Secondly, when you are allowed to choose what work you do, choose something that makes you think hard. Do not go for the easiest job!

With best wishes

Ted Wheatley Lead inspector