

# Caldicotes Primary School

## Inspection report

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<b>Unique Reference Number</b>	111573
<b>Local Authority</b>	Middlesbrough
<b>Inspection number</b>	325405
<b>Inspection date</b>	7 November 2008
<b>Reporting inspector</b>	Joe Clark

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	223
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	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Peter McConnell
<b>Headteacher</b>	Mr Leslie Howes
<b>Date of previous school inspection</b>	1 December 2005
<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>	Spencerfield Crescent Middlesbrough TS3 9HD
<b>Telephone number</b>	01642 243040
<b>Fax number</b>	01642 231557

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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:

- whether standards in writing are sufficiently high
- the effectiveness of curriculum planning
- how well pupils are prepared for life in a multi-cultural society.

Evidence was gathered from discussions with senior leaders, teachers, pupils and governors. Parents' views as reflected in the Ofsted questionnaire were considered. Lessons were sampled. Documentation was scrutinised. 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.

## Description of the school

This is an average size school with fewer girls than boys. The vast majority of pupils are of White British origin. The proportion of pupils entitled to free school meals is well above average, as is that of pupils with learning difficulties and/or disabilities. The vast majority of pupils come from areas of high social and economic deprivation. The local authority has designated the school for closure in 2011 when it is due to amalgamate with two other schools.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school that gives excellent value for money. It has maintained its impressive qualities from the previous inspection. Parents value the school highly and appreciate the progress their children make in their academic work as well as in their personal development. Many parents expressed to inspectors how very highly they value the school.

The school is outstanding because the many children starting from very low entry levels, including a high proportion with learning difficulties and/or disabilities, achieve very well indeed and so make considerable progress in catching up. Children join the Early Years Foundation Stage (EYFS) with levels of skills that are extremely low for their age, particularly in language development and social and personal skills. They make good progress in the EYFS and in Key Stage 1. Levels of attainment by the end of Year 2 are below average overall, although the national test results dipped lower in 2007. Progress accelerates further in Key Stage 2 because excellent teaching builds positively on the good learning habits acquired in the earlier years. As a result, pupils develop a real zest for learning and this leads to outstanding progress. They leave at the end of Year 6 with standards that have reached average levels, and this represents excellent achievement from such low starting points. 2007 national test results at the end of Year 6 showed standards that were broadly average. They were above average in mathematics, including the proportion of pupils who achieved the higher Level 5. Achievement for this year group was in the top 10% of schools nationally. In 2008, at the end of Year 6 standards reached were below average. However, the school's continuous assessment information shows that this represents outstanding achievement for a year group in which two thirds of pupils had learning difficulties and/or disabilities. The school's data also clearly indicate that pupils in the current Year 6 are making excellent progress and are on track to raise standards further. Reading is stronger than other aspects of English. Pupils with learning difficulties and/or disabilities make excellent progress against the targets set out for them and receive all the support they need to achieve their full potential. Pupils entitled to free school meals also achieve particularly well. Standards in music are above average due to the high priority given to promoting musical development both in curriculum time, for example teaching 'Tuned Tin Pan' drums to Year 6, and in after-school clubs.

Pupils learn and achieve so well because of the excellent teaching they receive and the outstanding attitudes to their work that the school helps them to develop. Common strengths in the teaching include lesson planning, to which much thought is given in ensuring all groups of pupils learn effectively, and the interesting range of activities which interest and motivate pupils to want to learn. Relationships are supportive and encouraging, and teaching assistants offer very effective support, especially in the Learning Lodge, an area where pupils with specific needs are supported as individuals and in small groups. As pupils move up the school, accurate assessment information helps teachers in planning programmes of work to extend pupils' learning further. Tracking systems are excellent and any underachievement is identified at an early stage. An outstanding curriculum effectively supports pupils' learning. Pupils said how much they enjoyed the excellent range of after-school clubs and enrichment opportunities the school provides, especially in sport and music, but also in other areas such as the 'Healthy Cooking on a Budget' course for pupils and parents which the school ran recently. Parents appreciate this aspect of the school's work: 'The school does a great deal to help children. My child attends maths club before school and enjoys it, as well as other after-school activities,' was one parent's comment. Initiatives such as annual residential courses, themed weeks involving

activities based on world religions and French days provide further stimulus to learning. Excellent links with other providers and organisations such as the library service and a premiership football club help to promote learning. The needs of different groups of pupils are well catered for: for example, a Reading Recovery programme for delayed readers and a residential workshop for higher attaining pupils to improve their writing skills. Pupils said they would like more access to computers at lunch times and after school, especially if they do not have the Internet at home and inspectors fully support this suggestion.

