

# Caldecott Primary School Profile

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## Caldecott Primary School

Caldecott Road  
Abingdon, Oxfordshire, OX14 5HB  
Telephone: 01235 523132  
<http://www.caldecott.oxon.sch.uk>

Children's Service Authority:	Oxfordshire County Council
Age range:	3-11
Number of pupils:	345
Head teacher:	Mrs Margaret Wolf
Chair of governors:	Mrs Jeanette Thomas

## What have been our successes this year?

The actions that have been put in place in the academic year 2006/2007 have resulted in a significant raising of standards at Key Stage 1. In every subject area overall subject levels have improved apart from speaking and listening, where much more rigorous assessment has resulted in more realistic levels of attainment. There has been a considerable rise in the numbers of pupils who are on track.

At Key Stage 2 the percentage of pupils achieving level 4 exceeds our published targets and those achieving level 5 are very close to the targets. This was helped by the running of an Easter school for some children and additional booster sessions.

With funds raised by The Friends of Caldecott Primary School a large set of African drums was purchased which help to enforce links with Africa and are used in African week as well as at other times.

Caldecott Primary School has also replaced all the computers in the computer room in 2007 thus giving faster processing speeds and updated software.

In 2006-2007 there has been a lower school nativity play, a carol service and a whole school production of Oliver in which every child took part.

Many school policies have been reviewed and will be monitored systematically.

## What are we trying to improve?

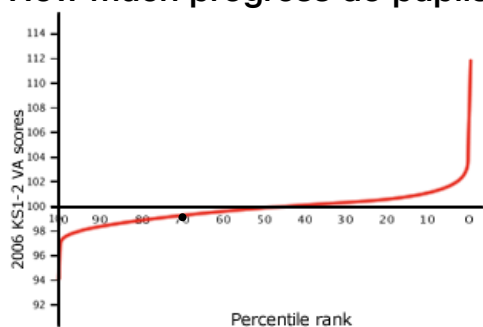
The school's main priority is to raise standards and improve rates of progress throughout the school in all core subjects while maintaining a broad and balanced curriculum offering enrichment for our pupils. Attainment at the end of Key Stage 2 previously fluctuated according to the cohort, but the SATS results in 2006 showed radical improvements in maths and science and the 2007 results showed continued progress in maths and English, with a slight dip in science.

We are constantly learning and working to improve the quality of teaching and learning in all classes. Termly curricular targets for children have been set in reading, writing, speaking and listening and maths which are differentiated for different children according to ability. We are developing strategies to enhance the learning environment to enable children to retain and apply their knowledge and skills.

Caldecott Primary School in conjunction with the adjoining Family Centre is working towards becoming a full Children's Centre. All the various types of childcare on offer are part of this and we are trying to improve the financial monitoring of this as this is completely separate from the school's budget.

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## How much progress do pupils make between age 7 and 11?



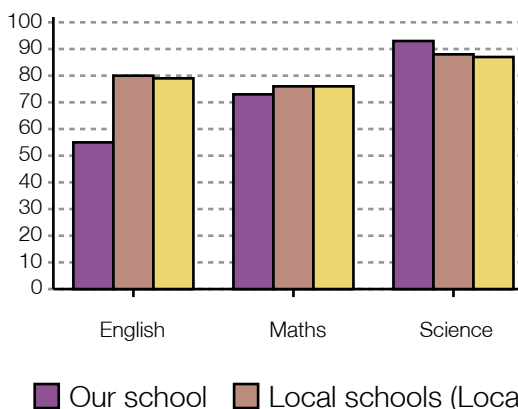
The chart shows our school's value added (VA) score relative to that of other primary schools. VA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

- Our school

In the past progress has not always been good in years 3 and 4 which perhaps is due in part to the more formal learning structure used compared with Key Stage 1 and in some cases pupils seemed to move backwards. This was addressed in September 2006 with a member of staff being awarded a teaching and learning responsibility (TLR) for these year groups. Progress in writing is now satisfactory after following detailed differentiated planning and precise and regular phonics teaching. Progress in writing in years 5 and 6 still remains an issue but a new Key Stage 2 Co-ordinator has been appointed for September 2007 who should help overall progress.

The fact that the Key Stage 2 SATS results in 2007 exceeded the school's targets shows that some pupils are making more progress than expected and their individual targets had to be raised part way through the academic year. All children that were expected to reach level 4 achieved this which shows that the expected levels of progress or greater levels are being made.

