



CAULDWELL SCHOOL

School Self Evaluation

September 2016

Grades: 1 is outstanding; 2 are good; 3 is requires improvement; 4 is inadequate.

	Date	Grade	Date	
Outcomes for pupils	June 2013	2	Oct 2016	2
Quality of teaching, learning and assessment	June 2013	2	Oct 2016	2
The quality of leadership in, and management of, the school	June 2013	1	Oct 2016	1
Personal development, behaviour and welfare	June 2013	2	Oct 2016	2
Overall effectiveness	June 2013	2	Oct 2016	2

Statement of Overall Position

There is significant evidence of clear improvement in all areas and this is demonstrated through internal data tracking, pupil's work and other school scrutiny evidence.

The judgement of the SIP is that the school's capacity for sustained improvement is 'Outstanding'.

This was the judgement at the previous inspection and since that time the school has securely maintained and in many ways improved further and will continue to do so.

Background / Context of the School

- * 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 Caldwell / 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

Progress on areas for development from previous 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.
- 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 discrete 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.

Strengths / Things that the school does well....

Cauldwell was judged to be a 'Good' school in 2013 and we have continued to strive to improve further. We have:

- Outstanding leadership and management
- Rigorous tracking / monitoring
- High expectations
- Team Spirit
- 'can do' ethos
- Strong community links and parental support.
- Outstanding pastoral care.
- Strong commitment to inclusion

The school is most proud of its ethos / pastoral care. We love the rich diversity of our community and rise to the challenges this brings. At the heart of our school is the real belief that every child does matter and we all do all we can to ensure each and every one achieves their full potential.

“Cauldwell School is highly inclusive, with a passionate ethos of maximum opportunity for every child to do well, shared by everyone in the school community” (IQM 2016).

“Children here ‘learn to learn’: they evaluate their own work and they are guided to improve by their own efforts” (IQM 2016)

External Accreditations

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

Leadership and management at Cauldwell is 'Outstanding'.

- There is consistency of ambition and high expectations from all leaders (including Gobs) 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.

Areas for further development: Continue to raise attainment in reading, writing and maths.

Quality of Teaching, Learning and Assessment.

Teaching, Learning and Assessment at Cauldwell are good.

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.

Teaching audit in Autumn 2016 (focusing on Maths) showed that 85% of lessons were good, 50% of which were outstanding. Each teacher received feedback and areas for improvement shared.

Teaching audit in Summer 2016 (focusing on Phonics) showed that 92% of lessons were good or better.

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 16) 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 -

Personal development, behaviour and welfare

Our childrens personal development, behaviour and welfare is judged to be 'Good'.

"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 Govs.
- 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 16).

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 95.2 % (without reception) 95.6 % (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

Outcomes for Pupils.

Outcomes for pupils at Cauldwell is Good.

EYFS profile 2016

- School GLD – 44% (National 61%)
- Boys GLD 36% (LA 56%)
- Girls GLD 53% (LA 71%)
- FSM GLD 46% (LA 49%)
- Weaker aspects of learning (less than 60%) –

Aspect	School percentage
Reading	56
Writing	44
Numbers	58

Phonics 2016

Year 1

- 76% (LA 75%) School outcome in previous years – 2013 63%, 2014 60%, 2015 62%
- Boys 79% Girls 75% FSM 65% PP 63%

End of KS1 – (2016)

- Reading – 78% at expected level (LA 72%)
- Writing – 71% at expected level (LA 65%)
- Mathematics – 76% at expected level (LA 70%)
- RWM combined – 67% (LA 59%)

Gender gaps (% at expected level)

Subject	Boys	Girls	School Difference
Reading	80	75.8	-4.2
Writing	68	72.7	4.7
Maths	76	75.8	-0.2
RWM	64	69.7	5.7

Pupil Premium

Subject	PP	Non-PP	School difference
RWM	60	71.1	-11.1
Reading	70	81.6	-11.6
Writing	65	73.7	-8.7
Maths	65	81.6	-16.8

EAL

	EAL	Non EAL	Difference
RWM	69.8	57.1	12.6
Reading	79.1	71.4	7.6
Writing	74.4	57.1	17.3
Maths	79.1	64.3	14.8

- EAL pupils are outperforming English pupils

Summary Headlines

Year 6 SATs 2016

	National	Cauldwell	Matched	National Average score	Cauldwell Average score	Matched
Reading	66%	39%	46%	103	98.2	99.2
Writing	74%	58%	77%			
GPS	72%	59%	71%	104	102.5	103.2
Maths	70%	61%	74%	103	101.3	101.9

Whole cohort – 59 children, includes all children even those new to English

Matched – 35 children from Year 2

Combined Scores

	National	Cauldwell	Matched
Reading, Writing and Maths	53%	34%	43%
Writing and Maths		53%	69%

Progress:

Reading = -1.4 Writing = 3.7 Maths = -0.3

Strategies put in place to address attainment gaps

Sounds Write

Spring board

Talking Partners

Fisher Family Trust

Quest

Intervention groups for FSM children

ESOL classes for Parents

Family Learning

Summer School

Catch Up reading programme

Premier League Reading Scheme

Effectiveness of Early Years provision.

- The provision is led and managed by the Assistant Head Foundation Stage, a specialist in Early Years Education supported by another specialist Early Years teacher and two Learning Support Assistants. The early year's practitioners play to each other's strengths by utilising individual specialist skills, for example, handwriting and phonics.
- The learning environment is shared which facilitates a close working partnership and allows a constant flow of shared ideas and resources. The shared classroom setting allows for the regulation moderation 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.
- Children are taught basic skills in literacy and maths and are encouraged to develop their skills through enquiry based learning.
- Children are assessed using the Early Excellence Baseline Assessment on entry into their Reception Year. Continuous assessment is monitored through observation and a review of written work. This enables learning to be focused and targeted where it is needed most, for example, EAL and SEN. Children are given individual targets to challenge and motivate them to succeed.
- Outcomes are measured against the Development Matters Foundation Stage Profile criteria.
- 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 which can impact on their ability to reach the Early Years Goals within the prescribed time frame.

Next steps:

- Raise the quality of teaching and learning to consistently good with at least 50 % outstanding.
- Improve the attainment of Reading across the school.
- Maintain the phonics attainment at both year 1 and 2.
- Diminish the differences in attainment of vulnerable groups.

Overall Effectiveness of School

Cauldwell Lower School is a good school.

*We constantly seek ways we can improve the performance of our school and set high expectations for all.

* Our Vision of 'Achievement for All' is consistently delivered.

* Strong Governing Body.

* Experienced and passionate Headteacher, an extremely dedicated and active leadership team and a positive and well skilled teaching force.

*Children's well-being is paramount to us and every measure is made to ensure children are happy, safe and well cared for.

* Strong parent partnerships