

# Caddington Village School Profile

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## Caddington Village School

Five Oaks

Luton, Bedfordshire, LU1 4JD

Telephone: 01582 726058

<http://www.caddingtonschool.net>

Children's Service Authority:	Central Bedfordshire
Age Range:	3-13
Head Teacher:	Sue Teague
Chair of Governors:	Dr Mike Smith
Academic Year:	2012-13
Published:	March 2014





## Our school

Our school was formed in September 2008 from the merger of three local schools and we are incredibly proud of the integration of pupils during the first year in the life of the school. There has been the development of a 'one school' ethos that has been achieved through strong teambuilding and pupil integration. A positive atmosphere of learning and well-being has developed a strong community bond. During the creation of the new school, a Nursery unit was established as part of the Foundation Stage, with the entire stage developed on the principles of active learning through play and investigation. These are the children of our school in the future and a love of learning and strong independence are key identifying traits.

As the first state school in Bedfordshire that caters for children from 3-13, we are able to offer specialist teaching at a variety of levels. Here we highlight key information about our school, including the number of pupils (and our pupil roll since we opened in 2008), budget and staff.

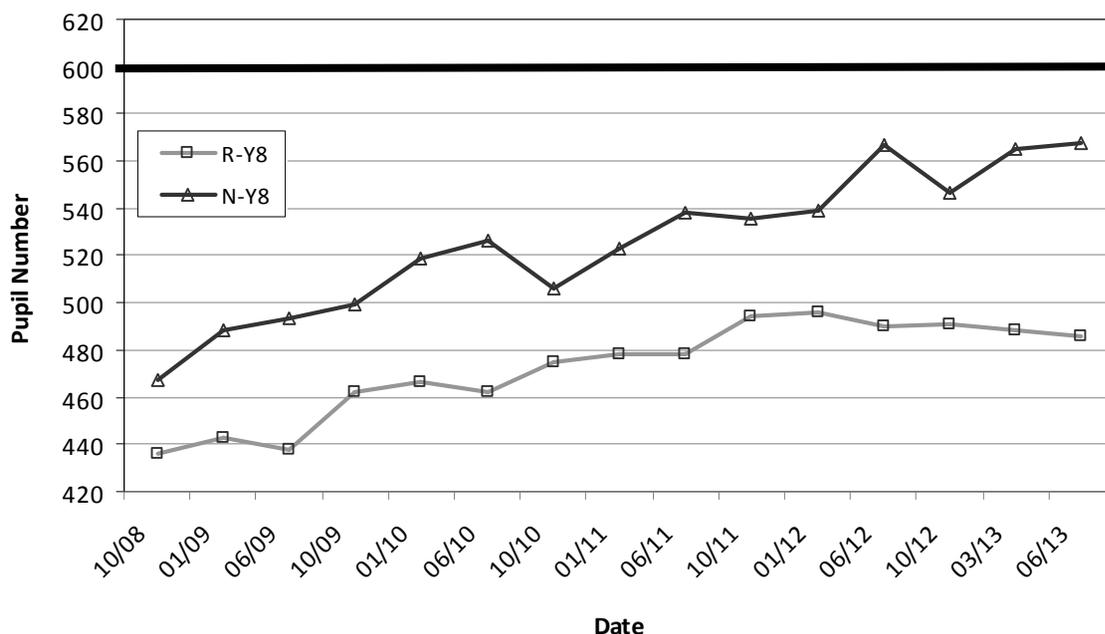


Table 1: Key school information (2012-13)

Pupils: R-Y8	491
Pupils: N	77
Attendance	95.09%
Cost per pupil	£4,315
Budget	£2.018M
Qualified Teachers	31.1
LSAs	20.0
Pupils per Full Time Teacher	15.72
Governors	11
Pupil Premium	£64,001

## What have been our recent successes?

We are proud of the opportunities and 'ethos for learning' that our children develop during their 10 year learning journey at our school. There is a positive atmosphere of learning which has developed a strong community bond. The school has a vision for **high academic standards, strong community links and innovative approaches to education**. We were inspected by Ofsted in 2010 and received a 'Good' judgement. We are popular in the community and have a strongly rising roll (see **About our school**).

