

Overall Effectiveness:

Leadership and management	Outstanding
Quality of teaching, learning and assessment	Good
Personal development, behavior and welfare	Good
Outcomes	Good
EYFS	Good

## Progress on areas of development since last Ofsted

Children need to always know what they are learning and how well they are doing.

Teachers marking and feedback to pupils is not used consistently.

Targets need to be used effectively throughout the school.

### Action:

Marking policy reviewed and new one written incorporating pupil feedback – Monitoring proforma created with focus on marking. Work monitored in teams and by Co-ordinators termly. IMW (Improve My Work) time has been introduced in all classes.

New Target system introduced – ‘Target Maps’ with the introduction of new National Curriculum

Headteacher introduced pupil voice time to discuss pupils learning.

Phonics re focussed across whole school.

### Evaluation:

- Revised marking Policy has sharpened practice; extensive use of ‘What went well’ (WWW) a ‘Even Better if’ (EBI) and ‘Improve my Work’ (IMW) stamps mean children are clear about next steps in their learning and progress. The use of visualizers and MYFLO (Moving your friends learning on) supports children in knowing how to improve their work. 96% of pupils agreed that teachers show them how to make their work better. (Survey Feb 2016)
- Restructuring and increasing the rigor of our Monitoring and Evaluating Timeline has resulted in teachers having a greater understanding of collective responsibility of progress and standards across the school.
- Target Maps – in books, on tables and referenced in teaching and learning. They focus the planning of teaching and learning, staff now really know where children are at and what their next steps in learning are. They help pupils and parents know and understand the new expectations.
- Pupils’ feedback shows that they use and respond to the marking stamps.
- Non negotiable times for Phonics, Handwriting and mental maths in everyones timetable.
- Introduced Handwriting scheme – all children have handwriting lessons and presentation in books has improved which is evidence in book monitoring. Pen licences are awarded for consistently accurate and neat joined handwriting.
- Phonics programme across the school is Sounds-Write – there has been extensive training both in house and externally. We have a phonics policy – discrete scheme of work and teachers plan discreet lessons daily using gap analysis. June 2016 we had 76% children reaching expected level.
- Arithmetic has had a big focus – introduced ‘Chalk no Talk’ time and no work calculations. Policies have been reviewed, mastery material is used and assessments have been monitored across the cluster.

### Next steps to achieve grade above (Main Priorities)

- Improve standards in Reading, Writing and Maths.
- Improve attendance to 96% and reduce PA%
- Embed behavior policy – pupils good conduct reflects the schools efforts to promote high standards and there is sustained improvement in pupils behavior.

### Academy context

- \* Group 3 Primary school, converted from Lower to Primary in Sept 2014
- \* Pupils are between 4 and 11 years
- \* 420 FTE on roll
- \* Vibrant multi cultural community
- \* Our mission is "Achievement for All"
- \* Strong collaboration across community and borough
- \* Strong inclusive ethos ( Inclusion Quality Mark Report June 16).
- \* Feed from Cauldwell / Kingsbrook Wards (10% most deprived in England).
- \* 28% are Pupil Premium.
- \* 16% of our pupils are on the special needs register.
- \* 9% of our children are recognised as being gifted or talented.
- \* 87% of our pupils are from minority ethnic groups.
- \* 41 different languages are spoken at school.
- \* Attainment on entry is well below average.
- \* Mobility in our school is high.
- \* Strong leadership team. (LLE, NPQSL and NPQML qualified)
- \* Strong Governing body that reflects the community

Vision: 'Achievement for All'

Values: High Expectations Achievement and Trust  
We value the dreams and aspirations of everyone in our community.

### School Awards

Basic Skills (Sept 14)

Healthy School (July 2015)

Eco School (Bronze Spring 11)

Arts Mark ( March 2012)

International Schools (July 2014)

Quality in Study Support (Oct 2010)

Investors in People (Oct 2016)

Inclusion Quality Mark (June 16)

Science Quality Mark (March 2013 )

Effectiveness of leadership and management

Overall Grade: Good

## Key Evidence for current judgments

**Leadership and management at Cauldwell is 'Good'.**

- There is consistency of ambition and high expectations from all leaders (including Govs) to achieve excellent provision and good and better outcomes .
- A consistent, persistent and insistent approach to achieving the best possible outcomes for all our children.
- Robust Performance Management for all.
- A relentless focus on teaching and learning backed up with excellent policies.
- Accurate self evaluation and school improvement planning.
- A rich curriculum combined with outstanding SMSC.
- Outstanding engagement and partnerships with parents including those hard to reach.
- Strong collaboration across community and cluster of schools
- Strong, trained Governing Body – reflects our diverse community
- Thorough financial control that ensures resources are deployed to achieve 'Achievement for All'
- Good capacity to sustain improvements through rigorous CPD.
- Whole school culture of safeguarding – headteacher is lead practitioner.

