

Inspection of Caldmore Primary Academy

Carless Street, Walsall, West Midlands WS1 3RH

Inspection dates: 15–16 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

What is it like to attend this school?

Caldmore Primary is a welcoming, caring and inclusive school. It is at the heart of the local community. Parents and carers are happy with the school. They say their children love learning.

Pupils come from lots of different backgrounds. They speak a range of languages. They all get on well with each other. Many pupils join part-way through the school year. They settle in well because of the support they receive. Leaders and staff do everything they can to make sure that pupils are safe and happy. Pupils enjoy their time here.

Pupils rise to teachers' high expectations. The school's motto of 'Aspire, Believe, Achieve' is central to everything it does.

Pupils behave well. The school is calm and orderly. Bullying is not an issue because teachers sort out any problems quickly. As one pupil said, 'We all get on and look after each other.' Leaders' records show that the actions taken prevent bullying re-occurring.

There are many opportunities for pupils to develop their talents and interests. Pupils take part in sports competitions and choir performances. The school has a junior leadership team. The team takes suggestions from pupils on how to improve school life.

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

The school provides pupils with a good quality of education. Leaders have designed an exciting curriculum. Pupils go on trips to broaden their experiences. For example, pupils go to the seaside and West Midlands Safari Park. The curriculum develops pupils' use of language and extends their vocabulary. There is a focus on developing pupils' spoken language. On 'No pens Wednesday', pupils take part in speaking and listening activities. They learn to use words such as 'reflective', 'artistic' and 'eccentric.'

Children get off to a good start in early years. Staff make the children feel safe and confident and develop their independence. The children are happy. They learn with their friends in a stimulating environment. The curriculum is well planned. There is a key focus on developing children's early speaking skills. They are well equipped and ready to move into Year 1.

Leaders have made the teaching of reading an important priority. Children in Nursery and the Reception class begin learning phonics. Pupils who are struggling to read get the right support from their teachers and well-trained teaching assistants. They catch up quickly. Leaders have invested considerable resources in developing pupils' reading. Teachers provide parents with help to support their child with phonics and reading. Parents can borrow books from school to share with their child

at home.

Leaders ensure that pupils develop a clear progression of skills and knowledge in English, mathematics and science and a number of other subjects. These strengths are not matched in all subjects though. History, geography and physical education (PE) are not planned as well so that the pupils are able to learn more and remember more. It is clear, though, that leaders recognise this. They have plans in place to develop these subjects and train staff in how to deliver them.

Pupils who are disadvantaged and those with special educational needs and/or disabilities (SEND) achieve well because staff identify any barriers to learning quickly and put the right support in place. Parents and carers of these pupils appreciate the support they receive.

Leaders' work to develop pupils' personal and social skills is excellent. The curriculum develops pupils' understanding of the world and their rights as citizens. Staff give pupils leadership opportunities, such as those of playground buddies and eco-warriors. Pupils are respectful and thoughtful towards others. They work well together and this helps their learning.

Leaders, including governors, support and motivate the staff. All work as part of a committed team. Staff morale is high. Teachers appreciate how senior leaders consider workloads and their well-being.

Leaders ensure that parents and carers are welcome to visit the school. Parents are confident to talk to their children's teachers if they need to. The school community works together to ensure that pupils succeed in their education.

Teachers want pupils to achieve well in all subjects. There are times, though, when teachers do not take account of what pupils already know. When this happens, pupils are asked to complete tasks unnecessarily. This slows their learning down.

Safeguarding

The arrangements for safeguarding are effective.

Staff are clear about the procedures to follow if they have a concern about a pupil's safety. They are well trained and report any concerns they may have about a pupil's well-being. Incidents are accurately recorded and followed through.

Pupils learn to keep themselves safe, including when using the internet. Pupils know how to keep safe when playing in the local community. They are aware of the risks that they face.

Leaders work well with experts from outside the school when more help is needed.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum is not yet sufficiently well planned and sequenced in history, geography and PE. However, leaders are in the process of putting this in place. Leaders should ensure that all subject plans are well developed. They should ensure that teachers have the subject knowledge to deliver them effectively and that pupils can show they know and remember more and can do more.
- There are times when pupils have to complete unnecessary tasks. Leaders need to ensure that teachers make effective use of assessment so tasks are closely matched to pupils' abilities.

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 Ofsted Parent View information 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're 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	143904
Local authority	Walsall
Inspection number	10111655
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	451
Appropriate authority	Board of trustees
Chair	Dave Bickley
Principal	Hilary Mitchell (Principal) Amy Bills (Executive principal)
Website	www.caldmore.atrust.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Caldmore Primary Academy converted to academy status in January 2017, and this is the first inspection since conversion. The predecessor school was previously inspected in February 2016. It is one of the 22 academies that are part of the Academy Transformation Trust. There is an executive principal and principal. The executive principal also manages another two academies within the trust.

Information about this inspection

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

- During the inspection, the inspectors met with the executive principal and the principal. There were also meetings with the senior leadership team and other leaders. We met with members of the local academy committee, including the chair and vice-chair. The lead inspector also spoke on the telephone to the chief executive officer of the Academies Transformation Trust.
- As part of the inspection, inspectors looked in detail at reading, mathematics, physical education and history. This involved a meeting with each subject leader and visits to lessons. It also involved speaking with teachers and pupils and

looking at the work in pupils' books.

- Inspectors looked at a range of documentation relating to safeguarding. There was a meeting with the designated safeguarding lead. Inspectors spoke to staff and pupils about keeping safe.
- Inspectors listened to pupils read, scrutinised their work and talked formally and informally with pupils.
- Inspectors considered the 28 responses to Ofsted's pupil questionnaire. We spoke to staff and took account of the 30 responses to Ofsted's staff questionnaire. Inspectors considered the 11 views expressed by parents in Ofsted's online questionnaire, Parent View, including the five free-text comments. Discussions were held with parents as they dropped their children off at school.

Inspection team

Lynda Townsend, lead inspector	Ofsted Inspector
John Bates	Ofsted Inspector
Paul Whitcombe	Ofsted Inspector

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