Achievements of pupils upon leaving the school are excellent: Y8 attainment at KS3 is above the Y9 national average (2013). In addition, results at EYFS, KS1 and KS2 (2013) are significantly above the national average showing the excellent progress the children make during their time with us.

*'Pupils behave very well, have positive attitudes to learning and show considerable pride in their school.'*  
Ofsted, 2010

## How well did we implement our improvement plan?

1. *Raise standards of boys' writing* (ongoing): much of the action plan has been completed, but further development is needed.
2.
  - a. *Pupil and community involvement in curriculum development* (mostly met): successful implementation of the action plan but there is scope for more systematic pupil involvement.
  - b. *Creative and consistent approach to teaching and learning* (mostly met): an ongoing target that has had some significant successes. Further development in the light of the new National Curriculum is required.
  - c. *Develop a research-based approach to teaching and learning* (met): Lesson study was rolled out to the whole staff and a research paper was produced describing the process and outcomes. We presented our findings at the World Association for Lesson Study conference in Sweden as well as to Headteachers locally and in London.
  - d. *Implement the new EYFS* (met): new curriculum and assessment procedures implemented successfully.

3. *Improve communication systems* (ongoing): initial work to improve communication systems and distribution of key information complete. Ongoing development of processing continuing.

4. *Financial Stability* (mostly met): significant refurbishment, including the changing rooms, complete. A conservative approach to management has been taken in light of potential impact of local area changes on our pupil numbers.

5. *Personal Development* (met):

New appraisal processes have been fully implemented and staff have been given guidance and training. LSA appraisals have taken place, as has a staff audit.

6. *Leadership and partnership* (met): brokered leadership at Slip End Lower School and continued development of the Learning Partnership with local schools. With changes to the local area, this remains an active area of work.

7. *Strengthen links with local schools* (ongoing): the Learning Partnership links 10 local schools with considerable discussion concerning potential restructuring and more formalised collaboration. This is an active area of development.

8. *Learning Environment* (ongoing): scope of this target has been far wider than initially anticipated so a systematic and strategic approach, including financial implications, is underway.

### **What are we trying to improve?**

1. To review, update and implement the new National Curriculum (2014)
2. To introduce a research-based CPD cycle for teaching staff, with a focus on visiting and learning from outstanding learning environments.
3. To strengthen and formalise our working relationships with other local schools.
4. Begin to update and improve our physical resources – including the ICT infrastructure – in order to create a flexible and future-proof learning environment.

5. To integrate our communication systems and develop a schedule for regular communications.

6. To provide opportunities for individual learning and reflection.

We encourage you to read the School Improvement Plan (see the school website) where we provide detailed plans for the 2013-14 school year.

### **How are we developing our school resources?**

Our long-term continued commitment to high quality learning facilities continues: having completed an extension to the canteen, refurbishment of the changing rooms, development of a bespoke Nursery unit and refitting of the reception area, we are now planning to extend the Nursery, replace many of the roofs and reconfigure the layout of MacArthur block.

### **How do we work with other organisations?**

Caddington is part of a Learning Partnership along with nine other local schools. This has established a Steering Group with three core aims:

- consistent pupil management system
- cross-school and cross-phase moderation of assessment levels
- maintenance of teaching standards through external review

### How well do pupils achieve at age 5 (Reception)?

At the end of Reception (2013) our pupils were achieving significantly better than the national average.

Table 2: Foundation Stage Results (2013)

Subject	School	Local Authority (2011)	National
Overall	60	49	52

### How well do pupils achieve at age 7 (Key Stage 1, Year 2)?

At the end of Key Stage1 (2013) our pupils were achieving better than the national average in reading, writing and maths.

Table 3: Key Stage 1 Results (2013)

Subject	School	National
Reading:		
Level 2 (%)	94	89
Level 3 (%)	33	29
APS	16.9	14.9
Writing:		
Level 2 (%)	90	85
Level 3 (%)	24	15
APS	15.8	14.9
Maths:		
Level 2 (%)	94	91
Level 3 (%)	31	23
APS	16.4	16.1

### How much progress do pupils make between age 7 and 11 (Key Stage 1-2)?

Table 4: Key Stage 1-2 Progress (2013)

Key Stage	School	National
Reading (APS)	12.5	12.8
Writing (APS)	12.4	13.2
Maths (APS)	12.7	13.0

## How well do pupils achieve at age 11 (Key Stage 2, Year 6)?

At the end of Key Stage 2 (2013) our pupils were achieving significantly better than the national average in maths and around the national average in English.

