

Inspection of a good school: Calverley Church of England Voluntary-Aided Primary School

Town Gate, Calverley, West Yorkshire LS28 5NF

Inspection dates:

24 and 25 January 2023

Outcome

Calverley Church of England Voluntary-Aided Primary School continues to be a good school.

What is it like to attend this school?

The school's motto of 'love, learn, care' sums up daily life at Calverley Church of England Voluntary-Aided Primary School. Christian values are at the heart of school life. This is a welcoming and happy place to learn.

Leaders, staff and governors have high expectations for every pupil. They have provided a broad and interesting curriculum. Pupils enjoy learning and are proud of their achievements.

Pupils behave well in lessons and at break times. They impress visitors with their positive attitudes and behaviour. The school was recently chosen to feature in a well-known television programme in recognition of this positive behaviour. Pupils feel safe in school. There is very little bullying. Pupils learn what bullying is and how to seek help if it happens. Some pupils explained how it is wrong to make others feel uncomfortable in any way.

There are many opportunities for pupils to be leaders. Some pupils join the school council. They collect the views of other pupils on a range of topics. Older pupils often lead worship. Some are peer mediators. They help to make sure that everyone enjoys a happy playtime. Pupils care about the environment and about other people. The 'green team' has planted trees and wildflowers in the school grounds. Pupils enjoy fundraising for charities that are important to them. Many pupils enjoy taking part in after-school activities. These include chess, computer skills, sports, art and poetry.

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

Leaders have made sure that the curriculum is carefully sequenced in every subject. Important knowledge is revisited. This helps pupils to build on their learning and to remember more. Teachers help pupils to develop independence and resilience in learning. They record the journey of learning so that can pupils refer back to what they have previously learned. This helps pupils to recall learning. Teachers use a range of strategies to check pupils' knowledge. This is most effective in mathematics and reading. It is not as well developed across the wider curriculum. Leaders are introducing a new feedback policy. They want to make sure that teachers check what pupils know and can remember consistently well in all subjects. This will help teachers to identify and address gaps in pupils' knowledge in every subject.

Reading is at the heart of the curriculum. Leaders promote a life-long love of reading. They provide pupils with a wide range of books to enjoy, many by authors from diverse cultures and backgrounds. Visits from children's authors engage pupils and widen their knowledge of the world. All staff are trained to teach phonics well. Teaching is focused precisely on what each pupil needs to learn next. This helps less confident readers to keep up. Pupils who fall behind receive extra support to catch up. Children get off to a strong start in reading when they join the Reception class. Parents appreciate the information that they receive about how children learn to read.

Leaders have designed the early years curriculum to enable children to explore, create and solve problems. Teachers develop children's early number, reading and writing knowledge well. Children try out their ideas and practise what they have learned in the well-planned learning environments. Children behave well and enjoy playing together.

Teachers use suitable strategies to make sure that most pupils with special educational needs and/or disabilities are able to learn the curriculum. Some pupils have more complex learning needs. Leaders have put sensitive adaptations and personalised programmes in place for them, which helps them to learn alongside their peers.

Pupils learn about diverse role models through special events such as Black History Month, the Rugby League World Cup and International Women's Day. They learn about how people who have different learning needs may feel. This helps them to understand and value difference. Pupils learn about values such as service, peace and perseverance. They know that perseverance means 'you keep trying even when you want to give up'.

Pupils appreciate the opportunities that they have to develop their talents and interests. They learn a tuned instrument in two year-groups and are able to have individual music tuition. Pupils like the fact that anyone can join the choir. Pupils enjoy educational visits, such as the annual residential visit to an outdoor education centre.

Staff workload and well-being are a high priority for leaders and governors. Teachers are positive about the support and training that they receive. Governors know the school well and provide effective support and challenge for school leaders.

Safeguarding

The arrangements for safeguarding are effective.

Training for staff and governors in keeping pupils safe is comprehensive. Staff receive regular updates and quizzes. Volunteers learn how to raise any concerns they may have. There is a school wide culture of 'anything could happen here'. Leaders act promptly when a concern is raised. They work with outside agencies to make sure pupils get help in a timely manner. Leaders check that all adults who come into contact with pupils are suitable to do so.

Pupils learn how to keep safe through the personal, social and health education curriculum, assemblies and visitors. They learn about topics such as water safety, road safety, online safety, drug awareness and anti-social behaviour. Leaders keep abreast of information about risks to pupils in the local area.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Assessment in subjects other than English and mathematics is at different stages of development. As a result, teachers do not consistently identify and address gaps in pupils' knowledge. Leaders should embed consistent strategies for teachers to check, in lessons and over time, how well pupils have learned the knowledge and skills they need in foundation subjects.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. 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 second ungraded inspection since we judged the school to be good in February 2013.

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

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| Unique reference number | 107996 |
| Local authority | Leeds |
| Inspection number | 10255843 |
| Type of school | Primary |
| School category | Voluntary aided |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 417 |
| Appropriate authority | The governing body |
| Chair of governing body | Rachel Rudman |
| Headteacher | Robert Curran |
| Website | www.calverleycofeprimaryschool.org.uk |
| Date of previous inspection | 5 December 2017, under section 8 of the Education Act 2005 |

Information about this school

- This is larger than the average-sized primary school.
- The school does not use any alternative provision.
- The school is a voluntary-aided school with a religious character. The most recent section 48 inspection of the school was in October 2019. Due to the pandemic, section 48 inspections were suspended and the inspection window was extended by up to eight years. Therefore, the next section 48 inspection is due between October 2024 and December 2027.

Information about this inspection

- This is the first routine inspection since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, the deputy headteacher, the two assistant headteachers, the inclusion leader and a number of curriculum subject leaders.
- The inspector met with members of the governing body.

- The inspector spoke with an educational representative of the Diocese of Leeds and a representative of the local authority.
- The inspector met with a group of girls and a group of boys to discuss pupils' experiences of the school.
- The inspector carried out deep dives in early reading, mathematics and art and design. The inspector discussed the curriculum with subject leaders, visited lessons across the school, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector observed pupils in key stage 1 and 2 read to a familiar adult.
- Safeguarding documentation and records for behaviour and attendance were considered.
- The inspector reviewed the school's self-evaluation document and plans for improvement.
- The inspector spoke informally with pupils and considered the responses to the Ofsted pupil survey.
- The inspector spoke to some parents and carers, reviewed the responses to Ofsted Parent View survey and reviewed the responses to the staff questionnaire.

Inspection team

Janet Keefe, lead inspector

Ofsted Inspector

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