

Caldecott Primary School

Inspection report

Unique Reference Number	123087
Local Authority	Oxfordshire
Inspection number	340276
Inspection dates	9–10 June 2010
Reporting inspector	Ted Wheatley

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	355
Appropriate authority	The governing body
Chair	Jeanette Thomas
Headteacher	Margaret Wolf
Date of previous school inspection	18 July 2007
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Introduction

This inspection was carried out by three additional inspectors, who observed 17 lessons taught by 14 teachers. Inspectors talked to groups of pupils, staff, governors and school improvement staff. They observed the school's work, looked at pupils' work, progress information and school planning. They considered the responses in 57 questionnaires from parents and carers.

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

- The achievement of different groups of pupils to determine whether teaching is challenging enough for all of them.
- How effectively the school is working to improve attainment in English, especially in Key Stage 2.
- The effectiveness in identifying weaknesses in the Early Years Foundation Stage, and dealing with them so that all children achieve well.

Information about the school

This is a larger than average school and almost all pupils come from White British backgrounds. A very small number of pupils are in the early stages of learning English. The main other languages spoken are Polish, Chinese and Farsi. A higher than average proportion of pupils has special educational needs and/or disabilities, though numbers vary from year to year. Some of these pupils have severe speech and language learning difficulties and are based in a separately-managed local authority unit within the school. The school runs a before- and after-school club and a holiday playscheme.

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

This is a good school. Attainment is broadly average and rising and pupils make good progress. The progress made by all groups of pupils has steadily improved in recent years and is particularly good in mathematics and science. Progress is good in English but girls do better than boys in writing. However, the gap is narrowing because of effective strategies the school has put in place. Pupils generally enjoy learning and like challenging work, although on occasions boys' willingness to write is hampered because tasks do not fully catch their interest. Pupils with special educational needs and/or disabilities make good progress, and pupils based in the specialist language unit make good progress when they join main school lessons. The small numbers of pupils who speak English as an additional language make rapid progress. In the Early Years Foundation Stage children make good progress. They reach above average standards, many from low starting points.

Pupils enjoy school. Their behaviour is good and they willingly take on responsibilities. For example, some pupils have been involved in interviewing new staff and all older pupils have at least one responsibility. Pupils' understanding of healthy lifestyles is good and they do their best to make sure they eat well and take part in exercise. Pupils know how to stay safe. They have a good understanding of the different kinds of bullying and are confident that harassment of any kind is very rare in their school. Pupils work and play together extremely well. They have satisfactory literacy, numeracy and computer skills to prepare them for the next stage of their education and later life.

Teaching is good and improving. Most lessons are well planned with interesting and relevant activities. Work is challenging, usually well matched to pupils' learning needs, and based on accurate assessments of pupils' progress. Occasionally, work does not meet learning needs or is not interesting enough to encourage pupils, particularly boys, to write. Pupils know how well they are doing, what is expected of them and how to achieve it. This works well to motivate them to work hard. Most lessons have effective strategies to enable pupils to work independently and to discuss their work with each other. However, sometimes teaching assistants do not question pupils in a way that makes them explain their understanding and knowledge enough.

The curriculum is good and this is a significant factor in engaging pupils' interest in school and driving up standards. It is well supported by a wide range of visits and links with other schools to enrich pupils' experiences in music, art and sports. Links between subjects are improving. For example, during the inspection week, the theme 'Looking after ourselves and our planet' provided the focus of work done in many lessons.

The quality of care, guidance and support is excellent. The school provides outstanding

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care for families so that they can support their children in school. The sensitivity with which the school deals with many pupils' considerable learning, personal and social difficulties is impressive and appreciated by parents and carers. The links with the independently-run children's centre are good and contribute to smooth transfer of children into the Nursery. Pupils attending the before- and after-school clubs are looked after and cared for well.

The headteacher gives outstanding direction for the work of the school. She is well supported by all teachers in leadership positions and by other staff. The governing body is challenging and supportive, and ensures it is well informed to carry out its responsibilities effectively. Leaders at all levels accurately identify weaknesses and they support staff in carrying out improvements. Under new leadership in the Early Years Foundation Stage there has been rapid improvement in provision and children's progress. Issues from the previous inspection have been dealt with well and the capacity for further improvement is good.