Table 5: Key Stage 2 Results (2013)

Subject	School	National
Reading:		
Level 4 (%)	89	86
Level 5 (%)	42	44
APS	28.6	28.5
Writing:		
Level 4 (%)	80	83
Level 5 (%)	38	30
APS	27.4	27.5
Maths:		
Level 4 (%)	87	85
Level 5 (%)	51	41
APS	29.5	28.7

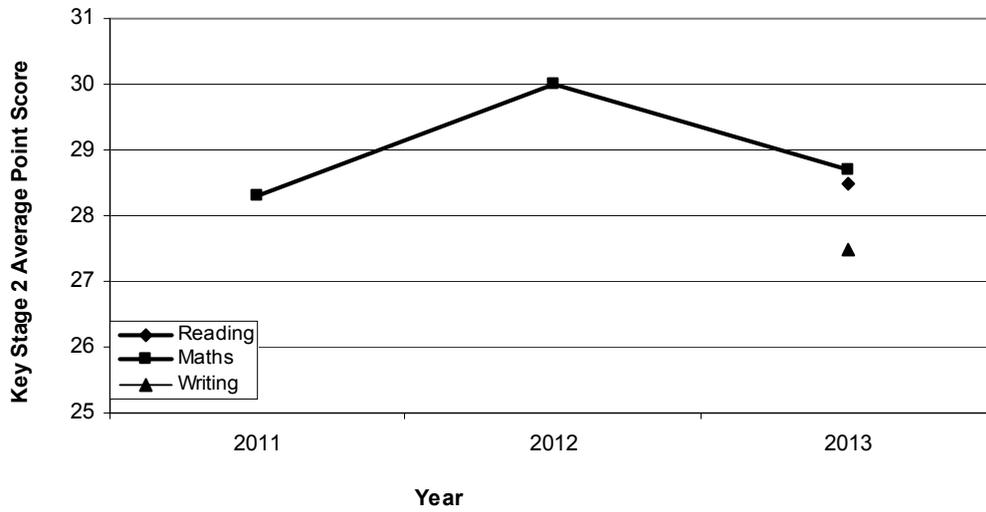
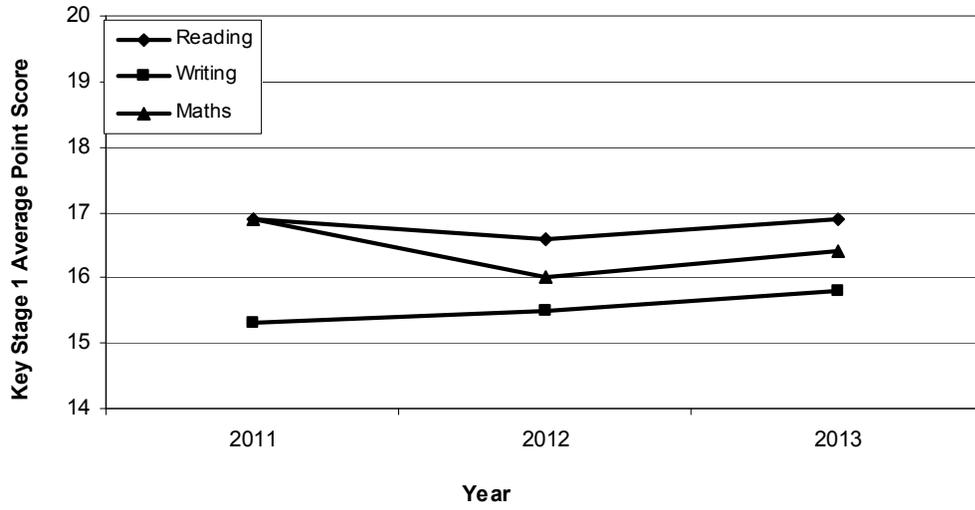
## How well do our pupils achieve at age 13 (Key Stage 3, Year 8)?

