



# School Self-Evaluation

## September 2023



**Bikeability**



**Eco Council**



**Red Nose Day fun**



**Christmas Fun!**



**Hello Yellow Day**

## SCHOOL'S CONTEXT

Caldecote is a single entry school serving the villages of Caldecote and Childerley. Although there has been a primary school in Caldecote since 1910, the school was relocated to its present site in 1963. 21% of our pupils are from out-of-catchment with the two main reasons being preference for a smaller village school and the excellent wrap around and holiday care the school offers.

Some key aspects of the school are:

- The school has grown from 178 to 203 pupils over the last 12 months
- FSM numbers more than doubled to 33
- Many pupils are from socially and economically advantaged backgrounds but cultural diversity is rapidly increasing. We currently have 18 languages spoken and families from many different cultures
- The majority of Year 6 pupils transition to our catchment secondary school, Comberton Village College
- The number of pupils with behavioural and mental health issues is on an upward trend; we have appointed a Pastoral Lead to support
- Mental Health training for staff and the development of our Socially and Emotionally vulnerable register has supported improved identification of needs and timely interventions
- We work in close partnership with the Network CB23 cluster schools; have provided Executive Headship for two local primary schools; our SLEs support other local schools; we have: three LA moderators in our staff team; are involved in the Maths Hub; Co-Head is an Ofsted Inspector and sits on IRPs for Cambridgeshire and other counties
- We hold a number of accreditations: Primary Science Quality Mark, Healthy Schools, Eco Schools, Green Flag, Sing-Up Silver, Bronze School Games Award, Bronze Ace Online Safety as well as many sporting awards
- The Governing body has very clear structures to support the participation and effectiveness of members and this has had a positive impact on the drive and ambition for the school

*Thank you and all your staff.  
Your passion, dedication and  
commitment to providing the  
best for all children is second  
to none (Parent, Years 3 & 5)*

*The successful and well-  
deserved outcomes for all  
pupils is evidence of the  
clarity of the school's  
evaluation of the strengths  
and areas for development  
(School Adviser)*

*We have been on some  
amazing school trips -  
Harry Potter World, the  
beach & Space Centre  
(Child Y4)*

*'There are lots of smiles  
.....We're a Caldecote Family'  
  
Pupils to Ofsted 2022*

### QUALITY OF EDUCATION - PUPIL ACHIEVEMENT

|   | <b>2022 (33 pupils, 1 disapplied)<br/>Validated data</b>   | <b>2023 (34 pupils, 5 disapplied)<br/>Un-validated data</b>  |
|---|--|--|
| <b>Early Years<br/>Foundation<br/>Stage</b> | GLD = 74%*<br>Reading = 90%; Writing = 74%;<br>Number = 84%<br>Baseline showed cohort:<br>Attainment = slightly below<br>average<br>PSED = significantly below average<br>Disadvantaged = upward trend<br>continues<br>Learning behaviour and school<br>readiness significantly below<br>expected<br><i>*7 pupils joined within year, some<br/>without any prior schooling</i> | GLD = 65%*<br>Reading = 73%; Writing = 73%;<br>Number = 81%<br>Baseline showed cohort:<br>Attainment = slightly below average<br>PSED = significantly below average<br>Disadvantaged = upward trend<br>continues<br>Learning behaviour and school<br>readiness significantly below expected;<br>Communication is very weak |
| <b>Key Stage 1</b>                          | End of Key Stage 1 outcomes<br>based on teacher assessment<br>Reading = 73%; Writing = 73%;<br>Maths = 91% RWM = 73%<br>Phonics check = 89% (1 child new<br>to English arrived 3 weeks prior to<br>check)<br>average score = 34<br>LA moderated judgements – all<br>were secure  | End of Key Stage 1 outcomes based on<br>teacher assessment<br>Reading = 90%; Writing = 80%;<br>Maths = 97%<br>RWM = 77%<br>RWM GDS: 7%<br>Phonics check = 95% (1 child new to<br>English arrived 6 weeks prior to check)<br>average score = 37<br>Phonics: LA check, all secure  |
| <b>Key Stage 2</b>                          | End of Key Stage 2 outcomes:<br>Reading = 91%; Writing = 73%;<br>Maths = 85%; RWM = 73%<br>Average points scores:<br>R = 109; GPS = 105; Maths = 105<br>LA moderated writing and<br>confirmed all judgements were<br>secure  | End of Key Stage 2 outcomes:<br>Reading = 93%; Writing = 90%;<br>Maths = 78%; RWM = 73%<br>Average points scores:<br>R = 111; GPS = 106; Maths = 104<br>RWM: 68%<br>RWM GDS: 18%   |
| <b>SEND &amp; Medical<br/>2023 - 2024</b>   | 2 pupils with EHCPs (Y4 & Y1)<br>SEND register = 10<br>Medical register = 7<br>On Watch = 24 (including SALT & SMEH)<br>Social & Emotional register = 42<br>Attainment for pupils is broadly at or above that seen nationally for similar pupils<br>On Watch number has jumped significantly post covid  |  |

