

Callands Primary School

Inspection report

Unique Reference Number	111214
Local Authority	Warrington
Inspection number	337642
Inspection dates	12–13 November 2009
Reporting inspector	Peter Jones

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	343
Appropriate authority	The governing body
Chair	Mr Mark Brown
Headteacher	Mrs Kate Hamilton
Date of previous school inspection	8 February 2007
School address	Callands Road Callands Warrington WA5 9RJ
Telephone number	01925 444795
Fax number	01925 633531
Email address	callands_primary_head@warrington.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2009

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at a range of documentation including the school improvement plan, records of pupils' progress and attainment, monitoring and evaluation documents and pupils' work. Questionnaires returned by 107 parents were analysed.

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

- pupils' standards and achievement, taking into account pupils' performance over the last three years and the performance of pupils currently in school
- how effectively the school provides for and evaluates the needs of its different groups of pupils
- how successfully assessment information is used to help raise achievement and standards and help all pupils to understand their strengths and weaknesses and make improvement
- the consistency of the quality of teaching and learning throughout the school and the impact of strategies to improve it
- aspects of leadership and management, including the school's self evaluation, the governors' role in holding the school to account, and the roles of subject leaders in improving and monitoring the school's work.

Information about the school

This is a large primary school in a residential area. Most pupils are White British. A small number of pupils are from minority ethnic groups. Very few of these pupils are at the early stages of learning English. The proportion of pupils eligible for free school meals is below average and the proportion of pupils with special educational needs and/or disabilities is also below average. Two Reception classes form the Early Years Foundation Stage provision. The school has Healthy School status and the Active School award.

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?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Pupils' achievement has been inadequate for the last three years. The results of national tests at the end of Years 2 and 6 have gradually declined over that period, though attainment remains broadly average. Inspectors found that the standards and achievement of pupils currently in school are not showing any significant improvement. Other outcomes for the pupils are satisfactory or better. Pupils enjoy school and their attendance is consistently good. The school promotes healthy lifestyles well and pupils enthusiastically take on responsibilities to benefit others. The quality of teaching is not good enough to break the cycle of underachievement and to raise standards. Many lessons lack pace and challenge and opportunities for pupils to work independently are too few. Tasks are not always well matched to the abilities of individual pupils, particularly the quicker learners. As a result, pupils' progress is inadequate. Within the Early Years Foundation Stage, children do not make the progress they should. This is because not all adults have the expertise and training needed to provide the children with appropriate activities. Leadership and management of the Early Years Foundation Stage are also ineffective and, as a result, its overall effectiveness is inadequate.

Leadership and management overall are inadequate. Systems to check and adjust the school's performance are not rigorous or sharply focused enough to be effective. The quality of the school's work in almost all areas has declined since the last inspection but there is a lack of understanding at all levels of leadership of the severity of the situation in which the school finds itself. The leaders incorrectly judge that current performance is satisfactory. Consequently, the school demonstrates an inadequate capacity for sustained improvement.

What does the school need to do to improve further?

- Raise standards and achievement by:
 - improving teaching by increasing the pace and expectations in lessons
 - making sure that the work set for the pupils is challenging and closely matches their abilities, particularly for the more able pupils.
- Improve the overall effectiveness of the Early Years Foundation Stage by:

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

- improving the monitoring of children's progress
- creating more opportunities for independent learning
- ensuring that an effective Early Years Foundation Stage leader is involved in teaching the Reception children.
- Improve leadership and management at all levels by:
 - introducing strategies to monitor rigorously the effectiveness of the school's work
 - ensuring that teachers plan and teach lessons that enable all groups of pupils to make good progress
 - ensuring that governors are provided with the training and information they need to support and challenge the school.

Outcomes for individuals and groups of pupils**4**

Since the last inspection, standards at Key Stage 1 have slipped in reading, writing and mathematics. In the 2009 assessments, results in reading and writing fell below the national averages. Mathematics remained just above, but with a lower score than in previous years. In Key Stage 2, there is a similar picture of falling standards and achievement. The 2009 test results show mathematics and science scores below the national averages, with English just below. The progress pupils make over Key Stage 2 in all subjects has been inadequate for the last three years. Pupils with special educational needs and/or disabilities receive sensitive support but their achievement is also inadequate. A scrutiny of pupils' work carried out during the inspection indicates that standards and progress are not improving.

