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Sue Teague  
Caddington Village School  
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Dear Mrs Teague

### **Requires improvement: monitoring inspection visit to Caddington Village School**

Following my visit to your school on 7 October 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in June and 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders, governors and the local authority are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- ensure that as the school forms a federation with Slip End Lower School, its governance arrangements are clear and provide robust, strategic oversight
- improve teaching and learning by:
  - developing a more systematic method of monitoring pupils' progress in reading
  - monitoring the progress of pupils carefully, particularly following interventions, in order to judge the impact on pupils' achievement.

## **Evidence**

During the inspection, meetings were held with you and other senior leaders, the Chair of Governors and a representative of the local authority. The school improvement and local authority action plans were evaluated. I looked at the school's data on pupils' attainment and progress, and a range of key documents, including the new marking and behaviour policies. Accompanied by you, I spent time in a wide range of lessons looking at pupils' work.

## **Context**

A review of governance has taken place. Governors have taken the decision to formally federate the school with Slip End Lower School. A new governing body will be formed to oversee governance in both schools. These changes are being well supported by the local authority.

The senior leadership team has been strengthened with the addition of a deputy headteacher. A member of your leadership team is currently acting as the headteacher of Slip End Lower School.

## **Main findings**

When read in conjunction with the local authority plan, the school improvement plan is detailed, thorough, and focused on the things that matter most. It is a clear response to the most recent inspection report. The senior leadership team are rightly focussing staff attention on these priorities.

Those with responsibility for different key stages have carried out new baseline assessments of all pupils. This data has been checked for accuracy and moderated against other schools. As a result, you are now more confident that the information you have about the achievement of pupils is correct.

Your new marking policy is having an impact. Pupils get regular feedback on what they need to do to improve their work. They understand the marking system and how they can gain from it. Year 2 pupils were able to explain this to me very clearly. However, some pupils are not being given time to respond to this improved marking, and so are not getting the full benefit of it.

Very detailed monitoring of pupils' work highlights those pupils who are falling behind. Middle leaders hold regular meetings to plan support for and discuss the progress of these pupils. The rigorous scrutiny of all pupils work means that the school has very good information about what pupils are learning and the achievement of all pupils.

Staff listen to pupils read regularly but do not record pupils' specific difficulties which means that teachers are not always aware of what needs to be addressed, for

example, which particular blends or sounds pupils are struggling with. The opportunity to reinforce pupils learning of phonics is missed.

The leadership team, in consultation with staff, have designed and implemented a new curriculum. This is well planned and pupils' progression in learning through the school is evident. It was clear on our walk around school that pupils are engaged and enjoying the new teaching strategies, many of which are part of research projects being carried out in the school. An example of this is the two classrooms which have display-free walls as 'learning zones' where pupils engage with the activity creating a display reinforcing their learning during the lesson. This innovative work is being monitored carefully and its impact will be shared with staff. Pupils were clearly enjoying their learning in these spaces.

Pupils have helped to lead work to change the behaviour policy. This is centred on a 'praise and consequence ladder'. Pupils understand this simple system and respond well to it. It helps them to develop their sense of right and wrong, and supports your work on developing the social, moral, spiritual and cultural aspects of your pupils.

The school is improving rapidly and is successfully addressing the areas for development identified at the last inspection.

Ofsted will carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

### **External support**

Since the last inspection, the local authority has increased the level of support provided to the school which the school values. This includes a wide range of actions, including brokering support from other schools and training for staff. The school improvement partner provides high-quality challenge to the leadership team. The local authority also carried out the review of governance and continues to support the governing body as it moves to federate with another school.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Central Bedfordshire.

Yours sincerely

Mary Rayner  
**Her Majesty's Inspector**