## How well do pupils achieve at age 11?



This chart shows the Key Stage 2 results for 2006. It indicates the percentage of pupils eligible for KS2 tests (usually 11 year olds) who achieved or exceeded the expected level (level 4)

Caldecott Primary School has a language and communications resource base attached to it which can cater for up to 26 children all of whom have statements and complex special needs. Published SATS results for the school include mainstream children and children in the special unit. In addition about one-third of children in the whole school are on the special needs register. The number of children in a year group with statements or on the special needs register can vary considerably which effects the results. 2005 had particularly low results for this reason and similarly trends overtime can show uneven progress.

The fact that the Key Stage 2 SATS results in 2007 exceeded the school's targets shows that some pupils are making more progress than expected and their individual targets had to be raised. All children that were expected to reach level 4 did so and even borderline pupils achieved the level. Booster sessions and an Easter School were also held for some year 6 children.

The school's data for foundation subjects shows attainment exceeding national expectation in PE, RE and art and at national expectations in history, geography and design and technology. There are still some issues with attainment in some areas of ICT.

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## How have our results changed over time?

The Local Authority review in January 2006 judged that standards at the end of Key Stage 1 "represents reasonable progress from entry into the school. The below average attainment reflects the challenging pupil profile." The majority of the Key Stage 1 children are now working at age appropriate levels in all the core subjects. This change has taken place through a new deputy head teacher starting in September 2006 who has the specific responsibility to provide leadership in raising standards throughout Key Stage 1 and the Foundation Stage, changes to the year 1 curriculum and targetted support for children who are identified as underachieving.

In the past trends at Key Stage 2 have shown uneven progress. 2004 showed the value added measure as average compared with similar schools. 2005 had a cohort of mainstream children with a very low average baseline score and in addition there were 5 children with complex special needs in the Language Resource Base - 17% statemented and 34% on special needs register. 2006 showed results improving by 31% in maths and science and 2007 showed another significant improvement.

Foundation Stage profile results are improving consistently in all areas of learning.

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## **How are we making sure we are meeting the learning needs of individual pupils?**

Caldecott Primary School uses a tracking system which monitors the progress of every child in the school. The level that each child has attained is initially registered and three times a year the current level is established and the progress is tracked.

Staff evaluate learning daily in maths and literacy, at the end of a unit in science and foundation subjects and have a weekly evaluation focus on a particular objective of a foundation subject.

Meetings for Teaching Assistants reinforce the need for good use of time during whole class teaching and that activity is matched to needs through assessment and additional strategies used. The Special Needs Co-ordinator (SENCO) runs a variety of groups for pupils concentrating specifically on maths and English. The SENCO has special groups for dyslexia teaching. In a few cases, some mainstream pupils with specific educational needs may join in with some classes held for children in the Language Resource Base where there is a high level of specialist teaching and a highly differentiated curriculum.

All initiatives, interventions, monitoring, training and resources have been focussed on ensuring that teaching enables pupils to take next steps in their learning.

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

Adopting a healthy lifestyle is a strength as we believe this can play an important part in raising attainment. Healthy Schools' Status was awarded in 2001 and we have had annual Healthy Schools' action plans since 2000. These have focussed on healthy eating, active playtimes, sustainable transport and recycling.

Our comprehensive school travel plan includes targets and a variety of actions to increase the percentage of pupils cycling and walking to school. We are planning to open new pedestrian entrances to the school to help with this. Cycling Proficiency training is offered to year 5 and 6 children and any child cycling to school must have a permit and wear a cycle helmet.

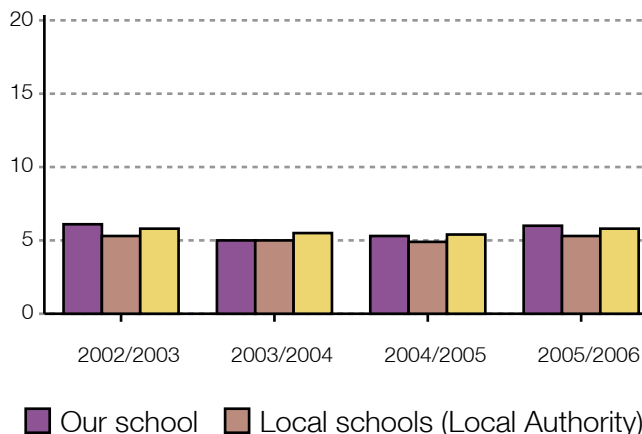
We take full advantage of the DfES Fruit and Vegetable scheme in Foundation Stage and Key Stage 1 as well as running a healthy tuck shop at breaktimes.

We have clear Anti-bullying, Racial Equality & Cultural Diversity and Behaviour policies which are implemented consistently and participate in an annual anti-bullying week.

In June 2007 identity badges were introduced for all staff, governors and visitors which identify whether the person has had a criminal records bureau check.