What does the school need to do to improve further?

- By summer 2011, raise levels of attainment, especially of boys' writing, by always providing stimulating activities that motivate pupils to write.
- Improve the quality of all teaching to equal the best seen, by December 2010, by ensuring that:
 - work is always matched closely to pupils' learning needs
 - appropriate training is provided for teaching assistants to develop their skills in helping pupils to improve their literacy skills, especially through discussion and answering questions.

Outcomes for individuals and groups of pupils**2**

Learning is good in lessons, and for some pupils it is very good. Progress is improving steadily because the school has established several effective strategies that are helping to accelerate pupils' learning, and especially the development of their literacy skills. Helping pupils themselves to recognise what they can do to improve has been particularly effective and, in addition, aids their sense of achievement and enthusiasm for learning. The introduction of 'talk partners', writing in all subjects, opportunities to present work to the whole class and celebration of pupils' writing are having a positive impact on pupils' confidence and competence in speaking and writing. The pace of improvement is good, though a little slower for boys because some of them are not always interested enough in some activities to want to write about them. The focus on basic numeracy skills in mathematics and on incorporating investigative approaches into most science activities is helping to improve attainment and progress in these subjects. Pupils enjoy school. Currently attendance is average, a series of widespread illnesses having interrupted otherwise above average attendance. Pupils take their responsibilities seriously. For example, 'zone park players' organise playground activities and give

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awards for particularly active playing, and school council members asked for more time to be available in lessons for writing. Beyond the school, pupils have helped design a local playground and have raised money for the Haiti disaster and UNICEF. Pupils' spiritual, moral, social and cultural development is good. Their understanding and respect for the beliefs and traditions of other cultures in Britain are improving as the school develops this aspect of its work.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	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
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	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	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Learning is often fun and even though some boys are not keen on writing tasks the majority of pupils take part in activities enthusiastically. In the very best lessons, learning is fast and teachers' expectations are high. Additionally, pupils talk to each other about what they do and understand, and teachers ask questions that make pupils explain what they know or how to work things out. Relationships are excellent and pupils feel confident to express their ideas, even if they are not sure that they are right. Pupils work hard and concentrate for long periods of time. Teaching assistants work effectively with pupils, supporting them and prompting them in what they do, but not

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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consistently asking those questions that make pupils think about and explain their ideas. Occasionally, work is not matched closely enough to pupils' needs and then learning is slower than it should be. Marking is good and gives clear guidance to pupils on how to make further progress. Teachers encourage self-assessment and this helps motivate pupils to do well.

The curriculum gives pupils enthusiasm for learning because the range of activities provided make learning fun. Residential trips, visits to museums and places of interest, play activities in Key Stage 1 and visitors to the school including a car club and a dance group bring learning alive. Writing activities are embedded in all subjects and most pupils are keen to do them because they realise it helps them do better at school. The range of extra-curricular activities is good and well supported. The personal, social and health education programme is well planned and aspects of it appear in many lessons, supporting pupils' social and emotional development effectively. Provision of play activities in Year 1, continuing the experience pupils received in Reception, is an effective strategy to help pupils settle quickly into Key Stage 1 and to maintain their progress.

The impact of efforts to ensure pupils are well supported at all levels is excellent. The school recognises that some families welcome the help it can provide and this makes for outstanding relationships between pupils, homes and school. The school seeks out and deploys the support of a wide range of social, health and educational agencies that help pupils and families effectively. Procedures to reduce absence are effective, and unacceptable behaviour is dealt with quickly and fairly, and to the satisfaction of both pupils and parents. The support and care for pupils with special educational needs and/or disabilities, including those pupils from the language unit, are excellent.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher sets high standards for the school and provides the support and professional development for colleagues to be effective in their roles. The work since the previous inspection to improve the effectiveness of other staff in leadership roles has been good, and all leaders now work successfully to drive forward improvements in teaching to accelerate pupils' progress. The governing body has raised the targets for pupils' attainment, and justifies its challenging approach through close consultation with the headteacher and local authority officers. Along with senior staff governors work hard

