



# Inclusion Quality Mark (UK) Ltd

29<sup>th</sup> June 2016

Mrs Judith Apps  
Cauldwell School  
Edward Rd  
Bedford  
Bedfordshire MK42 9DR

**Assessment Dates: 27<sup>th</sup> and 28<sup>th</sup> June, 2016**

## Summary

This exciting, ever-evolving school has been open as a 4-11 Primary School for just under two years, but it is lucky enough to have retained many experienced staff members and the Headteacher from the years before, when it was a Lower School. This transition has been managed so well that it would be impossible to guess when visiting the school that educating Year 5 and Year 6 pupils had been in any way a new challenge recently. In fact, Year 6 pupils have a remarkable grasp of world affairs and show excellent debating skills.

The school is highly Inclusive, with a passionate ethos of maximum opportunity for every child to do well, shared by everyone in the school community. Exclusion is almost unheard of: the Headteacher refuses to give up on any child. Inclusion here encompasses 87% BME pupils with a large number of Indian and Eastern European families, many children with EAL and/or special needs, children of doctors at the nearby hospital and children from families trying to live in one rented room. All are welcome, and every child is known to this caring staff team as an individual. In addition, the school manages to support single parents, carers, adults struggling with lack of English, evictions, addictions and domestic abuse, all of whom much appreciate the school's listening ear and strong shoulders.

Children here "learn to learn": they evaluate their own work and they are guided to improve by their own efforts. They are happy and well-looked-after, and they know that the whole staff team will support them and their families through any difficulties.

I recommend that Cauldwell School be awarded the Inclusion Quality Mark, and that it be reassessed in three years' time. This school is always endeavouring to improve, and welcomes for consideration the suggestions which were made during the assessor's visit.

**Assessor: Barbara Curry**

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**

A handwritten signature in black ink, appearing to read 'J. McCann', is written over a dotted line.

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Joe McCann MBA NPQH  
Director of Inclusion Quality Mark (UK) Ltd

<b>Name of School:</b>	Cauldwell School
<b>Headteacher:</b>	Mrs Judith Apps
<b>Date of assessment:</b>	June 27 <sup>th</sup> and 28 <sup>th</sup> , 2016.
<b>Website:</b>	<a href="http://www.cauldwellschool.com/">http://www.cauldwellschool.com/</a>
<b>Assessor:</b>	Barbara Curry
<b>Successful:</b>	Yes

## Context of the School and Sources of Data

The school in 2013, the date of its most recent Ofsted inspection, was a Lower School, and it has been a Primary School for 4-11 year olds for just under two years, with many Nursery pupils educated in a separate, privately-run Nursery on the same site. Current pupils on roll are 416, just under full capacity of 420, but this figure changes constantly because the school has very high mobility: examples of this mobility are 7 leavers and 8 joiners in Year 5, and 7 leavers and 8 joiners in Y2, during this academic year. The school is very popular and has this year had 123 applications for 60 FS places. The school has high numbers of Polish and Indian pupils and also the highest population of Romanians in Bedford, both Roma and non-Roma. 37 home languages are spoken and only 13% are White British. The school is situated in one of the 10% most deprived wards in England.

The Ofsted inspection in 2013 found the school to be “Good” overall, with “Outstanding” leadership and management.

## Portfolio and Other Supporting Evidence

Interviews: SENDCO, Headteacher, Senior leadership team members, Family worker, DHT, LSAs, 5 Parent/carers, 4 Governors including Chair of Governors, SEND team lunch, support staff, meeting with children aged 6-11 representing School Council, Eco group and Sports Crew.

Documentation: Pupil progress records, Ofsted report 2013, website, school data including mobility, PP, SEN, G&T, BME numbers. SENDCO documentation including IEPs, provision mapping, Graduated Approach diagram, Parents’ information leaflet, policies.

Observations: Tour of school, learning walks including lessons and intervention sessions in all age groups. Visits to playground at lunchtime and lunches with pupils and staff.