**Next Steps, including links to Development Plan.**

- Teams are supported by team leaders and team leaders hold their teams to account in delivering high quality education.
- Transition to MAT is effective and Cauldwell is fully involved in MAT development.

Quality of teaching, learning and assessment

Overall Grade: Good

**Key Evidence for current judgments**

We monitor teaching, learning and assessment termly through Senior Leadership Team observations, Peer Observations and Subject Co-ordinator observations. Governors feed into this monitoring process by also observing lessons. Individual feedback is given against the Teachers Standards immediately and action points agreed. SLT meet to collate all results and strengths / weaknesses are shared with the whole staff. Programmes of support are arranged when needed.

Lesson Study has been developed over the year which has enabled teachers to learn from each other.

Teaching audit in Summer 2017 showed that 93% of lessons were good, 14% of which were outstanding. Each teacher received feedback and areas for improvement shared.

**Strengths:**

- \* High expectations of all pupils
- \* Planning is detailed with clear differentiation for SEN, EAL and MAT needs
- \* Pace is good.
- \* Children are active in their learning, interested and engaged.
- \* Targets are referred to and next steps in learning are identified through the use of 'Target Maps'

Whole school tracking system is in place and regularly reviewed.

(Many of the LSA's are specifically trained to deliver intervention programmes and this knowledge greatly enhances the support given eg; talking partners, FFT, ECAR, Springboard.)

Results from the parent questionnaire (Feb 17) show that 100% believe their child is taught well.

- CPD is matched to performance management targets and school improvement plan
- Assessment information is collected from looking at what pupils already know and it is then used to plan appropriate teaching and learning.
- Broad and balanced Creative Curriculum -

**Next Steps, including links to Development Plan.**

- Complete SEND review and act on findings.
- Develop confidence and accuracy in Assessment of Reading, Writing and Maths.
- Establish robust moderation systems
- Develop Active learning.

Personal development, behaviour and welfare

Overall grade: Good

## Key Evidence for current judgments

***Children are happy, well looked after, and know that the whole staff team will support them and their families through any difficulties” (IQM 2016)***

- Children make good contributions to a safe, positive learning environment.
- Safeguarding permeates daily practice – designated staff, whole school training, good trained link Gobs.
- Children show high levels of engagement, courtesy, collaboration and co-operation in and out of lessons.
- Children are well mannered. They are considerate , respectful and courteous to staff and each other .
- Children are extremely proud of their school.
- Skilled and highly consistent management of behaviour – school code of conduct, class agreements, lead behaviour professional.
- SMSC and Values education permeates throughout the school in all that children and adults do.
- School employs a range of strategies to support and improve behaviour and emotional well being of children who need extra support – play therapy, music therapy

The pupil questionnaire states that 100% of our children feel safe in school.

The Parent questionnaire results show that 98% agree that the school makes sure it’s pupils are well behaved and 99% said that the school keeps their child safe (March 17).

The school has not recorded any exclusions – we work closely with outside agencies to support specific children and record any incidents on the behaviour log.

**Attendance****Attendance data 2016 – 17**

- School 95.7 % (without reception) 95.3 % (including reception)

The attendance data shows that attendance is good. EWO tracks regularly, positive attendance is celebrated and persistent absence has resulted in parent fines and court action.

**Next Steps, including links to Development Plan.**

- **Improve attendance across the school but especially SEND**
- **Embed new behaviour policy, ensure consistent practice.**
- **Whole school attend safeguarding training**
- **Travel Management plan written and implimented**

## Outcomes for children and Learners Overall Grade: Good

### Key Evidence for current judgments:

All pupils (including disadvantaged groups) make good progress considering their different starting points. The attainment of almost all groups of pupils is broadly in line with national averages

Phonics is taught consistently across the school using 'Sounds-Write' and standards are rising year on year.

Pupils read widely and comprehension skills are improving year on year.

Pupils are well prepared for the next stage of their education.