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to ensure all pupils achieve equally well and have effective policies to deal with all forms of discrimination. Partnerships with other organisations to promote pupils' learning and well-being are excellent. Links with parents and carers to involve them effectively in pupils' learning are good, and the school strives to involve more parents and carers. Efforts to promote community cohesion are good and improving as the school focuses efforts on improving pupils' understanding and respect for the different cultures in modern Britain. At the time of the inspection all requirements for safeguarding were in place.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make progress that is at least good across all the areas of learning. Many children make very good progress from very low starting points in their personal and social skills, language and communication skills and numeracy. Progress has accelerated rapidly recently and boys who had previously made slower progress than girls are catching up quickly. Teaching is good and the curriculum is wide, making full use of the outside area for learning and providing a wide range of activities to develop children's skills and enthusiasm. Assessment has improved and is now accurate and used effectively to plan work for all children. Teaching assistants work well with children for the most part, although occasionally they do not make children talk enough to help them develop their language skills. Planning for children to develop their social skills through play and work is effective. The care and support for children and their families are excellent, and parents and carers are confident in asking for help when they need it.

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Children trust adults and turn to them readily for support. New leadership has already had a powerful impact on identifying weaknesses and addressing them quickly, with resulting rapid improvement in children's progress.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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 great majority of parents and carers who responded to the questionnaire are almost entirely supportive of the school in all respects. A very small number of parents feel their children do not enjoy school, that the school does not keep parents informed about children's progress and does not deal with disruptive behaviour or prepare children well for the future. However, inspectors did not find any evidence to support these views and saw only happy children, well prepared for the next stage of their education, in a school where parents and carers are well informed about children's progress and where rare unacceptable behaviour is dealt with effectively.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Caldecott 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 57 completed questionnaires by the end of the on-site inspection. In total, there are 355 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	63	19	33	2	4	0	0
The school keeps my child safe	35	61	21	37	0	0	0	0
The school informs me about my child's progress	27	47	28	49	2	4	0	0
My child is making enough progress at this school	34	60	22	39	0	0	0	0
The teaching is good at this school	39	68	18	32	0	0	0	0
The school helps me to support my child's learning	34	60	22	39	0	0	0	0
The school helps my child to have a healthy lifestyle	25	44	30	53	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)	26	46	26	46	1	2	0	0
The school meets my child's particular needs	28	49	26	46	0	0	0	0
The school deals effectively with unacceptable behaviour	19	33	35	61	1	2	0	0
The school takes account of my suggestions and concerns	23	40	31	54	0	0	0	0
The school is led and managed effectively	33	58	21	37	0	0	0	0
Overall, I am happy with my child's experience at this school	36	63	19	33	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



11 June 2010

Dear Pupils

Inspection of Caldecott Primary School, Abingdon, OX14 5HB

Thank you for making us so welcome when we inspected your school. You told us a lot about your school and what you think of it. We think it is a good school. Here are some of the good things we found during our visit.

- You make good progress from the start of Nursery through to Year 6.
- Teaching is good, most of you find learning fun and challenging, and you have lots of visits, visitors and special activities that make learning really interesting.
- You know how well you are doing and what you need to do to do even better.
- You behave well, work hard and treat each other with great consideration.
- The headteacher, staff and governors work effectively to make sure the school is good and continues to improve.
- You understand what you need to do to be healthy and most of you eat sensibly and take lots of exercise.
- You carry out any responsibilities you have very well, and are considerate towards people in the world who are less fortunate than yourselves.
- The school takes excellent care of you and makes sure you are safe.

In order for the school to be even better we are asking your teachers to do the following things.

- Make sure you do even better, especially the boys in writing, by always giving you interesting work to do so that you want to write.
- Make all teaching as good as the best by making sure work is always challenging and that you are often asked to answer questions and take part in discussions where you have to explain your understanding and knowledge.

You can help by telling teachers if you think the work is too easy and by always trying to write about the work you do so that you make even better progress in your learning. We wish you well for the future.

Yours sincerely

Ted Wheatley

Lead inspector

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