## Element 1 – The Inclusion Values and Practices of the School

Evidence: Tour of school, interviews with parents, governors and pupils, school policies.

### Strengths:-

- The school is passionate about giving every child, from every home background, the best possible education and the best possible skills for independence and personal happiness. In order to do this, it has developed exemplary tracking systems so that any underachievement in any child and any subgroup of pupils is caught early and interventions are put in place. The school is fully aware, for example, of Y4 girls' current achievement in Maths and Y6 white British boys falling behind the rest of their cohort, and it is working hard to "close the gap".
- One area in which the school has successfully closed the gap is between Pupil Premium and other pupils. Pupil Premium funding is very well used.
- The school's determination to provide an excellent education extends to comprehensive wraparound care, an engaging "Creative Curriculum" and one afternoon per week when the school day is extended to 4.30 p.m. and a range of exciting enrichment activities takes place.
- The very wide range of languages spoken by families and the number of challenges and vulnerabilities faced in this area are addressed both caringly and professionally by the school, which provides good parental support, text message translations, a wide range of parenting and basic skills classes, substance abuse and domestic violence support and a listening culture which builds trusting relationships.
- Behaviour management is positive and constructive, with very good staff-pupil relationships and frequent praise and rewards such as raffle tickets.
- The SENDCO has been in post at this school for less than one academic year so far, but she comes with a wealth of previous relevant experience, including years in a special school. She has worked hard to produce useful guidance for teachers, e.g. an excellent model showing the "Graduated Approach at Cauldwell School", making it clear that Quality First Teaching is fundamental, and showing in clear diagrammatic form the levels of internal and externally-provided support and intervention. Wave 1-3 diagrams are also a useful reference for colleagues. She is also developing the use of spreadsheets to monitor pupils receiving additional help, and this is likely to be transferred to SIMS soon. These sheets include identification of all likely vulnerabilities, such as EAL, SEN, CP, LAC, PP etc.
- The SENDCO is extremely knowledgeable and up-to-date about all forms of SEN. She understands, for example, the several different forms of dyslexia and that ASC takes different forms in different people.

- Staff welfare and teamwork is important: the Headteacher says, “I am here to protect staff too” and the Deputy Headteacher, “We are a close staff team: it’s never just a one-person job”.

## Areas for development:-

- A very minor improvement to the Wave 1-3 diagrams was suggested, reflecting the number of pupils likely to be at each stage.
- Attendance remains a focus for the school. It stands currently at 95.4% (excluding Reception) and the school uses a variety of means to improve this, including rewards and the removal of school places when pupils do not return in September from long holidays abroad.

## Element 2 – The Learning Environment, Resources and ICT

Evidence: Tour of school, visits to playground, learning walks.

### Strengths:-

- The school is housed in well-maintained and attractive buildings, with wide, carpeted corridors, new furniture and colourful displays of children’s work and prompts, but not an overwhelming effect which might distract or disturb the ASC pupils in school.
- Security of the site is very thorough. The “Hut” for adult education and other activities is accessible only by key code, and the main building is accessible only after security checking.
- Outdoors, there are mature trees and in spite of the school’s industrial surroundings there is a feeling of being surrounded by nature, with a large playing field, raised beds for flowers and vegetables, a wild, long-grass slope and a colourful well-kept courtyard area with brightly-coloured seating and planters full of flowers. There is a greenhouse made of recycled plastic bottles. For playtimes there are adequate hard-play surfaces and a wealth of climbing and play equipment suitable for every age group, with extensive grassed areas. Staggered lunchtimes mean that available space is well shared.
- There is a variety of small-room and corridor space for small intervention groups.
- A quiet, carpeted and well-designed ICT suite with carousel desks provides space for a whole class to use PCs at the same time.
- IWBs are well used in each classroom and ipads are in use for SEN apps.
- Allocation of space for optimal learning is a prime concern. Year-groups occupy spaces close to each other, allowing flexible groupings. There are two upstairs classrooms and plans are in place to move Year 6 there from September.
- All classrooms have access to outdoor space, with older KS2 classes having covered balcony areas and EYFS and KS1 having good-sized covered and uncovered outdoor learning spaces.
- Resources are plentiful and appropriate, books are attractive and well displayed and include dual-language books, there is generous storage space and younger children have access to dressing-up clothes, sand, water, paints, collage materials and construction materials.