EYFS: 48% achieved GLD

Phonics – 78% pass in year 1

Year 2: Reading – 72%

Writing – 65%

Maths – 73%

Science 70%

Combined = 65%

Year 6: Reading = 72%

SPaG = 72%

Writing = 63%

Maths = 72%

Science = 63%

Combined = 60% (Matched pupils from year 2 = 70%)

Intervention Strategies put in place to address attainment gaps

Sounds Write

Spring board

Talking Partners / Lift off to language

Intervention groups for FSM children led by teachers

ESOL classes for Parents

Family Learning

Catch Up reading programme

Premier League Reading Scheme

**Next Steps, including links to Development Plan.**

- **Improve attendance and progress of SEND**
- **Further improve writing skills**
- **Improve progress in Maths of high prior attainment group (year 2 – 6)**

## EYFS Overall grade: Good

### Key Evidence for current judgments

The Early Years provision consists of two Reception classes, each with thirty pupils. The Reception day runs in parallel to the rest of the school, beginning at 8.50am and finishing at 3.30pm. It is intended to introduce a 'soft start' to the beginning of the school day, to enable parents to liaise with staff about their children.

The provision is led and managed by the Assistant Head Foundation Stage, a specialist in Early Years Education, supported by an unqualified teacher with extensive early years' experience, and two full time LSA's.

The environment consists of two classrooms, toilets, cloakroom and an outdoor area. The learning environment is shared between both classes which facilitates a close working partnership and allows a constant flow of shared ideas and resources. The setting allows for the delivery of individual lessons and ensures that subject matter is taught to the same consistent standards.

The Foundation Stage provides the bedrock for future progress and success within school. Children are settled into school life, introduced to routines and familiarised with the expectations for learning within the school environment. Personal development plays a key role in shaping children to become confident and independent learners.

Safeguarding is our first priority and underpins all we do. The staff are aware of their Safeguarding responsibilities and act when and where necessary. All referrals are accurately made. Daily risk assessments for the learning environment are carried out by EYFS staff both inside and outside. One LSA is a trained first aider.

We recognise that parents and carers are first and foremost the child's first educators and therefore consider them part of our team. Parents are invited to attend an 'expectations presentation' before their children start school. This is an opportunity for us to share important information about the school and in particular Early Years and share EOY expectations. Most of our families are very supportive of their children and the school. We maintain excellent liaison with parents through:

- Pre-visits to our EYFS
- Home visits prior to starting school
- Daily personalised meet and greets
- 'Folder Friday's throughout the year, to share their child's Learning Journeys
- Weekly newsletters
- Termly written reports
- Termly parent consultation evenings

Parents are given a Development Matters chart that outlines the end of year expectations in all areas. These are regularly referred to during all parent consultation opportunities.

Many of our families have language barriers and find it difficult to help their children progress in their learning. We try hard to address this by holding parent information meetings, for example, how best to support phonics and reading at home.

Children are assessed using the Early Excellence Baseline Assessment on entry into their Reception Year. Cauldwell is situated in a disadvantaged area within Bedford and has a high proportion of pupils with EAL; many of the children start their Reception year with low levels of attainment, particularly in speaking and communication and this can impact on their ability to reach the Early Years Goals within the prescribed time frame.

Continuous assessment is undertaken through observations, recorded work and photographic evidence and Outcomes measured against the Development Matters Foundation Stage Profile criteria. Progress is tracked termly which enables learning to be focused and targeted where it is needed most, for example, EAL and SEN. Children are taught basic skills in literacy and maths and are encouraged to develop their skills through enquiry based learning using the Primary Matters Creative Curriculum.

Historically, the children in the EYFS have underachieved in reading, writing and maths. The following has been implemented to foster improvement:

- Daily phonics in line with the rest of the school using the Sounds~Write programme
- Daily handwriting practice using the Nelson Thornes programme
- Lift Off to Language programme, accessed by all children in small groups over the course of the year, to improve speaking and listening skills
- Maths and Literacy to be taught in two defined daily sessions
- Relocation of the reading area in each classroom
- Working walls for phonics, literacy and math, in line with the rest of the school
- Introduction of themed (superhero, construction, shopping) mark making/writing boxes to encourage child initiated writing in the outdoor areas
- Children have target maps for reading, writing and maths which highlight next steps and are shared with parents to help raise attainment

These initiatives have proven to be beneficial with year on year improvements in the number of pupils attaining a good level of development (GLD). We believe that a balance of child initiated and adult led activities equip the pupils with the skills necessary to reach their true potential.

#### **Next Steps, including links to Development Plan:**

- Improve GLD outcome to 50%+ by improving reading areas, increasing maths opportunities outdoors, increasing communication opportunities through outdoor environment ( garden / digging area / mud kitchen), increase focus on individual interests and styles of learning through revised timetable.

## Spiritual, moral, social and cultural development

### Promotion of students' SMSC:

We ensure our children's diverse Spiritual, Moral, Social and Cultural needs are met by.....