### QUALITY OF EDUCATION - TEACHING, LEARNING AND ASSESSMENT

#### **Actions we are currently taking to maintain and improve standards**

- Implementing new SEND tracking system to more closely identify needs and track progress
- Ensure challenge is part of all teaching and learning

#### **Evidence:**

##### **Quality First Teaching:**

- Teaching over time is consistently high quality as evidence by in-school and external monitoring and results of national tests
- Assessment across all subjects is robust and underpinned by teachers who are moderators and external assessors
- Rigorous programme of reviews of teaching, curriculum, policies and practice ensures standards remain high
- Mastery approach supported by keep-up sessions for identified gaps
- Focus on developing perseverance, resilience and metacognition through all teaching
- All staff engage in individual, targeted CPD

##### **Caldecote Curriculum:**

- Caldecote Learning Tree together with our '11x11' curriculum is the framework for our bespoke curriculum is prominently displayed in classrooms and foyer and underpins all we do; regular workshops for parents to keep them informed
- The curriculum is planned to exceed the EYFS & NC expectations
- The sequenced curriculum ensures cumulative learning and is balanced alongside daily discrete sessions teaching the basic skills of reading, writing and arithmetic across the whole school
- Home-learning 'Topic Menu' plus online English and Maths is overwhelmingly supported by parents
- Seesaw learning platform enables regular dialogue between home and school and means we can seamlessly move to a blended learning model if needed
- Other online platforms eg Accelerated Reader & Mathletics strengthens home / school liaison

##### **Happy, Health, High-Achieving Pupils:**

- Weekly celebration of both in and out of school achievement shared with parents
- Regular opportunities to extend and deepen learning in real contexts eg £5 Challenge, 500 words, National Primary Maths Challenge, Queen's Handwriting & Commonwealth essay competitions, Public Speaking, Spelling Bee, Charity fundraising etc.

#### **Actions we are currently taking to maintain and improve standards**

- Review curriculum offer for all subjects to ensure it is securely planned and sequenced to ensure continuous progression of skills and knowledge

## PERSONAL DEVELOPMENT, BEHAVIOUR AND ATTITUDES

### Evidence

#### A Safe Environment:

- Emotional literacy is threaded through the curriculum and the environment eg mindfulness, yoga, calm areas, etc.
- Positive and nurturing relationships between all stakeholders
- Visitor and community comments on pupils' exemplary behaviour
- Parents say that behaviour issues are dealt with in a timely and reasonable way
- Positive Behaviour Policy based on the STEPs therapeutic approach consistently applied
- Class behaviour logs scrutinised by SLT to spot patterns or behaviour which are addressed swiftly
- Pupils' ability to self-regulate through Peer Mediators and active School and Eco councils
- Y6 pupils take on responsible roles and model good behaviour and attitudes eg corridor monitors, playground leaders & buddies, etc
- Golden Table and Eco points help maintain high standards of behaviour throughout day
- Junior Travel and Sports Ambassadors and House Captains develop pupils' understanding of responsibility and community
- Through UK Parliament Ambassador programme raised awareness of British Values, especially democracy eg pupils presented petitions, interview politicians and given evidence for a select committee
- Annual attendance at the Commonwealth Service and visits to the Palace of Westminster further develop British Values

