

# Caldmore Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	104193
<b>Local Authority</b>	Walsall
<b>Inspection number</b>	336253
<b>Inspection dates</b>	10–11 February 2010
<b>Reporting inspector</b>	Krishan Sharma

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 category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	240
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Zahid Nawaz
<b>Headteacher</b>	Elizabeth Barratt
<b>Date of previous school inspection</b>	1 September 2006
<b>School address</b>	Carless Street Walsall West Midlands WS1 3RH
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors saw eight teachers during 20 classroom visits, typically lasting between 20 to 30 minutes, and spent about a half of the time looking at learning. The majority of the time, nearly 11 hours, was spent in looking at pupils' learning. Meetings were held with the Chair of the Governing Body, staff and a group of pupils. Inspectors looked at some of the school's policies and procedures, pupils' written work and tracking data used by the school to monitor pupils' progress. One hundred and sixty four completed parental questionnaires were analysed as well as those completed by Key Stage 2 pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the quality of teaching and learning to determine whether all groups of pupils are sufficiently supported and challenged
- the rate of attendance
- the curricular targets and their use
- the quality of monitoring and evaluation.

## Information about the school

This is a slightly larger than average primary school. An overwhelming majority of pupils come from minority ethnic groups, with those from Bangladeshi and Pakistani backgrounds making up well over half of their number. Pupils of White British heritage are a very tiny minority. On entry to school, most pupils are at an early stage of learning English. The proportion of those entitled to free school meals is above average. The proportion of those with special educational needs and/or disabilities is below average. Provision for the Early Years Foundation Stage comprises a 52-place nursery and a reception class.

The school holds an Activemark in recognition for its work in sport. It also holds the Healthy Schools Status and the national Geography Quality Mark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Caldmore Primary is now a good school. At the time of the last inspection, the school was judged to be a satisfactory, but rapidly improving school. It has continued to improve since then because the headteacher, ably supported by her deputy headteacher, has remained focused on the priorities that matter most. That it has improved on most counts, testifies to the school's good capacity to sustain improvement. The school's self-evaluation is mostly accurate and readily identifies its strengths and weaknesses to secure further improvement. Most leaders have essential monitoring and evaluation skills and are keen to play a key role in the future development of the school.

By the time pupils leave the school in Year 6, their attainment is broadly average and most of them make good progress from their low starting points on entry to Nursery. Most pupils' speaking and listening skills are improving at a good rate. They achieve well in English overall, but their literacy skills are insufficiently developed and monitored through different subjects. The quality of teaching is good. Teachers hold high expectations and successfully promote positive attitudes to work. In the most effective lessons, teachers build pupils' subject-specific vocabulary, encourage them to discuss their work and give them some freedom in how they respond to writing tasks; this is not so in all lessons. Regular assessments are made of pupils' learning in lessons and in their written work. At its best, the quality of oral and written marking is very informative, but it is inconsistent across the school. Pupils' understanding of their targets and how they could be used also varies.

Most parents and carers are happy with what the school does for their children. The school's inclusive ethos successfully promotes harmonious relationships between different faith and cultural groups. Attendance is low, because some parents remain reluctant to follow the school's guidance. However it is already showing signs of rapid recovery, particularly with older pupils, who recognise the value of good attendance. The senior leaders and governors recognise the need to work more closely with the small number of parents and carers whose children show low attendance, and also with local agencies and leaders in the community. The school has nurtured many partnerships, which it uses well to improve its pupils' basic skills and personal qualities. Behaviour is excellent and contributes to the good environment for learning in lessons.

## What does the school need to do to improve further?

- Raise attainment in English across the school by:
  - increasing meaningful opportunities for pupils to apply their reading and writing

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skills in different subjects

- giving pupils frequent opportunities to write freely, without the constraints put on by worksheets
- encouraging pupils to discuss their work in greater depth
- increasing the focus on the development of subject-specific vocabulary in all lessons
- monitoring the use of literacy skills across the curriculum by subject and senior leaders.

■ Improve the use of assessment by:

- promoting greater consistency in the use of oral and written marking across the school to inform pupils about their progress
- making consistent use of targets set for individual pupils to secure improvement in their work.

■ Improve attendance by:

- working more closely with a small number of parents and carers whose children attend less regularly
- seeking the support of, and working with, relevant local agencies
- promoting the value of good attendance through leaders in the community.