At the end of Year 8, when pupils leave the school, results are very good. Pupils followed an accelerated curriculum and took the SATs papers and their results compared very well against national averages for the **end of Year 9**.

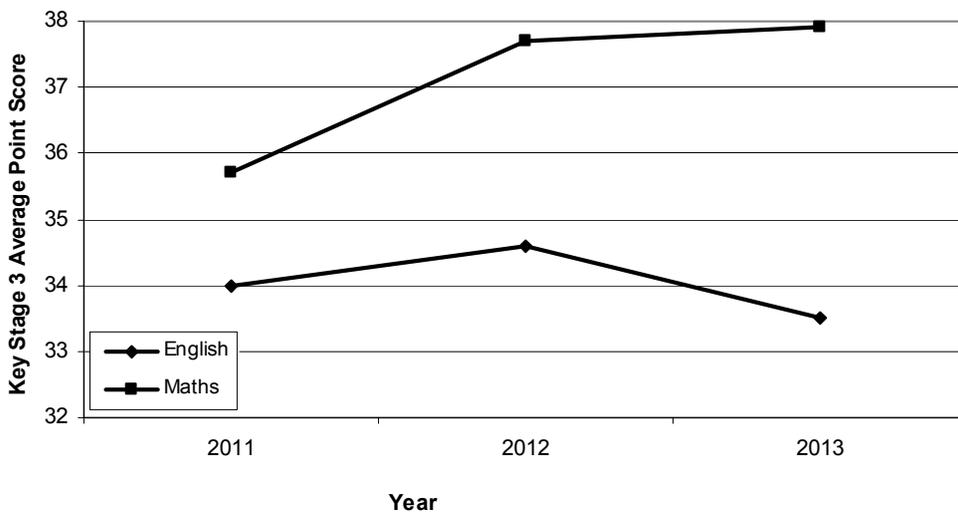
Table 6: Accelerated Key Stage 3 Results (2013)

Subject	School (Y8)	Benchmark
English:		
Level 5 (%)	89	83
Level 6 (%)	39	47
APS	34.4	33.5
Maths:		
Level 5 (%)	91	86
Level 6 (%)	75	62
APS	39.2	37.9

## How have our results changed over time?



\*Please note that at KS2 English was split in to Reading and Writing - there is no pre-2013 data.



Results at KS1 over the last 3 years are significantly above national attainment for all subjects. The slight decline in overall APS is a result of more accurate assessment processes following the implementation of APP and rigorous moderation procedures. KS2 results show a steady increase in Maths attainment, which is now significantly above the national average. Maths and English results at KS3 show a fairly consistent trend and are very pleasing. Pupil attainment in English and Maths exceeds expectations for pupils in Y9 and are slightly better than results from Middle Schools locally.

### **How are we making sure that every child gets teaching to meet their individual needs?**

Targets are set in all core subjects for all pupils at the start of every half term. These are shared with parents through the children's school planners and targets are displayed on the front of children's books. These targets are monitored by teaching staff and children are rewarded as they meet their individual target in each subject. We also hold consultation evenings and open evenings to inform parents of what we are teaching and how we are helping their child to learn.

To encourage parents to be a part of their child's learning journey, we also provide English and Maths workshops to help parents understand how we teach these subject areas and what they can do at home. We also provide assessment events where parents can attend and learn how we assess children. Parents are informed of homework through a timetable in planners and all homework is recorded.

Standards of teaching and learning are monitored and reviewed regularly through 'walkabouts'. In the last year the senior leadership team conducted walkabouts, paired with both staff and Y8 prefects. The information gathered from this monitoring helps to identify and implement key areas for improvement. There is also the opportunity for tutors to meet with their pupils to discuss and review academic targets, share concerns and communicate them with staff and parents as appropriate.

### **How do we innovate to improve the learning environment for our pupils and staff?**

Staff are deployed in cross-phase teams to carry out 'lesson study'; a method where they jointly observe and then plan lessons collaboratively in order to improve the quality of learning. Detailed observations take place followed by

post lesson discussions and collaborative planning. Pupils are interviewed about lessons and learning. The findings are communicated via presentations to all staff and condensed into a user-friendly document for staff and pupils to act upon.