### Areas for development:-

- Future Pupil Premium spending plans include increasing IT resourcing to enable access for pupils who do not have these at home.

- The isolated car park at the very end of the playing field is the only place where emergency vehicles could reliably approach the school, but it is currently inaccessible. Car parking in front of the school is very limited and the assessor found herself blocked in by parents' cars for a while when leaving. Access to the school is along a narrow residential road with parked cars on both sides, making emergency vehicle access impossible. As a matter of urgency, this needs to be brought to the Local Authority's attention for action before a life-threatening incident occurs.
- Currently the keeping of animals on site is impractical, but this might eventually benefit pupils with social and emotional difficulties.
- A few Y6 girls, sitting on the tarmac at lunchtime, said they would appreciate better seating in their area of the playground.

## Element 3 – Learning Attitudes, Values and Personal Development

Evidence: Interviews with senior staff, parents, carer and pupils, lesson observations, book scrutiny.

### Strengths:-

- Pupils take pride in their school and enjoy showing their work, which is very neat and well presented. On the Y6 whiteboard was “Be More Awesome!”, and clearly children set themselves high standards and are very self-motivated.
- Behaviour is good, with clear guidelines and expectations.
- Children are open, polite, trusting and friendly. They enjoy the opportunity to chat with each other at lunchtime. Teachers and LSWs greet them, show interest and ask questions which show their knowledge of every part of their lives.
- Pupils enjoy taking a range of responsibilities in the school, which include the School Council, Eco-team and Sports Crew. As a senior member of staff put it, “The older children surprise us more and more”.
- Children know that compost is a good way of recycling matter to help make the soil better, and they understand that greenery is important because green spaces make oxygen, which enables life.
- They know that teachers will help them if there is a problem with bullying.
- Children enjoy the diversity in the school population and are proud of it.
- They learn advanced skills of debate and persuasive writing and there has been much excellent work centred around the recent EU referendum, with Y5 and Y6 examining the arguments and tactics of both sides, weighing them up and making up their own minds in a mock referendum in school. Staff members have handled their disappointment at the result extremely well.
- The school’s leadership has responded to underachievement by working-class boys, many of whom have no resident father, by appointing additional male teachers to act as role models and placing them in the age groups most affected.
- The school’s “Enterprise Day” gives children the chance to learn entrepreneurial skills enjoyably, by making and marketing goods for sale.
- The school’s breakfast and after-school club takes place in pleasant premises with toilets and access to outdoor play. It is well-run, friendly and relaxed, and provides home-like care and play opportunities.

- Children learn e-safety with memorable lessons such as “Passwords are like Underpants - keep them secret, don’t leave them lying around.”

### Areas for development:-

- The School Council might investigate whether some pupils feel “picked on” (a complaint of one boy at lunchtime), and how they might help develop peer support systems. There is scope for the school to train up Y5 and Y6 children as peer mediators. This full training course includes role play and is not only useful in terms of pupil wellbeing but also builds up invaluable life skills in the mentors.
- Behaviour management in school might be developed further with the use of structured Reflection Time (materials shared by assessor) and Assertive Discipline techniques. The latter is suggested because behaviour management is not yet entirely consistent in classes.
- Lunchtime staff members currently give permission for children to eat their dessert when they have eaten “enough” of their main course, but they do not always notice if the child has eaten any vegetables or if the meal is balanced. Some children are undernourished and this main meal of the day is very important for their healthy growth. All staff supervising lunches need to operate to clear guidelines.