Pupils enjoy many of the activities that school offers. Attendance has been consistently above average since the last inspection. Behaviour is generally satisfactory, and is good in many lessons. Relationships between pupils and adults are also good. Pupils say that they usually feel safe, and that the rare instances of bullying are dealt with well by adults. A small number say the attitudes and behaviour of some pupils in the playgrounds can make them anxious. The school promotes healthy lifestyles well, and pupils are keen to eat healthily and take exercise. The contribution made by pupils to the school and wider community is also good. There is a thriving school council, and many pupils serve as playground leaders, buddies, prefects and as class monitors. The weekly visits by pupils to a neighbouring old people's home have forged strong links and lasting relationships between pupils and adults. The school choir regularly performs in the wider community. Pupils learn about different religions and cultures in lessons and assemblies. Given the satisfactory standards attained, pupils' development of the skills they will need for success in later life is satisfactory.

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.

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

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
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	2
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

The quality of teaching is not good enough to enable pupils to make good progress and reach higher standards. Teachers work energetically and make use of stimulating resources, such as electronic whiteboards, to engage their pupils. However, there are too many lessons where the whole class sits for discussions or listens to the teacher for long periods. This is not appropriate, particularly for those who learn rapidly, or who require additional support in their learning. In most lessons, the pace is too leisurely and expectations are not high enough to accelerate progress. Often, all pupils are required to carry out the same tasks. This means that work is either too easy or too difficult for many and their progress is restricted as a result. Time is not used well, with staff not allowing pupils sufficient opportunities to work independently or without interruption. In spite of this, many pupils enjoy aspects of their lessons and there are good relationships between pupils and adults. Staff are not making the best use of this positive atmosphere to maximise the learning opportunities for every pupil and to raise achievement. Teachers mark pupils' work conscientiously and offer advice for improvement. However, the advice is not always heeded by pupils or followed through by staff. Pupils' attainment is accurately recorded but the information is not used effectively by teachers when they plan their lessons.

The curriculum, judged to be outstanding at the last inspection, is now only making a satisfactory impact on pupils' outcomes and it does not sufficiently contribute to pupils' achievement. However, it provides good enrichment opportunities. For example, pupils have visited the Mayor's parlour and taken part in World Peace Day. During the inspection, older pupils were observed receiving their weekly violin tuition, taught to

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

whole classes by a visiting specialist music teacher. The curriculum adopts a themed approach and pupils have the opportunity to apply their mathematics and writing skills in different subjects.

Parents and carers are broadly happy with the satisfactory quality of the care, guidance and support their children receive. Pupils agreed with this in the questionnaires they completed. The school provides a welcoming environment and plans adequately to meet the needs of its vulnerable pupils and those who need additional support. It is particularly successful in ensuring their well-being, and in involving them fully in the life of the school.

These are the grades for the quality of provision

The quality of teaching	4
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?

Leaders and managers have not reacted with sufficient speed or determination to address the decline in the school's performance. The school has faced additional challenges caused by some changes in administrative and teaching staff since the last inspection, but this does not justify the lack of rigour in the way that it checks the effectiveness of its work. There is a lack of shared understanding of the extent of the issues facing the school. The school's self-evaluation of its performance is inaccurate in many key areas. Pupils are not making enough progress towards their targets, though the school thinks that they are. Teachers have not been properly supported or held to account with regard to the pupils' achievement. The school's promotion of equal opportunities and its effectiveness in tackling discrimination is inadequate. This is because it does not have relevant insight into the performance and participation of different groups of its pupils to bring about improvement in their achievement and experiences. The school takes account of the local, national and global contexts in its work to promote community cohesion but does not evaluate the impact. The school's steps to safeguard its pupils are satisfactory and meet current local and national requirements. Governors work hard and are committed to improving the school. However, they have not sought or been provided with the information that they need to judge the school's work effectively. As a result, they have not held the school to account for pupil's declining standards and inadequate progress.