Year 2 pupils are using mobile phones and mini tablets with a bespoke app to learn their times tables ([www.Flurried.co.uk](http://www.Flurried.co.uk)). They play for approximately ten minutes per day and their results are reported immediately back to the teacher. This enables extremely focussed learning to take place, and we are expecting to see rapid and sustained progress in pupils' mental maths skills and agility.

### **What have pupils told us about the school, and what have we done as a result?**

We regularly survey the pupil body for their opinion and there is continual staff-pupil dialogue regarding day-to-day management of the school. Pupil views are vital and are always taken into account as part of the decision making process. In addition there is direct feedback via the School Council which is comprised of pupils elected from years 3-8; the council meets regularly with a member of staff and its views incorporated into the School Improvement Plan. The school has an EcoTeam who are extremely active in promoting the sustainable operation of the school and in improving the school environment.

### **How are we working with parents and the community?**

Parent involvement through home support is central to successful progression of pupils within the school and communication is therefore an important aspect of this:

- the home-school diary, received by all pupils, details timetables, homework, targets and reading support
- the diary also has a 'contact matrix' so parents know who to contact about what
- ParentMail allows parents to receive paper or electronic versions of newsletters
- 'Key Information' is available via our school website
- parents are consulted via questionnaires on key issues and their views are carefully considered

- parents are also invited to assemblies, workshops, open evenings, consultation evenings and productions

Our 'Friends of Caddington' organisation is strong and active, co-ordinating a number of community events at the school. We have close ties with the local community including community representatives on the Governing Body. There are close links with the Parish Council and integration with village events - these include church services, Harvest Festival, Remembrance Day, Village Show, carol services and Christmas Lights on the village green. School facilities are used by Rainbows, Parish Council and a number of sporting clubs.

### **What activities and options are available to pupils?**

Pupils enjoy a range of enrichment programmes that are designed to enhance learning through targeted 'themes'. These include visitor presentations (e.g. visit by Quantum Theatre), events, day trips (e.g. visits to RAF Hendon Museum, Roald Dahl Museum) and residential trips (e.g. Kingswood (Y5/6), Grafham Water (Y7/8) and Germany (Y3/4)). Our school enjoys working with the community and every year we have a wonderful fireworks evening, Christmas Bazaar, Christmas performances, class assemblies, celebration assemblies and the summer fete.

There are a variety of extra-curricula clubs including gymnastics, table tennis, dodgeball, cross country, athletics, football, netball, hockey and rugby, many of which link to inter schools' leagues leading to county competitions. There is a breakfast club for pupils to attend before school and a daytime homework club with teaching staff on hand to support pupils.

### **How do we make sure our pupils are healthy, safe and well-supported?**

Through the PSHCE and SEAL programmes pupils receive a strong emphasis on social and moral development. We have an active School Council (see 'What have pupils told us') with their views reported and considered within decisions made by senior staff and the Governing Body. Pupils form the main membership of the EcoTeam and have implemented an action plan for creating a sustainable school environment. The KS3 curriculum has a module on Health Related Fitness which looks at diet, exercise and social responsibility. Bikeability training has been organised and cycle racks are provided.

The school has policies on bullying, cyber bullying and racism and has rigorous safeguarding procedures. The school has good pupil behaviour

through the implementation of a Praise and Consequence 'Staircase', which is used consistently across the school.

Pupil achievements and qualities are recognised through Star of the Week (from Nursery to Year 8) as well as reward systems. Individual needs are well supported through a strong pastoral system, close contact with parents and support from outside agencies where appropriate. Pupils are mentored where necessary by form tutors and pastoral staff. Year 8 pupils participate in a 'Reading Around the School' programme, where they help pupils from younger year groups to develop their reading skills. Pupils from Year 4 are selected for the 'Milton Monkeys' programme, where they act as mentors to younger pupils.