#### Safeguarding:

- Ofsted (Oct 2022) praised our rigorous procedures
- All staff take safeguarding seriously and are confident logging concerns
- Pupils understand and can articulate how they can take to keep themselves safe online
- Parents have many avenues to raise concerns: Parent Forum, daily message taker, informal drop-ins
- Electronic systems for managing CP concerns (MyConcern), our SCR (Sentry) and visitors (Inventory)
- DSLs meet regularly to reviews files and also attend CPIN meetings to keep abreast of developments

#### Happy, Health, High-Achieving Pupils:

- Pupils say they enjoy school, feel challenged and recognise it is a safe and happy place to be
- Pupils value and respect staff, peers and their environment
- High participation in events such as The Community Spring Tidy Up, Christmas Fair etc
- School work towards retaining their Green Flag Eco Standard

#### Actions we are currently taking to maintain and improve standards

- Continually check pupils have secure understanding of how to keep themselves safe and healthy
- Continue to develop a holistic approach to positive behaviour
- Find more opportunities for pupils to broaden their understanding of British Values of tolerance and personal liberty

## LEADERSHIP AND MANAGEMENT

### Evidence

#### Senior Leadership Team:

- Co-Heads take a distributed leadership approach which has been pivotal in developing strong leaders throughout the school (3 deputies have gone on to be successful Headteachers)
- A Co-Head is an Ofsted inspector, part of the DfE Headteachers' Reference Group, is vice-Chair for Cambridgeshire Primary Heads and sits on National Exclusion Appeal panels & STA review committees
- Both Co-Heads hold NPQH and sit on the County Resourcing panel
- Co-Heads have reputation for strong leadership and management and have supported schools who were in difficulty with interim arrangements
- SENDco works closely with Pastoral Lead to oversee Social and Emotional register and disadvantaged registers as well as the SEND register to secure best outcomes
- Business Manager provides input for property, finance and parent interface which supports us making informed decisions that will positively impact all sectors of our school community
- Co-Heads and Co-Chairs of Governors meet and liaise regularly

#### Middle Leadership:

- Staff hold externally recognised qualifications eg NPQML, SLEs, LA moderators, EYFS Lead Practitioner
- Subject leaders are supported to engage with Network cb23 Subject meetings, LA and National meetings and are supported by designated Governors through regular meetings
- Staff understand their collective responsibility for the spiritual, moral, social and cultural development of all pupils
- Governors are linked to subjects and classes and meet regularly with reports to the relevant committee

#### Happy, Health, High-Achieving Pupils:

- Supporting pupils to be Happy, Health, High Achieving is placed firmly at the centre of everything we do
- Older pupils show strong leadership skills and support staff creating a culture of tolerance and respect
- Our PSHE and RSHE curriculums helps to prepare pupils for their lives in the 21<sup>st</sup> Century
- Pupils demonstrate a deep understanding of the importance of rules, democracy and fairness and appreciate the increasing diversity of our community

#### Actions we are currently taking to maintain and improve standards

- Excellent subject leadership is a key focus for appraisal
- Increase understanding of equality and diversity amongst all stakeholders

## EFFECTIVENESS OF THE EARLY YEARS

### Evidence

#### Experienced EYFS Team:

- Team has deep understanding of the curriculum and high quality provision of care and support for all
- Always ensure high pupil/staff ratio. Team is supported by dedicated governor who is a very experienced EYFS practitioner and who provides support and challenge which motivates and drives improvement
- Consistently high GLD year-on-year despite lower starting points each year
- A SLE lead practitioner in team
- Early adopters of new baseline and assessment opportunities are embedded throughout the year and are frequent, accurate and individualised (LA moderation, June 2019)

