

Callicroft Primary School

Inspection report

Unique Reference Number	109009
Local Authority	South Gloucestershire
Inspection number	337195
Inspection dates	-0 200–5 November 2009
Reporting inspector	Mo Roberts HMI

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	226
Appropriate authority	The governing body
Chair	Mr Robert White
Headteacher	Mrs Sandra Lakeman
Date of previous school inspection	4 November 2006
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Introduction

This inspection was carried out by two of Her Majesty's Inspectors and an additional inspector. The inspectors visited 13 lessons, and held meetings with a governor, staff and groups of pupils. They looked at pupils' work, and some of the school's documentation, as well as considering the responses from 39 parent questionnaires, as well as those completed by pupils and staff.

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

- the barriers to extending pupils' progress further and whether the school is doing enough to reduce them, especially in mathematics and for those with special educational needs and/or disabilities
- the quality of the Early Years Foundation Stage
- the impact of the strategies for improving behaviour
- the analysis and use made of the data by the new leadership team and its ability to drive further improvement.

Information about the school

Callicroft Primary is an average-sized school that is experiencing continuing staff changes because of a fall in the school roll. It is situated in an area of high social deprivation. The school has more pupils than average with significant special educational needs and/or disabilities. Mobility is higher than average. The school has a small proportion of pupils from minority ethnic groups and a few pupils who are at an early stage of learning English. The school also hosts Traveller families. The senior leadership team is newly in post except for the headteacher.

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?

3

The school's capacity for sustained improvement

3

Main findings

Callicroft School provides a satisfactory education for its pupils and continues to improve. The 2009 leavers in Year 6 did well overall, reaching broadly average standards; mathematics was the weakest subject being slightly below national expectations because too few pupils reached the higher Level 5. Current Year 6 pupils are on track to reach average standards, including in mathematics. Attitudes to learning in the school are increasingly positive and pupils are more confident that they can succeed, even in this subject. They know they must be prepared to listen and to try hard. All teaching across the school is at least satisfactory and an increasing proportion is good. However, the proportion of really good teaching is not yet sufficient to quickly raise standards even further. In lessons, tasks are reasonably well matched to pupils' needs but in some weaker lessons, teachers' introductions last too long and teaching is sometimes insufficiently dynamic to capture the imagination of those pupils who will coast along if they can. No group of pupils is underachieving but there are a few individual pupils who could do more now they are beginning to believe in themselves. The monitoring of teaching and learning is regular and systematic but it does not have quite a sharp enough focus on the rate of progress and what is being learned by each pupil. Some staff lack confidence in using the school's assessment data fully so occasionally they do not expect enough of a pupil. Teachers and teaching assistants have had limited opportunities to observe a wide range of good role models who are succeeding in raising attainment faster. The senior leadership group is newly in place and senior staff are working well as a team to address these issues. They have an admirable 'can do' attitude and are keen to assist the headteacher in driving improvement further. However, the school development plan has insufficient specific timelines and measurable outcomes. It is too soon to say that this team's capacity to improve the school is good but the recently raised standards, improved behaviour and positive learning atmosphere in the school demonstrate there is a satisfactory capacity to develop further. This is especially so as the governors give the school strong support and challenge. The hardworking headteacher has managed the implications of the decline in the number of pupils deftly and has begun to devolve responsibilities appropriately to ensure all staff are fully involved in the drive to improve the school further.

What does the school need to do to improve further?

- Improve the quality of teaching and learning by:
 - closer monitoring of individual pupils' progress in lessons

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- extending and enriching teachers' professional development.
- Raise attainment by ensuring all staff understand and use the analysis of the school's data and challenge every pupil to reach their full potential.
- Sharpen the school's strategic planning by introducing clear timelines for developments, measurable criteria for success and systems to evaluate their impact on the pupils' progress and attainment.

