

# Caldecote Primary School

## Inspection report

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<b>Unique Reference Number</b>	110603
<b>Local Authority</b>	Cambridgeshire
<b>Inspection number</b>	325178
<b>Inspection date</b>	29 April 2009
<b>Reporting inspector</b>	Anna Coyle

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	182
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	77
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Susan Breeze
<b>Headteacher</b>	Mr Rod Warsap
<b>Date of previous school inspection</b>	26 April 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Highfields Road Highfields Caldecote Cambridge Cambridgeshire CB3 7NX
<b>Telephone number</b>	01954 210263

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<b>Age group</b>	4–11
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**Fax number**

01954 210263

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## Introduction

The inspection was carried out by two additional inspectors who evaluated the overall effectiveness of the school and investigated the following issues:

- The quality of the curriculum for the Early Years Foundation Stage.
- The effectiveness of teaching in mathematics at Key Stage 2.
- The school's use of assessment.

Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This fairly small school serves the local village community and surrounding area. Most children are from White British backgrounds and virtually all have English as their first language. Attainment on entry to the Reception class is typical for the children's age when they first start school. The proportion of children who find learning difficult is similar to that of other schools and a very small number have statements for their needs. A significant number join the school at different times in Years 1 to 6. The school has achieved the Basic Skills Mark. It provides a breakfast club and an after-school club that are managed by the governing body.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school that enables its children to achieve well and leave as confident learners. Extensive grounds and well maintained, clean accommodation make the school a pleasant place in which to work and play. It is very much a part of the village it serves and contributes well to community cohesion through its effective strategy for involving parents in their children's education and its close links with the church and local businesses. It achieves its motto of being a 'Happy, healthy and high achieving school' and is held in high regard by parents and governors, who are rightly proud of its good reputation. A few parents summed up their views by saying: 'The school has a very welcoming atmosphere' with 'caring, approachable teachers'.

Children make good progress and achieve well in the Early Years Foundation Stage because they have plenty of good learning opportunities to help them develop their skills. The school has implemented the new statutory curriculum appropriately for children in the Reception class. However, planning is not yet sufficiently refined to provide clear learning objectives for activities that link effectively with assessment information. Nevertheless, children reach all of the expected goals by the time they enter Year 1, and a significant number exceed them. The school's clean, light and spacious classrooms and securely fenced areas mean that children can work and play safely indoors and out.

The effectiveness of teaching in mathematics at Key Stage 2 is good overall, although standards are not quite as high in this subject in Years 3 to 6 as they are in English and science. The school has accurately identified that mathematics is an area upon which to focus so that it can meet its challenging targets. It acknowledges that there are a few inconsistencies in the quality of teaching and marking in the subject, such as the use of teacher's written comments to help children improve their work. Nonetheless, teaching is good overall throughout the school and children make good progress in Years 1 to 6. They attain above average standards in Year 2. Children make the best progress in English and science and the most able do particularly well at Key Stage 2. Consequently, standards are well above average in these two subjects by the time children leave at the end of Year 6, with many attaining the higher than expected Level 5 in the national tests.

The school's assessment procedures are good overall. A broad range of strategies is employed to check children's progress and record information. These strategies are used effectively to make sure that children achieve well and maintain progress as they move from year to year. A new system for assessing progress has been introduced recently to aid teaching and learning and this is being trialled appropriately. Teachers use praise well to celebrate children's successes and they give clear targets to help them improve their work. Provision is outstanding for children who have learning difficulties or who are gifted and talented. The co-ordinator, who is also the deputy headteacher, is highly committed to these groups of children and makes sure that meticulous records are maintained for them. Teaching assistants make good use of the targets in children's individual education plans to help sustain progress amongst children who find learning difficult. Throughout the school, outstanding, vibrant and colourful displays of children's work spur them on to aspire to high standards, especially in art.

Personal development and well-being are good, and children enjoy learning. They know how to stay fit and healthy, and contribute well to the school community by acting responsibly as school councillors and eco team members. Most behave sensibly and levels of attendance are above average. Spiritual, moral, social and cultural development is good. Children show a good

awareness of right and wrong, and they respect the views of others. Good achievement in reading, numeracy and computer skills and strong links with Comberton Village College prepare them well for the next stage of their education. The good curriculum is enhanced by a wide range of clubs, trips and residential visits, as well as the daily breakfast and after-school clubs, which are well attended. Children are cared for well and staff maintain good partnerships with parents and external agencies. The headteacher and efficient administrative staff make sure that the school meets the statutory requirements for safeguarding and protecting children.

At the heart of this calm, welcoming school lies good leadership and management which is pivotal to the well-being of the staff and children. The headteacher provides clear direction and is well supported by the staff and governors. He has ensured that the shortcomings identified at the time of the last inspection have been tackled successfully. Self-evaluation is accurate and the subject leaders have improved their roles well since 2006. Governors share a commitment to the school and keep a careful check on how well it is doing. They are regular visitors and help to make sure that the school has good capacity for further improvement.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Strong links with the playschool benefit children's learning and prepare them well for school. From starting points that are similar to most other schools, children make good progress and achieve well by the time they leave the Reception class and move into Year 1. They reach all of the expected goals for their age in all areas of learning, and many exceed them. Children's personal, social and emotional development is good. Staff promote their personal skills well and encourage them to share and take turns when playing. Parents are very supportive of their children's learning and their close links with the school help children settle happily. Teaching is good and focuses effectively on increasing children's communication, language, literacy and numeracy skills through plenty of things to do that include adult-led and free-choice activities indoors and outside. All staff take good care of the children and watch over their welfare, health and safety carefully. Teaching assistants provide close support for individuals who have learning difficulties. Learning and development are based well on practical tasks to promote children's knowledge and understanding of the world and their creative and physical development. Teachers check children's progress regularly to see how well they are doing and identify where additional support is needed for those who find learning hard. Curricular planning is satisfactory, but it is overly complex and does not always take sufficient account of children's prior attainment to provide clear learning objectives for activities. The provision is led and managed well. It has been improved effectively since the last inspection and is being developed further to embed the new Early Years Foundation Stage curriculum.

### **What the school should do to improve further**

- Refine teachers' curricular planning for the Early Years Foundation Stage so that it gives clear learning objectives for activities and links more effectively to assessment.
- Increase achievement in mathematics by promoting even greater consistency in the quality of teaching and the use of marking in Years 3 to 6.

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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?	2
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 capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which learners enjoy their education	2
The attendance of learners	2
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	2

## The quality of provision

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

## 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 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 eliminated	2
How well does the school contribute to community cohesion?	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

**Annex B**

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

30 April 2009

Dear Children

Inspection of Caldecote Primary School, Cambridge, CB3 7NX

You may remember that the inspectors visited your school recently to see how well you were doing. Thank you for being so helpful and making us feel welcome. This letter is to let you know what we found out.

We think that you go to a good school and achieve well. Standards are well above average in English and science by the time you leave at the end of Year 6. They are above average in mathematics. Many of you said that you like coming to school and enjoy learning. Those of you in the school council and the eco team know a lot about keeping healthy and safe. The teaching is good: adults take good care of you and give you lots of interesting things to do in lessons and in the breakfast and after-school clubs. The school's provision is excellent for those of you who find learning difficult or who are gifted and talented.

We know that Mr Warsap and the teachers and governors want the school to be even better and so we have asked them to go on improving the planning of activities for children in the Reception class so that it links up with the information they gather about your progress. We have also asked the teachers to help you to learn even more effectively in mathematics in Years 3 to 6. You can help by learning your times-tables and continuing to work hard.

Best wishes

Dr A Coyle

Lead inspector