## Element 4 - Learner Progress and the Impact on Learning

Evidence: Pupil progress records, RaiseOnline, SEN records, interviews with senior staff and support staff, observations in classrooms and interventions.

### Strengths:-

- The school maintains excellent pupil progress records and there is a determination that every child, of whatever ability, will succeed. Progress points are tracked termly for each year group.
- It is not easy for the school to demonstrate continuous progress, because of high pupil mobility and changing assessment requirements this year. However, pupils frequently make more than expected progress: in Years 4-6, pupils made an average of more than the 6 points' expected progress between previous -May and summer assessments and Year 1-2 pupils made more than the expected 4 points' progress from previous May-spring.
- There is a "Rising Stars" programme for gifted Maths students, and setting in Maths. The decision not to set for ability in English (apart from phonics) has been carefully considered and monitored, with mixed-ability groupings observed to raise standards in vocabulary and articulation.
- Within the classroom, there is planning for four levels of ability and challenge, and a thoughtful use of teacher and LSW support, with teachers often taking lower-achieving groups.
- "Improve My Work Time" (IMW) is built in weekly using the school's blue stamp, with children given the opportunity to follow-through teacher suggestions or further challenges. Feedback to teachers is given instantly with "thumbs up" or green traffic lights for understanding and "thumbs down" or red traffic lights for "I need more help".
- The Creative Curriculum is carefully planned and is evolving to meet new requirements. Enrichment activities weekly, in a lengthened school day, ensure that all children have the opportunity to develop musical, artistic, linguistic and sporting preferences.
- Gender differences are examined and addressed: for example, girls' current underachievement in Maths in Year 4 is known in the school and action has been taken.
- The school maintains exemplary records on pupil achievement when they have been placed in intervention groups, with clear targets and expected outcomes against which success can be measured. Pupil Premium progress is very well analysed, so that value for money is clear. In 2014/5, Pupil Premium children in Y2 and Y6 outperformed their classmates in progress in Maths and drew close to classmates'

performance in all other areas.

- The SENDCO's records show progress of groups and individuals on her register, so that frequent analysis of progress reduces chances of any child falling behind.
- LSWs are proud of their work, feel valued, and are able to say how far their charges have progressed. All had success stories to tell.
- Parents comment on how well the school knows each child and they say there are, "So many reports!" because the school keeps them informed and contacts them immediately if there is a concern.

Areas for development:-

- THRIVE might be investigated to help the school monitor progress and set targets in social, emotional, behaviour and communication progress for all pupils.

## Element 5 - Learning and Teaching (Monitoring)

Evidence: Observations of teaching in all year-groups, interviews with senior staff.

### Strengths:-

- Monitoring systems are very secure, and the combination of positive, supportive coaching within year-group pairs, plus objective performance management, results in teaching which is highly consistent throughout the school but also allows for the implementation of personal styles and expertise.
- Planning allows for whole-class introductions and then challenge at four levels in the class. When classes also stream for Maths, every year group child has eight potential levels at which to work. WALT is commonly used and reviewed weekly: objectives are clear.
- The effectiveness of direct teaching has been addressed by the introduction of a “Chalk, no talk” session to start the lesson. Children listen well, knowing they will soon have to apply what they have been taught.
- Marking has been a particular focus in the last year, and there is good use of a stamp in children’s books giving spaces for the teacher to comment briefly on objectives. This is done weekly and time is allocated for children to read and respond.
- Checklists help pupils to evaluate their own work: they are asked for example to check capital letters for proper nouns and the correct use of full stops, and they do.
- Children are reminded of their “steps to success”: “I wonder, for a raffle ticket, who can remember all the way back to the start of the lesson...?”
- The emphasis on teaching within the “Creative Curriculum” engages children by providing exciting starts (an experience which inspired awe and wonder or curiosity), mind-mapping, an outing or experience and endings (to revisit children’s initial questions and learning objectives). “Going to Brazil” was introduced by getting children to arrive at school in shorts and T-shirts, to make passports, buy tickets, undergo safety checks, get on an aeroplane and step off imaginatively in “Brazil”.
- Year 6 pupils focus on current affairs, newsworthy events and the wider world. Children engage in discussions about wars, terrorist events and currently, the EU referendum. They examine media bias and how advertising uses tricks to make their products appeal. Teachers remain neutral on political matters, and explain to children why this is so.
- Speech and Drama have high status on the curriculum, because of the large number of EAL pupils and pupils with low levels of speech on entry.