These are the grades for leadership and management

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

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
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	4
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	4

Early Years Foundation Stage

The overall effectiveness of the Early Years Foundation Stage is inadequate. Children enter Reception classes with skills and knowledge that are broadly typical for their age. The progress they make is barely satisfactory because not all adults are clear about their needs and are therefore unable to plan appropriate activities to move their learning forward. Systems for monitoring and assessing children's progress are not rigorous enough and this makes it difficult for the school to have an accurate view of how well each child is doing. As a result, children do not make the progress of which they are capable. Too many activities are teacher-directed and the outdoor provision is not appropriately planned. This means that there are not enough opportunities for children to learn independently by following their own interests or through exploration.

Leadership of the Early Years Foundation Stage is unsatisfactory. This is largely because the manager is based in another key stage in the school and, therefore, has little oversight of the day-to-day running of the Reception classes. In addition, the manager has not received sufficient professional development and training to enable her to keep pace with the changes in early years education. Consequently, leaders do not have an accurate view of the quality of provision, including how any weaknesses can be tackled. There is recognition of the need for a less structured curriculum and improved outdoor provision, but the school has not made the necessary changes.

Staff care well for the children in a safe and secure environment. Partnerships with parents are good and many support their children's learning at home.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	4
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	4
The quality of provision in the Early Years Foundation Stage	4
The effectiveness of leadership and management of the Early Years Foundation Stage	4

Views of parents and carers

Most of the questionnaires returned by parents and carers were positive about the school. The inspection team does not agree with their views regarding achievement, teaching and aspects of the leadership and management of the school. It does agree that the school promotes healthy lifestyles well and that most pupils enjoy school. A few parents raised concerns about behaviour. The inspection found the standards of behaviour in the school to be satisfactory.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Callands 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 107 completed questionnaires by the end of the on-site inspection. In total, there are 343 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	78	73	28	26	0	0	0	0
The school keeps my child safe	78	73	28	26	1	1	0	0
The school informs me about my child's progress	62	58	41	38	4	4	0	0
My child is making enough progress at this school	68	64	36	34	2	2	0	0
The teaching is good at this school	75	70	32	30	0	0	0	0
The school helps me to support my child's learning	68	64	34	32	4	4	0	0
The school helps my child to have a healthy lifestyle	72	67	29	27	4	4	1	1
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)	62	58	35	33	1	1	0	0
The school meets my child's particular needs	65	61	40	37	1	1	0	0
The school deals effectively with unacceptable behaviour	48	45	55	51	2	2	1	1
The school takes account of my suggestions and concerns	52	49	45	42	5	5	0	0
The school is led and managed effectively	76	71	28	26	0	0	1	1
Overall, I am happy with my child's experience at this school	79	74	27	25	0	0	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.



16 November 2009

Dear Pupils

Inspection of Callands Primary School, Warrington, WA5 9RJ

I am writing to thank you for being friendly and helpful when the inspectors visited your school recently. I would particularly like to thank those of you who spoke with inspectors and those who completed the questionnaire.

The inspectors found positive things about your school such as the way many of you are prepared to take responsibility and your good attendance. You are well behaved. You say that you enjoy school and that you like to exercise and eat healthily. Many of you take part in the good range of activities your school provides, particularly in sport and music.

There are some things that need to be improved. The children in Reception should have better learning experiences. Also, older pupils should make more progress and reach higher standards by the time they leave the school. In addition, there are some important changes needed to the way your school is managed. The school has been placed in 'special measures' because it is not giving you a good enough education. This means that your headteacher and governors will get additional help to improve the school for you. Inspectors will return to check that the school is making progress. Your school has been asked to:

- improve teaching and make sure that you get tasks in lessons that challenge you and enable you to make better progress and reach higher standards
- make sure that the children in Reception classes receive the best possible start to their learning
- make changes to the way the school checks how well it is doing and make sure that everyone involved has all the training and information they need.

You can all help by continuing to work hard and doing your best.

Yours sincerely

Mr Peter E Jones

Lead inspector

(On behalf of the inspection team)

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.