

# Inspection of an outstanding school: Callands Community Primary School

Callands Road, Callands, Warrington, Cheshire WA5 9RJ

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Inspection dates:

14 and 15 June 2023

## **Outcome**

There has been no change to this school's overall judgement of outstanding as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

## **What is it like to attend this school?**

At Callands Community Primary School, leaders and staff support pupils to develop into confident and articulate young people. Pupils say that they love school and describe it as fun. They show kindness and respect for each other and adults in school.

Leaders have high expectations of what pupils can achieve, including pupils with special educational needs and/or disabilities (SEND). Pupils achieve well in most subjects. However, in a few subjects, pupils do not achieve as well as they could. This is because there is a lack of clarity about the key knowledge that pupils should learn.

Pupils respond readily to leaders' expectations for their behaviour and safety. As a result, the school is a calm and orderly environment where pupils learn and play well together. Bullying is dealt with effectively by staff. Pupils feel confident that they can talk to any adult in school if they are upset or worried.

Leaders prepare pupils well for life in modern Britain. Pupils eagerly adopt positions of responsibility in school, such as mental health and digital ambassadors. They volunteer as 'bucket dipper investigators' and corridor prefects.

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

Leaders have ensured that pupils experience a rich curriculum. All pupils, including those in the early years, develop independence and resilience with their learning. Leaders have set out in broad terms the important things that pupils should learn as they progress through from the Reception class to Year 6.

In some subjects, leaders have identified the smaller blocks of knowledge that pupils need to know and remember. In these subjects, pupils recall what they have learned

fluently and use this learning to build a rich body of knowledge. Assessment methods are used effectively to identify and fill any gaps in pupils' learning.

In a few subjects, these smaller blocks of knowledge and when they should be taught have not been identified clearly enough. Consequently, pupils are not acquiring a connected body of subject knowledge which they can build on to extend their learning.

Leaders put reading at the forefront of the curriculum. Teachers implement the phonics programme as soon as the children start in the Reception class. Pupils read from books that closely match to the sounds that they are learning. Teachers are quick to identify those who may find reading more difficult. Staff support these pupils effectively to enable them to keep up with their peers. On the whole, older pupils enjoy reading but their reading choices do not extend to a wide range of different types of books.

Leaders provide teachers with a range of training. Leaders have set out their expectations of how the curriculum should be implemented. Most teachers follow these expectations. Teachers explain new learning clearly. However, in a few subject areas, leaders have not checked that teachers follow the agreed curriculum in the way it is intended. As a result, pupils do not learn all that they should.

Leaders are quick to identify pupils who may present with additional needs, including pupils with SEND. They work closely with external agencies to support these pupils and their families. Teachers are provided with the information and training that they need to support these pupils in the classroom. Pupils with SEND are fully included in classroom learning. Leaders ensure that all activities are accessible to them so that they can participate fully in the life of the school.

Leaders' expectations for behaviour are communicated clearly. Pupils have positive attitudes to learning and they learn self-control. Lessons are not disrupted by poor behaviour. Pupils with leadership responsibilities play an active role in recognising and celebrating the positive behaviour of their peers.

Leaders provide extensive opportunities to widen pupils' experiences. There are ample opportunities for visits and trips that are clearly linked to relevant curriculum learning and pupils' cultural development. Pupils learn about other faiths and cultures. They experience democracy in action when voting for their school councillors. Leaders provide access to many clubs and activities, which are mostly delivered by external organisations. Even so, leaders and governors do not routinely check the uptake of these activities among different pupil groups. They do not consider any barriers to attendance that may exist.

Governors have the necessary knowledge and skills to hold leaders to account. There is a strong shared sense of purpose among the staff. They are proud to work at this school. Staff appreciate leaders' recent efforts to reduce their workload, such as refinements to the way in which teachers give feedback to pupils.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have established a strong safeguarding culture. Leaders provide up-to-date and appropriate training for staff on child protection issues. They know pupils and their families very well. Staff know how to report their concerns and they do so with vigilance. The safeguarding team liaises effectively with external agencies to provide the support and care that pupils and their families need.

Through the curriculum, pupils learn about how to keep themselves safe and healthy. For example, they learn about how to be safe on the roads and how to respond to peer pressure.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In some subjects, leaders have not defined what they want pupils to know. Teachers are unclear about the most important information that pupils should learn. As a result, pupils do not acquire the key knowledge that they need to build a deep body of knowledge over time. As leaders finalise their curriculum thinking, they should ensure that they clearly identify the essential knowledge that pupils should learn and when this should be taught in all subjects.
- In a few subjects, leaders have not checked sufficiently well that curriculums are being delivered as they intend. This hinders pupils' learning. Leaders should ensure that staff are following the agreed curriculums.
- Governors and leaders do not scrutinise, in sufficient depth, the information available about the uptake of extra-curricular activities of all pupils. This means that governors and leaders do not explore sufficiently any issues that may prevent pupils from experiencing these opportunities. Leaders should ensure that they evaluate more fully the attendance at these activities to ensure that they are accessible to all.

## **Background**

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding in March 2016.

## 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.

## 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

<b>Unique reference number</b>	111214
<b>Local authority</b>	Warrington
<b>Inspection number</b>	10211920
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	413
<b>Appropriate authority</b>	Local authority
<b>Chair of governing body</b>	Nigel Spencer
<b>Headteacher</b>	Siobhan Bentley
<b>Website</b>	<a href="http://www.callands.warrington.dbprimary.com">www.callands.warrington.dbprimary.com</a>
<b>Dates of previous inspection</b>	8 and 9 March 2016, under section 5 of the Education Act 2005

## Information about this school

- Leaders do not make use of any alternative education providers.
- The new headteacher commenced her role in April 2023.

## Information about this inspection

- This is the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- The inspector met with the headteacher, other senior leaders and members of staff. She also met with representatives of the governing body, including the chair. She also met with a representative of the local authority.
- The inspector checked the procedures for safeguarding and scrutinised safeguarding documentation. She met with leaders, staff and pupils to evaluate the culture of safeguarding.
- The inspector carried out deep dives in mathematics, art and design, and early reading. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and

looked at samples of pupils' work. The inspector also spoke to leaders about the curriculum in some other subjects.

- The inspector spoke to pupils about their views of the school, including their perceptions of bullying and behaviour in school.
- The inspector listened to pupils in key stage 1 and 2 read to a familiar adult.
- The inspector reviewed documentation, including minutes of the governing body meetings, leaders' self-evaluation and school improvement plans.
- The inspector considered the responses to Ofsted Parent View, Ofsted's online survey, including any free-text responses. She also spoke to parents and carers before the start of the school day to gather their views.
- The inspector considered the responses to Ofsted's surveys for staff and pupils.

### **Inspection team**

Niamh Howlett, lead inspector

His Majesty's Inspector

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