



CAULDWELL SCHOOL

Self Evaluation Form (Summary)

Background / Context of the School

- * Group 2 lower school
- * Pupils are between 4 and 10 years
- * 338 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 12).
- * Feed from Cauldwell / Kingsbrook Wards (10% most deprived in England).
- * 40% of our children come from one-parent families
- * 23% of our pupils are known to be eligible for free school meals.
- * 17% of our pupils are on the special needs register.
- * 8% of our children are recognised as being gifted or talented.
- * 87% of our pupils are from minority ethnic groups.
- * 39 different languages are spoken at school.
- * Mobility in our school is high.
- * Strong leadership team.
- * Strong Governing body that reflects the community

Progress on Areas for Development from previous Ofsted

Improve teaching and learning.

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.

Autumn 2013 -

Audit of maths showed 83% of teaching to be good or better.

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:

- Strong 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 Lower School is a very good example of an inclusive learning community" (IQM 2012).

External Accreditations

Basic Skills (Sept11)
Healthy School (June 2013)
Eco School (Bronze Spring 11)
Arts Mark (March 2012)
International Schools (May 2012)
Quality in Study Support (Oct 2010)
Investors in People (Oct 2013)
Inclusion Quality Mark (June 12)
Science Quality Mark (March 2013)

Achievement of Pupils

Achievement of pupils at Cauldwell is Good.

Suggested grade:[delete as appropriate] Outstanding (1); **Good (2)**; Requires improvement (3); Inadequate (4)

Evidence that supports this judgement
EYFS

- Baseline outcomes in the first half of the autumn term show that the majority of children enter reception with skills and knowledge below age related expectations and in some cases well below. This has been a consistent picture across a three year period
- High proportions of children are from EAL backgrounds and the pupil premium numbers are high (around 30% annually)
- Girls have started the reception year slightly ahead of boys in their attainment levels
- 2011 -2012 was the first year that the school had admitted the majority of the year group in September. This has made a difference to progress rates
- Weaker areas of attainment on entry are in literacy and numeracy skills, with 'Physical Development' and 'Dispositions and Attitudes' being stronger
- Over a four year period, end of foundation stage profile outcomes have steadily increased, although they still remain below national sample outcomes. In 2013, 1.8 points were attained overall, just below the 2.0 points of the national sample
- A combination of good and outstanding teaching within the reception classes enables progress to be at least good and in many instances (particularly with EAL children) outstanding
- Curriculum adaptation and interventions aimed at both individuals and small groups focus on areas requiring further attention
- 'Reading' and 'Knowledge and Understanding' outcomes have improved over time
- At the end of the reception year, there is a small gap between boys and girls, but this has narrowed from the beginning of the year.

Year 1

- Pupils continue to make good progress across Year 1. Boys' writing development continues to be a focus. The EAL pupils in particular begin to demonstrate what they can achieve once they have a more secure grasp of English
- Detailed analysis is available on all groups, including the most vulnerable, and this information informs intervention groups
- Cohorts vary in composition, but in 2013 nearly 40% of the cohort were summer term birthdays and issues of immaturity in learning were apparent
- 63% of pupils entered for the phonics test passed (in a cohort of 78% EAL pupils).

Year 2

- 2013 represents the best outcomes over a four year period for the 51 matched pupils (Reading 15.7, Writing 15.2 and Mathematics 15.5) meeting national expectations and matching national averages
- Girls have tended to attain ahead of the boys in literacy over time
- Careful tracking of groups enables intervention throughout Key Stage 1 to be well focused and effective in accelerating progress
- Progress for matched pupils is judged to be very good, meeting national averages from low baselines in reception
- Pupils of higher ability regularly well exceed national averages
- Overall the attainment of free school meal pupils is improving

Year 3

- Progress for matched pupils continues to be good, above the 3 points expected for the year (Reading 3.76, Writing 3.53 points and Mathematics 3.63 points.)
- Progress overtime within Year 3 has been at least in line and frequently better for unmatched pupils. Interventions are utilised well to accelerate progress for vulnerable groups
- Despite high levels of SEN pupils (45% in 2013) progress is good for all groups
- Mobility remains a significant factor for the school. Only 33 of the 58 children actually started in foundation at Cauldwell. And many join from abroad with no previous school or English experience.

Year 4

- Outcomes at the end of Year 4 were the best achieved over a 4 year period
- Value added for all pupils was 7.29 points in Reading, 7.21 points in Writing and 7.42 points in Mathematics in 2013
- Matched pupil outcomes in 2012 were even better at Reading 8.67, Writing 8.33 and Mathematics 8.2. These were significantly above LA averages
- Gender gaps continue to narrow, with 2013 having reduced them successfully to the lowest level over a 4 year period
- The Free School Meal gap also continues to narrow
- In 2013 the 11 higher ability pupils exceeded significantly the age related expectations at the end of Year 4
- Overall Year 4 pupils showed outstanding progress from KS1 to Year 4.
- Rising trend in attainment over a four year period across the school

Strategies put in place to address attainment gaps

ECAR, ECAW, Sounds Write

Spring board

Talking Partners

Fisher Family Trust

Intervention groups for FSM children

ESOL classes for Parents

Family Learning

Summer School

Quality of Teaching

Teaching at Cauldwell is good.

We monitor teaching 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 immediately and action points agreed. SLT meet to collate all results and strengths / weaknesses are shared with the whole staff.

Teaching audit in Autumn 2013 (focusing on Maths) showed that 10/12 of lessons were good or better. These lessons were jointly observed by SLT. 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 G&T needs
- * Pace is good.
- * Children are active in their learning, interested and engaged.
- * Targets are referred to and next steps in learning are identified
- * LSA's are well planned for and contribute well to the lessons, supporting the learning.
- * ICT is well used
- * Whole school tracking system 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 13) show that 99% believe their child is taught well.

- CPD is matched to performance management targets and school improvement plan

Pupils' behaviour and Safety

Our childrens behaviour and safety is judged to be 'Good'.

- Pupils make good contributions to a safe, positive learning environment.
- Safeguarding permeates daily practice - designated staff, whole school training, good link Govs.
- They show high levels of engagement, courtesy, collaboration and co-operation in and out of lessons.
- They are well mannered. They are considerate , respectful and courteous to staff and each other .
- Pupils are extremely proud of their school.
- Skilled and highly consistent management of behaviour - school code of conduct, lead behaviour professional.

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

The Parent questionnaire results show that 99% agree that the school makes sure it's pupils are well behaved and 100% said that the school keeps their child safe (Feb 13).

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 2012 - 13

- School 95 %
- LA 95.5%
- National 95.6%

The attendance data shows that attendance is good.

Area for development = reduce the number of holidays taken in term time and maintain 96% target.

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 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 incuding 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'

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

Overall Effectiveness of School

Cauldwell Lower School is a good school.

*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

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, for example the way the impact of intervention provision is tracked, improved further and will continue to do so.