- Team leaders are primarily responsible for their own classroom, but also “ensure the wellbeing of the team whilst holding them to account” with book scrutiny, peer and shared lesson observations and coaching.

### Areas for development:-

- The “Creative Curriculum” is not always delivered creatively. Some groups listen passively for periods of time and pupil comprehension is not always considered. Children asked to “listen to their heartbeat” did not actually “listen” (and even feeling a pulse with fingers, or feeling the rate of a heartbeat with a hand over clothing needs to be taught and takes practice). Children were asked to discuss heart “rate” with a partner who did not know what “rate” meant. With the hospital so nearby, could not some equipment such as stethoscopes be borrowed, or even better, a parent who is a nurse come in and demonstrate? A stethoscope could even be amplified for children to hear a heartbeat better. In general terms, creative learning should be as active as possible, and sometimes taught skills (feeling your pulse) and additional resources (borrowed or toy stethoscopes) are needed, no matter how good the IWB presentation.
- EAL children already take home words to prepare them for new topics, and would maybe also benefit from “pre-teaching” by support staff at the start of the week to embed home learning and ensure that new, technical vocabulary was understood before lessons begin.
- Signing and Makaton are in use in some parts of the school, and staff members have received training: this could be made more overt and consistent to help children with communication and EAL difficulties. Some IQM schools use British signing throughout the school.
- Investigating the possibilities of the SHINE charity might open wider opportunities for creative subjects.

## Element 6 - Parents, Carers and Guardians

Evidence: Interview with Family Worker and 6 parents/carers.

### Strengths:-

- The Parent Support Worker is full-time and has a range of professional experience which is of great value to the school. Many parents bring problems to her for her help: there is a high incidence of domestic abuse and money worries, housing problems including evictions, and she has been able to take them to Citizen's Advice nearby or support them in her designated room in The Hut. Parents speak very highly of this support and say there is no sense of stigma when they need help.
- Poverty is an issue here and the Family Worker has Food Bank vouchers and the discretion to distribute these. The school feeds every child who has not eaten on arrival, whether or not they pay for Breakfast Club.
- Her work includes multi-agency meetings and weekly liaison with the school's senior staff on issues such as Child Protection, CAF, MASH referrals and Children in Need.
- She operates from her own spacious room in "The Hut", which is separate from the rest of the school building and affords some privacy. Here, cookery classes can take place: there are three workstations, and conversations and trust build up alongside each other. Other courses for parents include Magic Parenting, Family Fun Outdoors (which had a turn-out of 15-20 parents) and Beginner's ESOL.
- The Family Worker also supports the PTA and facilitates planning or events such as the Summer Fair. She co-ordinates "uniform swap" events to reduce expense for parents.
- The local Children's Centre is valued, and the Family Worker has established close links with the new manager, signposting parents of younger children there. The CC works on language barriers and provides ESOL training.
- The Nurturing element of the Family Worker's post includes bereavement support and play therapy referrals (funded by Children in Need).
- School staff members try hard to meet parents at the school gate and to be accessible to them wherever possible. Parent questionnaires show general satisfaction with the school, and any individual complaints showing up from this are dealt with quickly and personally by the Headteacher. By meeting parents first thing, staff can pick up on possible problems such as a domestic abuse incident or death of a pet.
- The school does some home visits, for example when a parent is disabled.
- The PTA is active and "non-cliquey", according to parents.



