

Inspection of Callands Community Primary School

Callands Road, Callands, Warrington, Cheshire WA5 9RJ

Inspection dates: 29 and 30 October 2024

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since March 2016. The school received an ungraded inspection under section 8 of the Act on 14 and 15 June 2023. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

Pupils flourish in this friendly, close-knit and inclusive school. Their happy and welcoming attitudes enhance the positive atmosphere. Pupils are highly valued. Their education and well-being lie at the heart of the work that the school carries out.

The school has high levels of ambition for pupils, including those with special educational needs and/or disabilities (SEND). Many pupils achieve success, both academically and as confident, well-rounded individuals.

Pupils enjoy learning. They are enthused by their time in school. Children in the Reception Year benefit from caring relationships with older pupils, who act as role models to their 'mini mates'. Throughout the day, including at break times, pupils support the calm and orderly environment by following the school rules.

Pupils understand the importance of their role as citizens. For example, they learn about environmental and global issues. Pupils fulfil their leadership positions with diligence. These roles include school councillors and a range of ambassadorial responsibilities. The school helps to develop pupils' talents and interests through a variety of activities and experiences, such as art and board games clubs, as well as residential visits in key stages 1 and 2.

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

In recent times, the school has made considerable developments to its curriculum to ensure that the content is clearly mapped out. It has set out the important information that pupils will learn from the beginning of the early years to the end of Year 6. In the main, this information is set out logically to ensure that pupils can build on what they already know and can do. However, in some subjects, the key vocabulary that the school has identified is not arranged progressively. This means that some pupils, including children in the early years, do not build and extend their knowledge as effectively as the school intends.

Learning activities typically match the curriculum that has been set out. Furthermore, many pupils can talk confidently about their learning. Staff routinely check that pupils understand and remember the curriculum content. For the most part, staff successfully identify and address gaps in pupils' knowledge. However, sometimes, the activities and resources that staff select do not help pupils to learn as well as they could.

Pupils throughout the school thrive on reading. They appreciate the wide range of texts written by different authors that the school provides. The school enhances this enjoyment through additional opportunities for pupils to share and recommend books. Children in the early years get off to a swift and secure start in learning to read. They practise reading from books that match the sounds that they know. Those pupils who struggle with learning to read are quickly picked up and supported by skilled staff. As a result, many

pupils soon become confident and fluent readers, gaining a real sense of enjoyment in literature.

Pupils with SEND typically learn well. The school quickly and effectively identifies any barriers to pupils' learning. It implements appropriate support to help many pupils to succeed in their learning and wider school life.

Many pupils model excellent behaviour. From the early years, children quickly learn routines and develop independent learning skills. They act kindly towards others, sharing resources and taking turns. Pupils are polite and highly personable. During lessons, many pupils learn studiously. They are engaged and immersed in their learning. Pupils are respectful towards each other.

The school has set out a carefully considered programme for pupils' personal development. Pupils learn about people from different cultures and backgrounds to their own. They understand how to be physically and mentally healthy. Pupils are taught about staying safe online. Many pupils have learned important practical life skills, such as basic first aid. The school helps to bring learning to life through a range of exciting visits and experiences, such as watching an orchestra play, visiting caves to look at rock formations and trips to the zoo.

Staff morale is high. Staff are extremely proud to be part of the school. They appreciate that their opinions are considered and that the rationale behind decisions is shared. This helps to support staff's workload and well-being. Governors know the school's strengths and current development points. They carry out their statutory responsibilities effectively.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, and in the early years, the school has not ensured that the subject-specific vocabulary that pupils learn becomes increasingly complex. This means that some pupils do not build their learning and increase the sophistication of their understanding over time as well as they could. The school should refine the vocabulary that it sets out to ensure that pupils learn progressively.
- In some subjects, staff knowledge is not as secure as it could be. This means that, occasionally, staff do not select resources and activities to use in their teaching which help pupils to build their knowledge. The school should ensure that staff have the subject and pedagogical expertise that they need to help pupils to know and remember more across the curriculum.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	111214
Local authority	Warrington
Inspection number	10321320
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	381
Appropriate authority	The governing body
Chair of governing body	Nigel Spencer
Headteacher	Siobhan Bentley
Website	www.callands.warrington.dbprimary.com
Dates of previous inspection	14 and 15 June 2023, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision for pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the second routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors carried out deep dives in early reading, mathematics, geography, history and science. They met with subject leaders and with teachers. Inspectors visited lessons, looked at examples of pupils' work and talked with groups of pupils about their learning.
- The lead inspector observed pupils from Years 1 to 3 read to a familiar adult.
- Inspectors considered the curriculum in other subjects. They met with leaders, looked at documentation and reviewed pupils' work in these subjects.
- The lead inspector spoke with members of the governing body. She also spoke with a representative of the local authority.
- Inspectors spoke with staff about their workload and well-being. They also took account of the responses to Ofsted's online survey for staff.
- Inspectors met with leaders who are responsible for attendance, behaviour and pupils' personal development.
- Inspectors looked at a range of policies and documentation relating to pupils' welfare and education. They observed pupils' behaviour during lessons and around the school.
- Inspectors spoke with pupils during meetings, lessons and at break times. They also reviewed the responses to Ofsted's online survey for pupils.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They also spoke with some parents at the start of the school day.

Inspection team

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His Majesty's Inspector

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