**Values & British Values is focused on across the school (value changed half-termly)** We promote personal values as well as values held by the school community and wider communities. During values assemblies, children share their own views on what each value means and these are displayed afterwards in every classroom. Values include: British Values, happiness, respect, tolerance, excellence, responsibility, and more.

#### **Spiritual**

Diversity in the school means that people's differing beliefs are always respected and valued. Assemblies and collective worship reflect this – values, language, open the book and creative assemblies.

Weekly Special person, circle time and values focus

Celebration of special days and festivals with members of the school and local community.

RE key questions (in planning) and fortnightly open the book assemblies are respected and appreciated by all members of the school community.

Creativity and imagination are encouraged through role play areas in every classroom, use of the creative curriculum, and creative assemblies where pupils are actively encouraged to develop skills and share with the whole school.

Reflection is encouraged and mistakes are seen as an important part of learning – improve my work (IMW) IMW, moving your friend's learning on (MYFLO).

Important times, anniversaries and historical events are recognised and support pupils to reflect upon what is important e.g. black history week.

Questioning is open-ended.

Long Term plan includes all the units set out in the Agreed Syllabus for RE, meaning there is good coverage of different beliefs and values.

#### **Moral**

Clear behaviour policy, school rules, rewards and sanctions used by all staff across the school at all times.

Values education and PSHE gives opportunities for children to discuss and learn about the difference between right and wrong. Values, good work and demonstration of good learning behaviours are recognised in assembly weekly.

Children take roles of responsibility – sports crew, playground buddies, prefects, helping hands, monitors etc.

Clear anti-bullying policy and 8 step program for dealing with this behavior.

### **Social**

PSHE, Values, e-safety and creative topics learning develop awareness of the responsibilities and rights of being members of communities.  
 Circle time, special person the rich diversity within the school encourage pupils to relate to others, including those from different backgrounds.  
 Projects – greenhouse, raised beds, collecting school vouchers, charity events and fundraising.  
 Staff collaboration – book day performances, team teaching  
 Christmas and summer fayres, sports day. Special days engaged with by staff, pupils and parents.  
 Pupil responsibilities – preparing for the future. Routines, school uniform, homework, achievements outside school recognised  
 Pupil voice – opportunities for pupils to speak to Head Teacher, pupil survey, parliament day and the opportunity to meet a local MP.  
 Community events – Christmas tree festival, choir, festival of music speech and drama.  
 Family support worker encourages more parental participation and supports families facing difficulties.  
 Behaviour, routines, talk partners, Role play, learning friends, visitors, trips and activities  
 Behaviour professional – extra support for those who need it.  
 Family worker – supporting pupils through work with their families.  
 Young carers provision.

### **Cultural**

Local, national and global traditions a studied.  
 Real interest in diverse cultures, festivals, special days.  
 French lessons, breakfast and year 4 trip.  
 Creative curriculum engages with issues such as similarity and difference.  
 RE, PSHE, Values, Hobbies and interests, Displays  
 Refugee week, black history week, international week.  
 Cultural arts and literature events  
 Equality policy, inclusion policy

For more information see SMSC audit spring 2016 on website.

We ensure our childrens diverse Spiritual, Moral, Social and Cultural needs are met.....

## Safeguarding is Good.

Children's well-being is paramount to us and every measure is made to ensure children are happy, safe and well cared for. Our Safeguarding Policy is updated annually or more often as required. As a staff we have termly updates on 'Safeguarding' procedures and staff with ultimate responsibility attend regular training, Mrs Apps (Autumn 2016), Mrs Durham (Autumn 2016) Mrs Gobindram (CLA - Autumn 2015) and Mrs Degning (E-safety training Feb 2016). Our named Governor (Mrs J Knapp) for safeguarding also attends training updates termly. Mrs Leonard, Mrs Knapp, Miss Aspey, and Mrs Apps are all also trained in safer recruitment procedures which are adhered to throughout any recruitment process. Whole school training took place on Sept 1st 2017 and included all members – site, office and lunch.

Our curriculum includes, E-safety, Protective Behaviours, Values and PSHE education. This years Health week focused on 'Safety'. Children had sessions with the fire brigade, St Johns Ambulance and the road safety team.

In the 2017 Parent questionnaire 100% of our parents stated that the school keeps their child safe.

The safety aspect of our learning environment is also monitored both by teaching staff, the Site Manager, Health and Safety Manager and the Governor responsible for health and safety. Regular reports are shared with the Governors and any issues are addressed. In May 2013 the school had an external Health and Safety audit – see H&S file.