#### Consistent Pupil Progress:

- Very high levels of pupil progress, even in recent years when more children arrive with additional needs or lacking school readiness
- Acquisition of early reading, writing and number skills and knowledge are of high importance so pupils have a secure base to springboard their primary education
- Close relationships with EYFS feeder settings, Network cb23 cluster and lead practitioners lead to children settling quickly into school
- Health & Safety is prioritised and pupils actively encouraged to manage their own risk when they are experiencing different areas of the school
- EYFS team value relationships and quickly learn about pupils' interests so this can influence provision and encourage active and motivated learners
- Pupils develop ability to sustain interest and application, displaying positive attitudes to their learning

#### Happy, Health, High-Achieving Pupils:

- Pupils demonstrate good skills of independence, co-operation, sharing and support for each other and are especially kind and considerate to pupils with additional needs
- Pupils enjoy coming to school, quickly become independent and are able to self-direct their learning in stimulating indoor and outdoor areas including the woodland
- They are equally as confident around the school and play a full and active part in all aspects of school life including the School and Eco Councils
- Pupils have a special role in our community and we all look forward to the annual Nativity and hearing them perform at our Christmas Carol Concerts

#### Actions we are currently taking to maintain and improve standards

- Continue to focus on accelerating 'school readiness' to minimise the impact on educational progress
- Continue to deepen relationships with Pre-school feeder settings
- Continually review our phonics programme to ensure consistency across all of KS1 and to maintain high standards



## OVERALL EFFECTIVENESS

### Including the promotion of the pupils' spiritual, moral, social and cultural development

#### Evidence

##### Quality of Education including EYFS:

- Pupils make good or better progress at transition points; most achieve above national averages in reading, writing, maths and science
- Disadvantaged and SEND pupils achieve well
- Percentage of pupils achieving greater depth has increased in most areas
- The bespoke Caldecote Curriculum is the backbone to learning throughout the school; it is written for our children and context and is regularly monitored and reviewed

##### Personal Development, Behaviour & Attitudes:

- Staff take collective responsibility for welfare and learning of all pupils
- Pupils demonstrate exemplary attitudes to learning, supporting each other, co-operating well and showing very high levels of concentration and engagement in their tasks
- Pupils are proud of their achievements and their school
- Staff work hard to foster harmonious relationships with pupils and their families

##### Leadership & Management:

- Governors support leaders in promoting the welfare and professional development of all staff
- Our Pastoral Lead is given time and status to develop a comprehensive programme which supports the community
- Governors have a deep and extensive evidence based knowledge about how the school is performing and use their skills appropriately to support
- The Senior Leadership team know the school priorities and work tirelessly to achieve best outcomes

##### Happy, Health, High-Achieving Pupils:

- Feedback from pupils, staff, parents, visitors and supply staff support our belief that the spiritual, moral, social and cultural development of our pupils is outstanding
- Caldecote School is a happy community where relationships at all levels are highly positive and respectful

##### Actions we are currently taking to maintain and improve standards

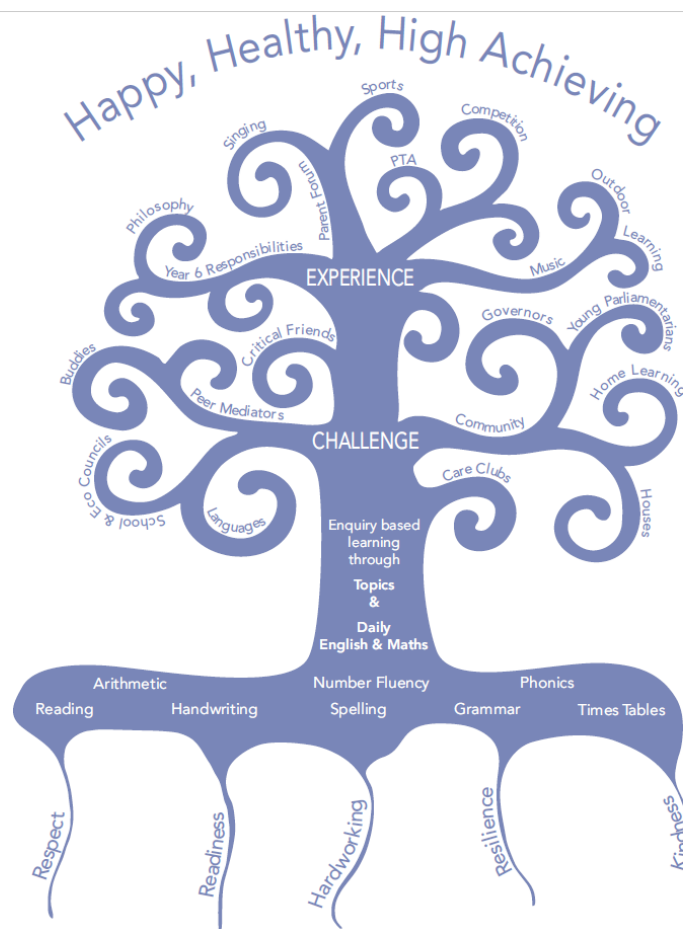
- Building on our engagement with local stakeholders to provide further opportunities for our pupils
- Sustain our ambition and commitment to providing the highest quality of education for all our pupils
- Making sure our curriculum and environment meets the needs of our growing culturally diverse community



