

Cavendish Junior School

Inspection report

Unique Reference Number	112659
Local Authority	Derbyshire
Inspection number	357160
Inspection date	10 November 2010
Reporting inspector	Derek Aitken

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	76
Appropriate authority	The governing body
Chair	Dave Wilders
Headteacher	Sue Addison
Date of previous school inspection	6 November 2007
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Introduction

This inspection was carried out by two additional inspectors. Two classes were out of school on the first afternoon of the inspection, on a school visit and at a swimming lesson. Three teachers were observed teaching 4 lessons. Samples of pupils' work were checked. Meetings were held with governors, staff and groups of pupils. The inspectors observed the school's work, and looked at documents, including policies and procedures relating to the safeguarding of pupils, self-evaluation records and assessment information. The inspectors analysed questionnaires from 19 parents and carers, 75 pupils and 10 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- How successful are the school's efforts to raise standards, in mathematics especially, and in writing?
- How well do teachers match work to meet the needs of all pupils?
- How well do recent changes in the curriculum enable pupils to consolidate and extend their basic skills?
- How rigorous are the school's systems for self-evaluation?
- What is the impact of the partnership between the nursery and infant school on the one hand and the junior school on the other hand in ensuring continuity and consistency in practice?

Information about the school

Cavendish Junior School is much smaller than most primary schools. The vast majority of pupils are White British. The percentage of pupils known to be eligible for free school meals is above average. The proportion of pupils who are identified as having special educational needs and/or disabilities is well above average. Pupils are taught in three classes, two of which are mixed-age. Three years ago the school was federated with a nearby nursery and infant school under a joint headteacher and a single governing body. When the headteacher left her post in July 2010, it was decided that the two schools would operate under separate headteachers and an acting headteacher took up post in the junior school in September 2010. The school has Healthy Schools status, and its other awards include the Activemark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Cavendish is a satisfactory school. Attainment in English, mathematics and science in Year 6 is average. There is, however, some variation between pupils' progress in English and mathematics. Pupils achieve well in reading, but some pupils underachieve in mathematics due to weaknesses in basic skills. Hitherto, initiatives to improve pupils' attainment in mathematics have had limited impact. Staff are working hard to remedy this and there are some encouraging signs of improvement in Year 6. Pupils' overall achievement and outcomes are satisfactory and this means that Cavendish prepares pupils satisfactorily for the next stages of their lives.

The curriculum ensures that pupils are well informed about healthy lifestyles and provides a good range of clubs which contribute well to pupils' enjoyment of school. Pupils make very effective use of well-planned opportunities to take part in school life. Consequently, they develop mature and responsible attitudes to the needs of others.

The school has a wealth of tracking data on pupils' standards and progress. Until recently, conflicting evidence on the levels of pupils' attainment when they join Year 3 has restricted the school's capacity to set realistic targets for pupils. This, in turn, has contributed to some inaccurate diagnoses of the needs of different groups of pupils and the implementation of intervention programmes which are not tightly matched to pupils' requirements.

While there are some good features in the teaching, its overall quality is satisfactory. Sometimes, lessons do not provide enough opportunities for pupils to work independently and the range of questioning is too limited to engage pupils fully in contributing to their learning. More-able pupils are not always fully challenged.

The headteacher's long-standing association with the school and extensive knowledge of its pupils have helped her to get off to a good start in her new post. She has worked very effectively to restore the morale of staff, whose confidence had been dented by the possibility of redundancies due to falling rolls, and there is now a good team spirit. Some useful initiatives have been put in place to improve pupils' learning and progress, but it is too early to assess their effectiveness. The school has a clear awareness of priority areas for improvement but overall self-evaluation is only satisfactory. Subject coordinators have not hitherto been fully involved in monitoring provision in their subjects. Governors accept the need to be more pro-active in holding leaders to account, and have made a useful early start in reviewing the school's provision for mathematics. The school demonstrates a satisfactory capacity for improvement.