Outcomes for individuals and groups of pupils**3**

The pupils' national test results in 2009 improved compared with the two previous years and were broadly average. In mathematics, more gained the higher Level 5, indicating evidence of improvement within this relatively weak subject. Currently, standards in the Year 6 class are broadly average. Older pupils' progress has improved because they have developed better concentration and the ability to cooperate well together and challenge each others' thinking. In an English lesson seen in Year 6, there was a very positive buzz as pupils set about using some new writing techniques to extend and develop longer pieces of writing about a sinister old house. Overall progress in mathematics across the school is now satisfactory but in this, and other subjects, there is some inconsistency in the progress made in Years 3 and 4. Pupils with special educational needs and/or disabilities progress in a similar pattern to their class mates. Traveller and looked-after children make steady progress as any specific needs they may have are also carefully taken into consideration.

Younger pupils have embraced the positive approach the school is using to get them to think about their behaviour and how it helps or hinders learning. They are increasingly able to avoid distractions and persevere. They are working hard to improve their writing, are very proud of their 'good work' and enjoyed sharing it in their special assembly.

All pupils are very clear about how to keep healthy and they enjoy the fruit and vegetable snacks as well as the pleasantly served and high quality school lunches. They are equally alert to safety issues and know what to do if anyone attempts to bully them. Younger pupils take their classroom responsibilities seriously and older ones contribute well through the scheme where they help each other resolve their problems on the playground. Older pupils run a sports club for the younger pupils.

These are the grades for pupils' outcomes

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

How effective is the provision?

The curriculum is varied and ensures pupils have a reasonable range of opportunities. This includes after-school clubs and important life skills such as gaining proficiency in cycling. Staff have begun adapting the overall curriculum to try and spark the full engagement of those pupils who are less keen on learning. They are working hard to bring a better level of excitement and interest to lessons. The younger pupils' classes are particularly bright and welcoming.

During the inspection the quality of teaching in the majority of lessons seen was good. As yet, the teaching right across the school is still not consistent enough or fast enough paced to ensure the rapid improvement of every pupil. Marking is also not consistently linked to the school's own policy. As a result, too few pupils are clear

about what they need to do to improve their problem solving in mathematics. Targets are in place and there are plans to refine them further. Where teaching is weaker, assessments are not used well enough to sufficiently adapt tasks to all pupils' needs. An appropriate new assessment strategy has just been adopted to help deal with this issue but the school has not yet devised a strategy to evaluate the impact of these arrangements. Where teaching is good, lessons involve good questioning and more interesting challenges and time is used wisely; this was observed in both mixed Years 1 and 2 classes when pupils were learning about calculating using money. The Year 1 class also enjoy a wide variety of practical activities to challenge them and to speed up their learning.

Support staff give a high level of care to vulnerable pupils, including those with special educational needs and/or disabilities but they do not always encourage their pupils to

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become more independent. These pupils generally do as well as others in their classes but the follow up for some regarding work that is missed because of frequent illness is not systematic enough. Some support staff are very new and others have received insufficient opportunities for professional development. The effective partnership with the ethnic minority achievement service contributes to pupils new to learning English making progress at the same or slightly better rate than their classmates. This service is currently located on the school site