Pupils enjoy coming to school and attendance is good. Behaviour both in lessons and around the school is excellent. Exclusions are practically unheard of. Pupils make a good contribution to the school community, not only through the school council, which has been influential in improving playground facilities such as the tyre play area, but as Friendship Helpers and Reader Leaders. There are excellent links with the local community, for example, through the 'Community Kids' initiative and through the local community church; local residents are always invited to school productions. Participation in the 'Stronger together in East Middlesbrough' initiative has financed holiday activities in the arts and sport and music. Pupils talk knowledgeably about the benefits of healthy eating and taking regular exercise. They know why the school has been so successful in achieving awards for promoting healthy lifestyles. Their spiritual, moral, social and cultural development is outstanding. Preparation for life in a multi-cultural society is good. Pupils get on well together. They look out for each other on the yard at break and lunch times where playground buddies provide a sense of reassurance. They say there is very little bullying and that they feel safe in school. This is not surprising given the exceptionally high quality of pastoral care they receive. All staff have had child protection training and safeguarding procedures comply fully with recent legislation. Pupils know their curriculum targets and know what they have to do to achieve them. Pupils are very well prepared for the next stage of their education, leaving school with excellent social skills, well rounded basic skills and having benefited from strong links with a nearby college in developing their economic awareness.

Outstanding leadership, management and governance ensure the focus is on continual improvement. The headteacher and deputy headteacher form a very effective partnership. Arrangements for the development of teaching, as well as leadership skills through specialist training, are excellent. Systems for self-evaluation and the use of data to inform the tracking of pupils' progress are excellent. Challenging targets are regularly met. Community cohesion is good and promoted well through a wide range of opportunities such as close liaison with the community police and cultural awareness weeks featuring Europe, Japan and Africa. This provision reflects well the school's outward-looking approach to building positive relationships. Improvement since the previous inspection has been good and there is excellent capacity for further improvement.

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

### **Grade: 2**

Provision in the EYFS is good. From a very low start, children make good progress in most areas of learning, particularly in speaking and listening skills and in personal and social skills. Teachers know the children's needs well and match the work well to their abilities. There is a good balance between direct teaching and independent learning, although not all activities are linked enough to the focus of the lesson, especially in the Nursery. Learning outdoors is well provided for but staff do not always maximise the opportunities for children to explore and investigate freely.

By the end of Reception, children are still some way below levels expected of five-year-olds in all areas of learning.

Children behave very well and are confident contributors in lessons. They move about with consideration for others and are willing to accept increasing levels of responsibility for tidying and contributing to their classroom environment. This is due to the positive ways that staff teach and reward good social skills. Relationships between children and with adults are outstanding, and these contribute significantly to children's happiness, security and enthusiasm for learning. Their welfare is promoted well. Adults ensure that children develop good personal hygiene and the physical environment, including resources, present no risk to them. There are good arrangements to ease the transition of children from EYFS into Year 1. The EYFS is well managed and when shortcomings are identified, leaders ensure that appropriate measures are put in place to bring about improvement. Leaders have a good understanding of the key areas for development, including greater involvement of parents in their children's progress and activities.

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

- Ensure that the EYFS curriculum is planned to extend and reinforce learning across a range of activities, including those outdoors.

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## Annex A

**Inspection judgements**

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<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>	1
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?	1
The capacity to make any necessary improvements	1

**Effectiveness of the Early Years Foundation Stage**

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	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?	1
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**

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

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<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>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
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	1
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>	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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**

10 November 2008

Dear Pupils

Inspection of Caldicotes Primary School, Middlesbrough, TS3 9HD

Thank you so much for the very warm welcome you gave us when we inspected your school recently. We really appreciated the help you gave us and the interesting and exciting things you told us about your school. It was a pleasure to talk to you and to listen to your enthusiastic singing in assembly and, yes, the sun really did come out after that!

Your school is outstanding in many ways. To begin with, you yourselves are a credit to your teachers and your parents or carers. You work so hard to improve that by the time you leave your progress has been outstanding. Your behaviour is excellent and your personal qualities exceptionally high. You told me there was hardly any bullying and everyone got on so well together. We found you open, polite and friendly.

Your teachers and other adults do an excellent job in teaching you so effectively and looking after you so well. The after-school clubs and trips out, as well as visitors to the school, all make an outstanding contribution to how well you achieve. Your school does so well because of the outstanding leadership of your headteacher, together with the strong support of all staff and governors.

Children in the Nursery and Reception classes make good progress but we think their activities could be more varied and could take place outdoors more often. This is what we have asked the school to provide.

Thank you once again for all your help and good luck for the future.

Yours sincerely

Joe Clark

Joe Clark

Lead inspector