# IQM Self-Evaluation Report



## Areas for development:-

The school provides excellent support for parents and the majority are extremely satisfied: evidence for this if needed is in the demand for places.

## Element 7 - Governing Body and Management

Evidence: Meetings with Headteacher, Chair of Governors and 3 other governors.

### Strengths:-

- Governors are active and involved. They are often in school and they conduct purposeful learning walks. A committee structure oversees the statutory requirements of the GB.
- Governors listen to the Headteacher's and staff group proposals for School Development, and consider these to form the new SDP.
- They provide support and challenge, they interrogate data and their questions are highlighted in GB minutes to emphasise and register when this happens.
- The Headteacher is very well supported by the Chair of Governors in a long-standing professional relationship.
- Governors attend induction meetings for parents.
- There are Link Governors for various functions of the school (e.g. LAC, Inclusion, H&S, SEND/PP and safeguarding), "seeing the appropriate members of staff".
- Governors have a good knowledge of their school and community, and they are in tune with the school's Inclusive ethos.

### Areas for development:-

- Governors might like to revisit their website page to ensure that language used is as accessible as possible to the majority of parents.
- Parents say they do not know who is a Governor or what the Governing Body does. A group photograph was impossible at the start of the school year, but perhaps individual ones could be used in a display next academic year? Thought might be given to making the GB and its work generally more visible in school.
- In the long-term, a very strong relationship between Headteacher and Chair of Governors might restrict opportunities for succession-planning in the Governing Body, and leadership might be usefully distributed further in the coming year to enable this.
- Currently a priority for the school is discussion and planning to move into a MAT. Parent consultation has not yet taken place.

## Element 8 - The School in the Community

Evidence: Interviews with parents/carers, Family Worker, Governors, senior staff.

### Strengths:-

- The school works closely with settings on the premises: the Peter Pan Children's Centre with Nursery and crèche facilities is independently run, and The Hut, for adult use and for the school's breakfast and after-school club, is run by the school.
- The local secondary Academy takes the majority of leaving Y6 pupils, and transition is not an end-of-year afterthought but a continuous process, starting at the beginning of Y6 with curriculum-purpose visits, e.g. to the Sports Hall, the Green Screen Room and the science labs. Liaison and information-sharing between the schools is excellent, with planning in place to share subject specialist training, team teaching and shared observations in PE. There is no cultural bias in choice of secondary schools: this is more a matter of local geography.
- There are good links with a local "tight Cluster" which will facilitate the formation of a locally-based MAT.
- There is a wealth of opportunities provided by the Local Authority which are open to children and which the school utilises for the benefit of pupils. The school enters the Speech and Drama festival for schools which used to be dominated by private schools but in which the school now performs better every year. This year, the school won 9 awards and had two wins, including two religious readings, from the Qur'an and from the Bible.
- Local facilities including the river and parks are exploited to the full to widen children's experiences and the holiday opportunities available to families.
- Holiday activities are provided free of charge through the Children's Centre, and the school provides information on these. In addition, the After-School Club provides childcare at £20 per day, which working parents can use.
- The nearby Yarlswood Detainee Centre has provided a focus for Y6 discussions on identity and heritage.
- The school owns its own minibus to facilitate trips.
- The school makes good use of Local Authority services to support pupils in need of specialist intervention: these include Speech and Language, MASH (multi-agency), Behaviour support from the Greys Hub, Educational Psychologist, paediatrician, cognitive therapy and Equine therapy.





# IQM Self-Evaluation Report



## Areas for development:-

- It is not easy for the school to build relationships and close working practices with the privately-run Peter Pan Nursery, but with the setting on the same site, it would be to the benefit of families to work gradually on a future closer partnership, especially in relation to children's speech and language development.