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher gives the school a firm lead and she is well supported and challenged by a good governing body. The school knows its local community well and strategic development decisions are appropriate. The school's self-evaluation shows that the senior management team knows the school's strengths and weaknesses well. It has sound plans in place to tackle the issues it has identified. The school is working hard to further build relationships with parents. It has a solid core of involved parents but there are still openings for parents on the governing body. Overall community cohesion is promoted satisfactorily. The school uses innovative approaches to try and involve more parents in their children's learning. Assemblies and sports events, for example, are also used to share educational developments. Although there are systems in place for monitoring the quality of teaching, the level of detail recorded is not always sufficient to pinpoint where learning rates can be accelerated for individual pupils. The new senior leadership team plans to share this monitoring responsibility. Other plans for development, although numerous, have a clear purpose. As yet, the systems for checking the implementation and impact of new developments are not sufficiently rigorous. Safeguarding is taken very seriously and the school has sound systems and procedures for child protection, However, some records do not sufficiently record all details, such as the date when telephone follow-up to an issue occurred. Attendance and lateness are carefully monitored so any pupils, especially those who are vulnerable, are checked on swiftly. The school supports a number of very vulnerable pupils well. It is inclusive. There is no complacency and although the team is very new, it has the right level of drive and ambition to improve the school further.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children typically enter with skills that are below those expected for their age although the exact weaknesses vary from year to year. This year's group has settled well and has stronger social skills than those seen last year. Children are already confident in making choices, but their weaknesses relate to aspects of communication. Children are keen to explore activities and work well in small groups and independently. Their concentration span is developing appropriately although a few still find listening in the larger group difficult. Behaviour is good and the children know the routines and what is expected of them. They make the most of the easy access to good physical outdoor activities and enjoyed the skills involved in using a drill to thread conkers. On the scooters and tricycles, they know how to keep safe and consider others. All children progress well and higher achievers have notable success in their early phonic understanding and reading. Good provision exists for ICT. Overall activities are plentiful but do not always inspire children to actively take their own learning a stage further. Resources sometimes lack an inspiring creative edge. Teaching creates a calm and purposeful atmosphere where children can learn well. Assessment is developing and provides useful information to plan and adapt the curriculum to meet the needs of all pupils. Leadership and management of this stage are satisfactory and make good use of external help to drive further improvement. Leaders know the strengths and weaknesses of the provision and are keen to develop it further. Staff work well as a team. Safeguarding in the Early Years Foundation Stage is secure. Staff have had good levels of training on paediatric first aid and children are cared for well.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Only 17% of the parents returned a questionnaire. The vast majority of responses were overwhelmingly positive. One concern was raised about the timing of some courses attended by teachers and one about pupils' progress. The inspection team looked closely at pupils' progress and the report highlights how this can be improved further.

Inspectors found that the courses attended are all very carefully selected and of significant value to the school as a whole. While appreciating that younger children may find the absence of their teacher unsettling, inspectors judge that in order for the school to continue improving, staff training will need to be a continued focus. Parents and carers spoken to randomly in the playground were all very supportive of the school and those with Reception age children said they have settled in well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Callicroft 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 12 statements about the school.

The inspection team received 39 completed questionnaires by the end of the on-site inspection. In total, there are 226 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	53	18	45	0	0	0	0
The school keeps my child safe	21	53	18	45	0	0	0	0
The school informs me about my child's progress	22	55	16	40	1	2	0	0
My child is making enough progress at this school	20	50	16	40	2	5	0	0
The teaching is good at this school	25	62	13	32	1	2	0	0
The school helps me to support my child's learning	22	55	17	42	0	0	0	0
The school helps my child to have a healthy lifestyle	23	57	16	40	0	0	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)	17	42	20	50	0	0	0	0
The school meets my child's particular needs	20	50	18	45	0	0	0	0
The school deals effectively with unacceptable behaviour	19	47	17	42	1	2	0	0
The school takes account of my suggestions and concerns	20	50	17	42	1	2	0	0
The school is led and managed effectively	22	62	13	32	1	2	0	0
Overall, I am happy with my child's experience at this school	25	62	13	32	1	2	0	0

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



Dear Pupils

Inspection of Callicroft Primary School, Bristol, BS34 5EG

Thank you for the help you gave us when we visited your school. We enjoyed watching you learn so busily and seeing you have fun and get good exercise at playtime. We would like to thank those of you who came to talk to us, as well as those who filled in the pupils' questionnaire. We agree with you that you go to a school that continues to improve. We found your school is giving you a satisfactory standard of education and is especially good at encouraging you to be healthy and safe.

These are some of the other good things about your school.

- Most of you behave well.
- You are helped to try hard to listen and learn in class.
- Your headteacher and her new leadership team are keen to make sure that your school gets even better, and they get good support from the governing body.
- Your school welcomes your parents' and carers' ideas and views and wants them to understand all the exciting things you do.
- The standards that Year 6 pupils reach in their work are going up and are closer to what children right across the country reached this year.

So your school gets even better, we have asked the headteacher to do three things.

- Improve the way teachers use their information about your progress to make sure activities are always interesting and at the right level for you.
- Visit your lessons and check that when some of you need more help in lessons you get it and that your teachers get more chances to learn ideas to help spark your interest.
- Improve the way the school's big plan is written so each step of progress is measured, and ensure that teachers check how the new ideas are working and if they are really helping you to do better.

Please help by trying hard in class and not letting anyone distract you!

Yours sincerely

Mrs Mo Roberts

Her Majesty's Inspector

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