## Outcomes for individuals and groups of pupils

<b>2</b>
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Most pupils achieve well in lessons. Their eagerness to learn, their outstanding behaviour and the strengths in teaching make most lessons enjoyable. Pupils feel encouraged to do their best. Consequently, most pupils, including those with special educational needs and/or disabilities and those learning English as an additional language, make good progress. In the last three years, national results at the end of Key Stage 2 have been broadly average, particularly in English and mathematics. Attainment in science has been significantly below average, but is now getting closer to the average. Overall, the school's recent performance in the national results and the current work seen in lessons and in pupils' writing books represent good progress from pupils' low starting points on entry to the Early Years Foundation Stage. Occasionally, progress fluctuates as pupils move through the school due to variations in the quality of teaching, but it is never less than satisfactory. In literacy lessons, the focus on developing pupils' reading, particularly their phonic skills, is contributing significantly to rising standards in reading, which are generally better than those in writing. Pupils' understanding of the text they read in lessons is also improving because adults regularly check it.

Pupils say that they feel safe at school. Some of them expressed concern with behaviour in the school through their questionnaires. Discussions with pupils during the inspection revealed that there are very few instances of unacceptable behaviour and when they occur adults manage them very well. Most of them have a good understanding of what

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they have to do to stay healthy. Pupils take on responsibility for a small range of tasks to assist adults in the school. They are keen to help others in the community and raise funds for good causes. Although keen to give their views, some of them do not express themselves clearly. Despite pupils' good achievement in the basic skills of literacy and numeracy and personal qualities, such as working with others in a diverse community, their preparation for the future world of work is satisfactory. This is because some of them do not attend school as regularly as they should. Pupils have a strong sense of right and wrong. They are very willing to reflect on their own and others' actions. Their understanding and appreciation of cultures other than their own is good as a result of the many opportunities they receive at school.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

In the typical lessons, teachers' high expectations secure pupils' commitment to their work and outstanding behaviour. The teaching assistants provide effective support for pupils who learn English as an additional language, and those with special educational needs and/or disabilities. As a result, these groups make good progress. In the most

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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effective lessons, detailed planning provides challenging work for all groups of pupils as it is based on an accurate assessment of pupils' prior learning. Pupils are encouraged to discuss their work with adults and their peers, and the use of subject-specific vocabulary is promoted, but this is not the case in all lessons. In some of the satisfactory lessons, teachers' introductions are far too long and limit the time available for pupils to work on their own. Despite the school's clear intentions, there are inconsistencies in marking and in the use of targets for improving achievement.

The curriculum is broad and is designed to meet the diverse needs of all groups of pupils. Basic skills of literacy and numeracy are well catered for and contribute to pupils' good achievement, but their application across the curriculum is as yet not as widespread as the school intends. As a result, pupils have insufficient opportunities to practise skills, particularly literacy, in a wide range of contexts. The extensive use of worksheets also reduces opportunities for pupils to learn to respond in their own way and in their own words. A good range of extra-curricular clubs, educational visits and visitors to the school add considerable enjoyment to pupils' learning.

Teachers and other adults take good care of pupils. The induction and transition arrangements are effective and reassuring to parents and carers. The tracking of pupils' progress ensures that those who need additional support get it. The support for those at the early stages of learning English is particularly effective. The school's efforts to promote good attendance have not been fully effective due to the lack of cooperation by a small number of parents and carers. The school has yet to fully tap into the services of local leaders and agencies to assist it in its efforts.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher is effectively focused on raising pupils' attainment as well as on improving their personal development. All leaders and staff fully subscribe to this goal. Consequently, the school's current performance is much stronger on both fronts since the previous inspection. The school's self-evaluation is broadly accurate and reflects its growing capacity for self-improvement. Monitoring and evaluation of teaching and learning are good. A wide range of evidence is analysed to form judgements, although the impact of teaching on learning is not always explicitly expressed. The collection and analysis of data is a regular feature of the school and is used well to track pupils' progress and to set challenging, but realistic, targets. Other leaders make a constructive

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contribution to the development of the areas for which they are responsible. Even so, their monitoring and evaluation are not always focused on agreed actions. For example, the use of literacy skills across the curriculum has not been looked into rigorously enough.

The commitment to equal opportunities is at the heart of the school's work. All ethnic groups represented in the school are treated fairly and with respect. Discrimination of any form is not tolerated. In lessons, staff ensure that all pupils are valued and included. Safeguarding procedures are good and meet legal requirements. Their application is regularly reviewed to ensure consistency of practice. Governors are supportive of the school and get to know its strengths and weaknesses through their attendance at committees and some regular contacts. They are working to strengthen their evaluation of the school's work.