What does the school need to do to improve further?

- Improve pupils' achievement by:

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- ensuring that the recent improvements in pupils' basic skills in mathematics are fully embedded in all classes
- making better use of data to identify accurately individual pupils and groups who would benefit from intervention and to match provision tightly to their needs
- Raise the quality of teaching and accelerate pupils' learning and progress by:
 - ensuring that lessons provide good opportunities for pupils to work independently
 - improving teachers' questioning skills to enhance pupils' contribution to lessons
 - ensuring that more-able pupils are regularly provided with work which challenges them
- Strengthen the quality of school self-evaluation by:
 - developing the role of subject coordinators to monitor, evaluate and review provision in their subjects and across the curriculum
 - involving governors more fully in reviewing the school's work to enable the governing body to hold school leaders rigorously to account.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Pupils' achievement is satisfactory. Pupils' attainment in English, mathematics and science when they join Year 3 is usually average. In Year 6, pupils' attainment is also average, but higher in reading and writing than in mathematics. Pupils enjoy reading and some pupils demonstrate a good understanding of higher-level vocabulary, such as 'invasions', 'persecution' and 'genocide' linked to their research work on historical topics. More-able pupils in Year 5 and Year 6 have well-developed oral skills and can talk persuasively on a range of topics affecting their lives in school. Pupils make good use of information and communication technology to consolidate and extend their understanding not only of common words but also of topic-related vocabulary, for example, on monasteries. A few pupils, especially boys, are less keen on writing, which restricts their achievement in this skill. In contrast, boys are more motivated and confident in mathematics which helps them achieve a little better than girls. The few pupils with more acute special educational needs and/or disabilities make satisfactory progress in line with their peers because they are sensitively supported by teaching assistants in lessons.

Pupils enjoy school and have positive attitudes to their learning. They relate well to each other and the staff and most are responsive in lessons. They say that they feel safe in school and that almost all pupils behave well. The school's awards for promoting healthy lifestyles are well merited. Pupils exercise vigorously at break-times and not only say that they are aware of what a balanced diet means, but actually live it out in practice. They enjoy growing their own fruit and vegetables in the school garden, saying, 'we feel we have taken part and they taste a lot fresher.' This good sense of community is also reflected in the pride pupils take in their contribution to their school, for example as gardeners, librarians, buddies and parliamentarians. Pupils' workplace skills are satisfactory rather than good as a result of some variation between pupils' standards in English and mathematics.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teaching has some strengths. Teachers have good relationships with pupils and mostly manage them well. They make effective use of new technology to engage pupils' interest and have recently introduced 'lolly sticks' and 'conversation cubes' to provide pupils with more opportunities to contribute orally in lessons. Pupils understand their purpose and appreciate the fairness of these new techniques. Some limitations in teachers' questioning skills reduce the effectiveness of these initiatives, especially when teachers talk for too long and when not enough time is devoted to pupils' independent or group-work. This factor also restricts the opportunities for more-able pupils to work creatively to develop their skills. Teachers mark pupils' work conscientiously and inform pupils clearly whether they have met lesson objectives, but pupils are not consistently informed of what they need to do next to help them review and improve their work.

Enrichment opportunities make a significant contribution to the good aspects of pupils' personal development. Pupils' understanding of healthy lifestyles is supported well by attendance at health-promoting days, for example, those hosted by Sheffield United F.C. A recent visit to the Kelham Island Living History exhibition has enhanced Year 3 pupils' knowledge of World War Two, and the content of topic lessons enables pupils to show curiosity and empathise with the plight of others, such as Anne Frank, living under difficult circumstances. Teachers are experimenting with different approaches to topic work and

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the content of the creative curriculum has not yet been evaluated to ensure coherency and full coverage of basic skills.

