

Inspection of Calton Primary School

Calton Road, Gloucester, Gloucestershire GL1 5ET

Inspection dates:

7 and 8 December 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Early years provision

Good

Previous inspection grade

Good

What is it like to attend this school?

Leaders have improved the weaknesses in English identified at the previous inspection. Additionally, they have strengthened the mathematics curriculum. The quality of education in other subjects is not as effective. Consequently, pupils do not learn as well as they could across some subjects.

Pupils are happy and enjoy attending school. They feel safe and know they can talk to 'trusted adults' if they have any worries. Leaders prioritise pupils' mental health and emotional well-being. For example, some pupils learn breathing techniques to manage their emotions.

Pupils, including those with complex behavioural needs, follow the school's rules the majority of the time. Staff follow a restorative approach to managing pupils' behaviour. This is effective in resolving issues. Pupils report that incidents of bullying are rare. They are confident that staff will handle any concerns fairly and quickly.

Leaders promote pupils' personal development effectively through assemblies and the curriculum. An elected pupil 'school parliament' contributes to important school decisions. This is helping pupils to understand the value of democracy and responsibility.

What does the school do well and what does it need to do better?

Leaders have raised expectations of what pupils are capable of, especially in English and mathematics. They have rightly focused on putting in place a carefully sequenced curriculum to ensure that pupils grasp the basic skills. This is making a noticeable difference. For example, pupils recall calculation facts speedily. Leaders have started to redesign the curriculum in other subjects, such as history and geography. However, this work is at an early stage of development. Leaders' curriculum plans do not set out the precise knowledge and skills pupils need to learn in some subjects across the school to achieve well.

Teachers make regular checks on pupils' learning in English, mathematics and physical education (PE). These help teachers plan and adapt lessons that build on pupils' prior knowledge. Even so, the way leaders and teachers check how well pupils are doing in other subjects is not as effective. This is because some curriculum plans do not yet focus on what pupils need to know and remember from their lessons.

Leaders have revamped the school's approach to reading. They have successfully implemented a rigorous phonics programme. This begins the moment children start in the playgroup. Staff use assessment well to identify pupils who need extra help. Leaders check the quality of phonics teaching. They offer staff bespoke support to develop their understanding further. As pupils move through school, the focus on reading for pleasure is paying off. Pupils speak positively about reading. They enjoy discussing their class text. Pupils know the importance of regular reading at home.

Teachers have secure subject knowledge in mathematics and PE. This helps them break learning down into small, manageable steps. Staff skilfully adapt their teaching to meet pupils' individual needs. In the early years, staff use books, rhymes and objects to develop an awareness of number. Pupils say they enjoy PE lessons because they learn techniques and skills to improve their performance. Pupils are developing a love of these subjects.

Leaders place significant importance on high-quality pastoral support. For example, a dedicated team of staff support pupils experiencing trauma and anxiety. This has helped to reduce the impact of the COVID-19 pandemic. Leaders have put in place additional help for pupils with behavioural needs. The majority of pupils know the routines and settle quickly to learn.

Staff benefit from training to cater for pupils with special educational needs and/or disabilities. They are confident in making appropriate adaptations in English and mathematics. This helps pupils to learn from the same curriculum as their peers. Leaders make effective use of external professionals to ensure that pupils get the right type of support.

Leaders provide a wide range of additional activities for pupils beyond the curriculum. Pupils participate in various clubs, such as cooking, singing, Lego and football. Leaders promote being a good citizen through pupils' involvement with charity events. Pupils understand that food choices and diet form part of fitness and keeping healthy. Older pupils are confident discussing British values. They learn the importance of mutual respect and of different cultures and religions. They say, 'No matter who you are, you will be accepted at Calton.'

Safeguarding

The arrangements for safeguarding are effective.

Leaders, including governors, take their safeguarding responsibilities seriously. They have created a strong culture of vigilance. Staff at all levels understand how to identify any pupil that might be at risk. Staff use well-known systems to report any concerns. Leaders are quick to offer families support from external partners. Governors test out the effectiveness of the safeguarding systems. They monitor record-keeping and staff recruitment procedures.

Through the curriculum, pupils learn to stay safe. They know and understand who is safe to talk to online and why.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not mapped out clearly enough what pupils need to know and remember. Where this is the case, pupils have too many gaps in knowledge and understanding. Leaders need to make sure that subjects are carefully organised so that teachers are clear about what needs to be learned and when.
- Assessment systems to check how well pupils are learning in some of the wider curriculum subjects are underdeveloped. As a result, leaders and teachers do not know how well pupils are learning the intended curriculum in these subjects. Leaders should ensure that teachers have guidance about how and what to assess to identify how well pupils are learning.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	115486
Local authority	Gloucestershire
Inspection number	10200987
Type of school	Primary
School category	Maintained
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	575
Appropriate authority	The governing body
Chair of governing body	Emma Richardson
Co-headteachers	Sarah Bunce and Jane Barker-Doe
Website	www.caltonprimary.co.uk
Date of previous inspection	26 April 2018, under section 8 of the Education Act 2005

Information about this school

- Since the previous inspection, the governing body has introduced a co-headteacher structure.
- The school has an on-site playgroup provision. It is managed by the governing body.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- The inspectors met with the co-headteachers, senior and middle leaders. The lead inspector spoke with a representative of the local authority and four governors.

- The inspectors carried out deep dives in these subjects: early reading, English, mathematics, history and PE. For each deep dive, the inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of work.
- The inspectors also looked at curriculum plans and spoke to leaders about other subjects, including science and geography.
- An inspector listened to pupils in Years 1, 2 and 3 read to an adult.
- An inspector reviewed the school's safeguarding policies and practices, including safeguarding checks on staff. The inspector considered how well designated safeguarding leads act on concerns about pupils' welfare and safety.
- The inspectors considered 52 responses to the online survey, Ofsted Parent View, including 34 free-text responses, and 51 responses to the staff survey.

Inspection team

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