The school enjoys positive relationships with its parents and carers. However, its engagement with them has not yet been fully effective in promoting good attendance. Partnerships with a wide range of providers, including local schools and services, and business enterprises, help the school to improve pupils' learning. The inclusive ethos of the school makes a good contribution to harmonious relationships within the school, and to cohesion within the community it serves. Links with other schools with similar and dissimilar backgrounds locally and abroad in China and France, have introduced an effective global dimension to its work.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage



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Children enter nursery with skills that are well below those levels expected for their age. On entry, a high proportion of children are at the early stages of learning English. Most of them make good progress across all areas of learning. Their progress in the personal, social and emotional aspects of learning is particularly impressive. Although the standards children reach by the time they enter Year 1 are below average, they make good progress. All groups of children play harmoniously and enjoy good relationships with adults. They enjoy listening to stories and like making things. Their recent work with space rockets and moon pictures shows their growing confidence in handling materials and colour. Most like being independent and dress and undress themselves. Planning includes a suitable range of activities, including those led by adults and those selected by children themselves. The use of outdoor provision has improved since the previous inspection but it is still not fully used to cover all areas of learning. Regular assessments are made and used for planning the next steps in children's learning, particularly in grouping them for early reading and writing work. Adults take very good care of children and ensure their welfare and safety. Links with parents and carers are valued. Staff recognise that more could be done to encourage parents and carers to support their children at home. The Early Years Foundation Stage is led and managed well. Adults work well as a team and remain focused on improving children's learning and development. Bilingual staff are judiciously deployed to maximise children's learning.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

The response to the parental questionnaire was substantial. Just over two-thirds of parents and carers sent in their responses. In the main, parents' and carers' views reflect the inspection findings. Most parents and carers are very positive about the school. They feel that their children enjoy being at school and are kept safe. They also acknowledge that the school keeps them informed about their children's progress and that the quality of teaching in the school is good. There are isolated concerns across all questions asked of all parents and carers. A very small number of parents and carers were concerned about the extent to which the school takes into account their suggestions and how it deals with unacceptable behaviour. The views represented by a very small minority were heavily counterbalanced by the positive responses from a very large majority. The inspectors looked at pupils' behaviour in classrooms and around the

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school and found it to be outstanding.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Caldmore Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 164 completed questionnaires by the end of the on-site inspection. In total, there are 240 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	91	55	68	41	3	2	2	1
The school keeps my child safe	91	55	69	42	3	2	0	0
The school informs me about my child's progress	84	51	76	46	4	2	0	0
My child is making enough progress at this school	75	46	78	48	7	4	1	1
The teaching is good at this school	72	44	85	52	1	1	2	1
The school helps me to support my child's learning	71	43	83	51	7	4	0	0
The school helps my child to have a healthy lifestyle	61	37	96	59	2	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	60	37	91	55	4	2	0	0
The school meets my child's particular needs	54	33	94	57	9	5	1	1
The school deals effectively with unacceptable behaviour	72	44	73	45	10	6	0	0
The school takes account of my suggestions and concerns	54	33	87	53	15	9	0	0
The school is led and managed effectively	61	37	83	51	6	4	1	1
Overall, I am happy with my child's experience at this school	81	49	71	43	5	3	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



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12 February 2010

Dear Pupils

Inspection of Caldmore Community Primary School, Walsall, WS1 3RH

Thank you very much for all the help you gave us during the inspection last week. We enjoyed talking to you and seeing you at work and at play. We think you attend a good school. Here are some of the positive things that we found out about your school.

- Most of you make good progress in lessons and reach average standards when you leave school at the end of Year 6.
- In lessons and around the school, your behaviour is excellent.
- You work hard in lessons and are always keen to learn.
- You say you feel safe and enjoy being at school.
- Your school is good at making sure that all of you get a fair deal.
- Your school helps all of you to learn about and respect other religions and cultures.

To improve your school further, we have asked the people in charge to work on three important things.

- Make sure that your teachers give you more opportunities to practise and improve your reading and writing through different subjects.
- Make sure that all teachers tell you how well you are doing in lessons and in your written work and that you make full use of targets to improve your work.
- Encourage those pupils who do not attend school regularly to do so with the help of their parents and carers and leaders in your community.

We send you and your friends our best wishes for the future.

Yours sincerely

Krishan Sharma

Lead inspector

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