All staff, including non-teaching staff, have undertaken child protection training.

## How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

Our 95.4% attendance for 2006/2007 has exceeded the 95% target set for us by Oxfordshire County Council and the DfES. This amounts to 4 pupils with attendance below 80% all of whom have complex reasons for poor attendance and are being addressed in various ways. Computerised attendance is monitored monthly so that any problems can be identified early.

A number of children have had 100% attendance for the whole academic year and to encourage attendance, certificates are given out three times per year to children who have 100% attendance for that period.

Worrying attendance statistics for the local area prompted the Headteachers of all of the primary schools in Abingdon to agree on a new policy relating to leave requests during term time. From January 2007 it was agreed that no leave would be granted during September which is an important time for children settling into a new academic year and class. Similarly in May due to assessments carried out by schools including SATS for the year 2 and year 6 children. A new application form was drawn up which has to be completed but discourages parents from taking time off during term time.

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## What activities are available to pupils?

In addition to teaching the National Curriculum, the school has programmes of study for Art and Design, Geography, History, French, Design and Technology, Information Communication Technology, Music, Enrichment Activities and Physical Education, which includes swimming for years 5 and 6.

Each year we organise a 5-day residential school trip for year 5 and year 6 pupils. One-day field trips are organised for other children to compliment their learning activities e.g. visit to a local farm or Roman villa.

School clubs vary each year according to the special interests of teachers and helpers. Clubs typically include: Chess, Computer Club, Country Dancing, Drama, Football, Choir, Art, Gardening, Hi Five, Judo and Table Tennis.

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

We try to involve parents as much as possible as it is beneficial for the children. This is done in a number of ways:

- Fortnightly newsletter
- Parents interviews
- The Friends of Caldecott Primary School (PTA)
- Involving parents with the behaviour policy
- We have a Home-School Community Link Worker
- Open door policy for parents to discuss any concerns
- Social events e.g. School discos and fairs
- Parent volunteers

We reach out to the community in a number of ways including:

- Fundraising for charities chosen by the School Council e.g. Oxford Children's Hospital
- Community projects e.g. Operation Christmas Child providing presents for children in other countries
- Links with local churches
- Use of premises by outside groups e.g. badminton
- Taking part in Abingdon Partnership events e.g. Carol concert, sporting activities and Science Fair
- Visitors to assemblies or individual classes or year groups
- A new Community Governor and Associate Governor have recently been recruited
- We also have international links with Uganda, Spain, Holland, France and America.

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

Caldecott Primary School has a School Council which is made up of at least one child from each class in Key Stage 2 and the Headteacher. The School Council meets regularly. There is a Chairperson and minutes are taken which are circulated for discussion in individual classes thus allowing non-School Council members to provide feedback. The School Council discusses premises issues, playground activities, features of school organisation which could be improved and ways the children can be helped to learn.

In addition we have a healthy schools' group of children who meet to discuss school priorities for the year and to organise activities.

The governing body usually spend a day in school during the academic year giving them a chance to see the school in action and to join in. In July 2007 some of the children took individual governors on a guided tour of the school which gave the children opportunities to tell the governors about any ideas they had which were then able to be fed back to the Headteacher.

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

Abingdon has three mixed sex secondary schools - Larkmead, John Mason and Fitzharrys. When the year 6 children leave Caldecott Primary School they can go to any of these schools. Occasionally pupils choose to attend secondary schools in other towns e.g. Didcot Girls School, but most move on to one of these three school in Abingdon.

Larkmead, John Mason and Fitzharrys Schools belong to the Abingdon Partnership along with Abingdon and Witney College of Further Education. This means that at Key Stage 5 a wide range of subjects can be offered.

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

There was an Ofsted inspection in autumn 2002. It was suggested that the school improved the standards in pupils' writing and science at the end of year 2 and the standards of pupils' maths and science at the end of year 6.

The Key Stage 1 SATS results for 2007 are proof that standards have improved in writing and science and for the first time in a number of years some children obtained level 3 in writing.

The Key Stage 2 SATS results for 2006 showed that the children's attainment exceeded the estimates in both maths and science and the 2007 results more or less maintain this level.

What is more important is the actual progress that each child makes as some year groups have a lower baseline than others and this can be reflected in the SATS results. The progress of all the children is tracked and any child that is not making the expected progress is looked at to try and establish why, and any necessary additional support put in place to assist the child.

Information and communication technology has greatly improved with SMART boards in each classroom and a newly re-furbished computer room. These resources are often used for cross-curricular purposes.

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## **More Information**

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 01235 523132

Our website <http://www.caldecott.oxon.sch.uk>

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