## WHAT MAKES US SPECIAL!

|   |  |
|---|--|
| <b>Caldecote Learning Tree</b>          | Our bespoke curriculum framed around a range of stimulating topics and enrichment opportunities. It encourages cross-curricular learning whilst offering challenge and interest for all children (appendix 1)  |
| <b>'11 x 11' Curriculum</b>             | A sequenced programme to develop pupils' character and life-skills   |
| <b>Social &amp; Emotional Wellbeing</b> | We are committed to educating and supporting the whole school community through developing emotional literacy and nurturing and prioritising good mental health  |
| <b>Charity Support</b>                  | Decided upon and led by the School Council with our Christmas Jumper day for Save the Children, sale of Red Noses for Comic Relief and our huge collection to support the people of Ukraine  |
| <b>Awards</b>                           | Our weekly celebration assembly is a highlight with pupils and families. As well as aspiring to and celebrating more prestigious awards eg Green Flag, Gold Award for JTAs, we celebrate pupils' individual achievements, however big or small   |
| <b>Music/Drama/Dance</b>                | This is a strength that is driven by the pupils, many of whom have a passion and excel in these areas. We take part in Young Voices, local orchestras and always have pupils who successfully audition for the Cambridge pantomime   |
| <b>Outdoor learning</b>                 | We have beautiful grounds and learning outdoors is an expectation across the school. Pupils take pride in caring for their environment   |
| <b>Parent / Community Involvement</b>   | We have many volunteers who support across the school in a variety of ways. We have links with a local Care Home, the Church and lots of local businesses. Through our Parent Forum we have representation from every class, governors and parents; a chance for everyone to have a voice and shape and influence school decisions |
| <b>Care Clubs &amp; Holiday Clubs</b>   | The wraparound care has an excellent reputation and is extremely popular with both Caldecote parents and those from surrounding villages. We are a lead school for the LA HAF programme for disadvantaged children.  |
| <b>Staff Well Being</b>                 | In consultation with staff, we have taken bold steps to reduce workload which has resulted in high staff morale  |

## Appendix – Caldecote Learning Tree



**The Roots: Respect, Readiness, Hardworking, Resilience, Kindness** - these are the values that underpin and thread through all aspects of teaching and learning. Children are actively encouraged to develop and demonstrate these values and they are publicly celebrated in assembly weekly.

**The Foundations: Reading, handwriting, spelling, grammar, phonics, arithmetic, number fluency, times tables** – all classes teach these basic skills every morning in focused sessions

**The Trunk: enquiry based learning through topics with daily English and Maths and which includes Experiences and Challenges:** all subjects are taught through a half / termly topic which are planned with the support of the Cornerstones Curriculum. For each topic there is an 'Experience' which is intended to enthuse and engage the children and these are often used to launch a topic or to consolidate prior learning. There is also a 'Challenge' (with support from Chris Quigley's Dangerous Curriculum) to develop a range of skills that are additional to the National Curriculum eg assessing risk, public speaking, team resilience, etc.

**The Branches: eg singing, sports, languages etc.** – these are all the areas of the school curriculum that enrich learning