### **How do we make sure all pupils attend their lessons and behave well?**

The standard of behaviour at the school is high and consistently praised by visitors. Staff have high expectations of pupil conduct as well as progress and achievement and pupils have a clear understanding of the expectations placed upon them. There is a proactive behaviour policy targeted at rewarding good behaviour and making pupils aware of the consequences of poor behaviour. Pupils are instrumental in creating 'classroom rules' and enjoy being involved in such decisions. Parents are informed and involved in celebrating achievements and in helping us to deal with any problems when they arise. All pupils have a 'planner' which is taken home. The majority of pupils aspire to excellent standards of behaviour and flourish in positions of responsibility such as prefects, School Council representatives and members of the EcoTeam.

Attendance for the majority of pupils is good and pupils enjoy competing in classes to have the highest attendance figures. Pupils who have 100% for a term all receive a certificate in end of term celebration assemblies. We are working closely with our Education Welfare Officer to improve the persistently poor attendance of a minority of pupils.

### **What do our pupils do after leaving this school?**

Caddington provides education from 3-13 years, finishing at the end of Year 8. The vast majority of our pupils go on to study at Manshead Secondary School which is a voluntary aided school with Science and Maths Specialist status. Some pupils also transfer to Queensbury Secondary School and Barnfield Academy. Some pupils return to us for work-based placements.

## Ofsted's view of our school

Date of last inspection: 4 March 2010

Ofsted grade: good (2)



<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/109664>

The warm welcome given by Robin Hood to Harry Potter, Tracy Beaker and Horrid Henry at the start of the World Book Day celebrations illustrated well the strong relationships between the teachers and pupils. With all of the school community in costume and ready to 'drop everything and read', the profile and importance of reading was strongly promoted. Events such as this have united this new school, and created a caring ethos and an expectation that pupils will work hard and succeed. Equally, they enhance the school's good curriculum and show its determination to provide all pupils with interesting and enjoyable opportunities. Much has been achieved since the school opened to ensure that it is now providing a good education for the pupils. The school's popularity and the number of pupils on roll are rising because most parents are very pleased with its work. Pupils behave very well, have positive attitudes to learning and show considerable pride in their school. They have an excellent understanding of how to stay fit and healthy and the school carefully records the pupils' participation in activities that promote a healthy lifestyle. Pupils are achieving well; most are making good progress so that, by the time they reach the end of Year 8, the majority are attaining or exceeding the levels expected for their age. The school keeps a careful check on the progress of all groups of pupils and this shows that most, including some from the Traveller families, are doing well. It also identifies that boys are not making the same rapid progress as girls in writing. Most teachers explain things clearly, question pupils thoughtfully, and set interesting tasks that engage and interest the pupils. Occasionally, tasks are not demanding enough for some groups. The school has successfully introduced the national approach to assessing pupils' progress, and the information that the teachers gather forms the basis of their well-planned lessons. However, a few pupils feel they do not know how well they are doing. This is because the quality of marking varies considerably and does not always give the pupils sufficient guidance on how to improve their work.

The headteacher, senior leaders and governors have carefully planned, implemented and monitored a range of developments and improvements since the school opened. Many have been successful and instrumental in

building the unity, ethos and high expectations that are prevalent in the school. Others have been successful in tackling initial inconsistencies, for example in the pupils' progress in mathematics in some year groups. The senior leadership team extensively monitors the quality of teaching. Although this is detailed, the consideration given to the impact of teaching on pupils' learning and progress is insufficient to raise the school's performance to the highest level. Nevertheless, the school is well placed to build on the strong start it has made, and has demonstrated a good capacity for sustained improvement.

### **What have we done in response to Ofsted?**

We are proud to have received a 'Good' judgement after only 18 months of operation. Ofsted noted three items for further improvement. Our response is shown below the item:

#### 1. Focus upon boys' writing

- we have implemented a feedback policy, promoted the 'profile' of reading, delivered specific INSET training and writing workshops. We are continuing to promote the use of the library, whilst writing remains a focus of the School Improvement Plan

#### 2. Ensure consistency of marking so that pupils know how to progress to the next level

- we have implemented a feedback policy where all pupils receive feedback in books at least every two weeks. Staff have received training on the provision of good feedback and pupils are becoming more aware of their own progress

#### 3. Ensure monitoring of teaching accounts for impact upon pupil learning

- staff are implementing Assessment for Learning strategies and are increasingly aware of the impact upon learning and standards