There are some good features in the school's care systems. For example, the very few pupils with severe disabilities are looked after very conscientiously, and care is taken to ensure that they integrate with other pupils, for example, by assigning them roles as friendship buddies. Aspects of academic support for pupils whose circumstances may make them vulnerable and other pupils are less closely monitored or evaluated. This reduces the quality and impact of intervention programmes and the support which can be provided by teaching assistants. The school's satisfactory systems for promoting attendance have ensured a small rise this year in attendance levels.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

All aspects of leadership and management are satisfactory. The headteacher has sensibly concentrated on building teamwork, but has also made her mark through the implementation of a number of minor initiatives linked to the short-term school development plan. Some systems for monitoring and reviewing the school's performance, the curriculum and the performance of groups of pupils are underdeveloped, as reflected in the school's over-generous self-evaluation form. The governing body meets its statutory responsibilities and new governors are determined to increase their active involvement in the school's work. Useful partnerships have been established with other institutions, such as the local sports college, to enhance the curriculum. Partnership with the federated nursery and infant school has not had a significant impact on provision or outcomes for pupils at Cavendish. The school's arrangements for safeguarding are satisfactory. Pupils feel safe in school because they know the site is very secure, but some pupils are unsure of fire drill procedures. The school promotes equalities and tackles discrimination to only a satisfactory level as reflected in outcomes for pupils. The school's contribution to community cohesion is not yet good because it still has to plan and evaluate its work outside the local community.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

Parents' and carers' responses to the questionnaire reflect a reasonable level of satisfaction with the school's work. The level of responses was below average and ten written comments were received, most of which were positive. Overall, inspectors endorse parents' and carers' views and this is reflected in the judgements and commentary elsewhere in the report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cavendish Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 19 completed questionnaires by the end of the on-site inspection. In total, there are 76 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	10	53	7	37	2	11	0	0
The school keeps my child safe	9	47	9	47	1	5	0	0
My school informs me about my child's progress	6	32	8	42	3	16	0	0
My child is making enough progress at this school	8	42	7	37	2	11	0	0
The teaching is good at this school	7	37	9	47	1	5	0	0
The school helps me to support my child's learning	5	26	8	42	1	5	1	5
The school helps my child to have a healthy lifestyle	11	58	6	32	1	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	8	42	8	42	0	0	0	0
The school meets my child's particular needs	5	26	11	58	1	5	0	0
The school deals effectively with unacceptable behaviour	6	32	6	32	3	16	2	11
The school takes account of my suggestions and concerns	5	26	9	47	3	16	0	0
The school is led and managed effectively	5	26	12	63	1	5	0	0
Overall, I am happy with my child's experience at this school	7	37	8	42	1	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be. <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



11 November 2010

Dear Pupils

Inspection of Cavendish Junior School, Chesterfield, S41 8TD

I would like to thank you for your help when the inspection team visited your school recently. This is what we found out.

Yours is a satisfactory school but there are some good parts to its work. The following are particularly important: almost all pupils behave well and have good attitudes to learning; you enjoy after-school activities and the chances you have to play a useful part in school life, for example, as gardeners and librarians; you take a keen interest in keeping healthy and you feel safe in school.

By the time you leave school at the end of Year 6 you have made satisfactory progress in your learning. Your standards are average overall, but they are a bit higher in English than in mathematics. To improve your standards and rate of progress I have asked the teachers to work with you on developing your basic skills in mathematics. The teachers should also make sure that lessons are carefully planned to give you better chances to work independently. I have asked them to make better use of questions to develop your learning and make sure that the work they set for those of you who find learning easier always challenges you. I have asked the senior leaders to make sharper use of the information they have about your progress so that they can step in at the right time with suitable programmes to support your learning. Subject leaders are asked to check carefully on your standards and progress in their subjects. Finally, I have asked governors to be more closely involved in checking up on how well the school is performing.

You can help by working as hard as you can to practise and improve your skills in mathematics.

Yours sincerely

Derek Aitken

Lead inspector

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