

Cavendish Primary School

Inspection report

Unique Reference Number	107243
Local Authority	Bradford
Inspection number	356117
Inspection dates	20–21 October 2010
Reporting inspector	Carmen Markham

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	396
Appropriate authority	The governing body
Chair	Mr Gavin Will
Headteacher	Mrs Susan Tuff
Date of previous school inspection	9 January 2008
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Introduction

The inspection was carried out by three additional inspectors. The inspectors visited 14 lessons and observed 13 teachers. Inspectors spoke to pupils about their work and looked at the quality of their learning in lessons and in pupils' books. The inspectors held meetings with members of the governing body, staff and groups of pupils, and spoke informally with parents and carers. They observed the school's work, and looked at the school improvement plan, school policies, safeguarding documents and details of the progress made by pupils. The responses to 103 questionnaires from parents and carers, and those from pupils and staff were scrutinised.

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

- How accurate the school's evaluation is of the outcomes for children in the Early Years Foundation Stage.
- Whether the comparative underperformance of some groups of pupils, evident in historical data, still exists.
- Whether the quality of teaching and of the curriculum is sufficiently strong to ensure that pupils make sufficient progress.
- Whether the school is successful in improving attendance.

Information about the school

Cavendish is large compared to other primary schools. The proportion of pupils known to be eligible for free school meals is well above the national average. Most pupils are White British, with a few exceptions who speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is a little above the national average. The proportion of pupils joining or leaving the school other than at the usual time was high until recently.

The current headteacher was appointed nearly two years ago. Since then, there have been many staff changes and the number of pupils on roll has risen rapidly. The school has Healthy School status and has been awarded Investors in Pupils status.

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 Primary is a satisfactory school. By the end of Year 6, pupils' attainment is broadly average in English and mathematics, and their overall achievement is satisfactory. Since the last inspection, the Early Years Foundation Stage has developed well and is now good. It provides children with a strong foundation for their future learning. Pupils have a good understanding of how to stay safe and healthy. Since the previous inspection, good provision for community cohesion has enabled pupils to develop an awareness of a range of cultures and communities that differ from their own. Behaviour is satisfactory. It is well managed in lessons, where it is rare for learning to be disrupted, although around the school and at break times, pupils are often excessively noisy and boisterous. While attendance has improved, the punctuality of pupils has not improved to the same extent.

The new leadership and management team has very accurately evaluated the school's effectiveness. Extensive changes to school leadership, staffing and to membership of the governing body, over the last two years, have interrupted the rate at which planned improvements could be implemented. This has impacted most in pupils not making as rapid improvement in writing as in reading and mathematics. Well-targeted staff training and closer tracking of pupils' progress are beginning to make a positive difference to the quality of pupils' learning. However, it is too early to see the full impact of this work in terms of pupils' improved attainment at the end of Year 6. The school is systematically addressing the difference in performance of different groups. This has been achieved well in Key Stage 1, where attainment has improved to broadly in line with the national average and pupils' progress in reading and mathematics is good. In Key Stage 2, while there has been improvement, the progress of different groups of pupils varies. For example, some boys do not achieve as well as girls and some pupils with special educational needs and/or disabilities and those known to be eligible for free school meals, do not make quite as much progress as other pupils. However, the improvements seen in pupils' achievement so far and strengthening systems for monitoring the school's effectiveness indicate that the capacity for sustained improvement is satisfactory.

Although some good and outstanding teaching was observed during the inspection, the quality of teaching is satisfactory overall. Some teachers' expectations of pupils are not sufficiently high enough and not all plan effectively to ensure that the learning needs of all pupils are consistently met. As a result, some pupils lack the necessary skills to be effective learners and depend too much on adult guidance.

What does the school need to do to improve further?

- Raise attainment and improve the progress of pupils in Key Stage 2 by:

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- ensuring all groups of pupils make consistently good or better progress building effectively on their learning in Key Stage 1
- improving pupils' writing skills across the school.
- Improve the quality and consistency of teaching by:
 - making better use of assessments of pupils' progress to identify the support that individual pupils need to help them to become more effective learners
 - ensuring that all teachers have high expectations of pupils and insist that pupils take pride and care in their work
 - engaging pupils fully in their learning by planning lessons and topics that inspire and motivate them, and that encourage them to become independent learners.
- Improve behaviour by:
 - providing more resources and interesting activities at break times
 - training older pupils and supervisors to support play activities
 - raising pupils' self-esteem and ensuring that all, not just most, have positive attitudes to learning
 - developing the cooperation of pupils in a range of activities and helping a small minority to take more responsibility for their own actions, especially out of lessons.
- Improve punctuality, by rigorously recording late arrivals and working more closely with families to emphasise the importance of punctuality.
- Up to 40% of schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Almost all pupils enjoy school, although a small minority of older pupils are less positive about the value of school. Pupils value the rewards they earn for their achievements and this motivates them to learn. They all know how to improve their work and fully understand their targets and teachers' marking. They are also developing good skills in assessing their own performance in lessons. Pupils usually behave well in lessons but where teaching is less effective, they become restless. Some pupils, who have experienced many changes of teachers or changes of school, need to be helped to learn more effectively, because they find it difficult to listen and follow instructions and there is an absence of pride in their written work.

The majority of children start the nursery at well below age-related expectations. They make good progress in the Early Years Foundation Stage but still enter Year 1 with below average attainment in literacy, numeracy and personal development skills. In Key Stage 1, progress for all pupils, including those with special educational needs and/or disabilities is good in reading and mathematics but satisfactory in writing. They enter Year 3 with broadly average attainment and by the end of Year 6, their attainment remains broadly average. It is stronger in mathematics and science than in English, especially in writing. In

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Key Stage 2, where many pupils have been seriously affected by staffing changes, progress is satisfactory overall.

However, there is evidence of rapid improvement in the progress of Key Stage 2 pupils following the introduction of good quality, effective support. All groups of pupils develop good skills in information and communication technology (ICT).

Pupils accept that some behaviour in school could be better. However, they feel safe and know who they can turn to for help. All pupils understand the importance of good diet and exercise and make good choices about lifestyle. They are pleased that the previously unhealthy tuck shop now has only healthy options. Pupils make a good contribution to their school community by willingly taking on responsibilities, including serving on the school council, through which pupils believe their views are listened to. They serve the local community by working as environmentalists and singing at local events. Pupils satisfactorily develop their spiritual, moral, social and cultural awareness. Attendance has improved and is now average.

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	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
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?

The quality of teaching is improving but inconsistencies remain. There is evidence of effective professional development that is ensuring good planning and lesson structure. Teachers and teaching assistants use good questioning skills to extend pupils' thinking.

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Marking is of good quality ensuring that most pupils have a good understanding of how to improve their work. Teachers are making better use of assessment information in planning appropriate work for the different levels of ability in class but this is inconsistent. In the best lessons, pace and challenge are good, instructions to pupils are clear and work is relevant to the interests of pupils. However, some pupils are not confident and independent learners and many are not given sufficient opportunities to develop their own learning skills.

The school is at an early stage of developing a topic-based curriculum. This is already ensuring cross-curricular links that engage the interest of pupils. It is too early to see its impact on raising attainment, but the new curriculum is making a positive contribution to pupils' personal development and to their adoption of a healthy lifestyle. Local partnerships support the curriculum well, including sports links with the local high school, and the local gifted and talented group that supports more-able pupils. Themed weeks, including a science and an art week, motivate and enthuse pupils. After-school clubs provide pupils with interesting experiences. The gardening club produces vegetables to use at home and in school and provides an opportunity for enterprise activities. The school is extending the learning through play approach used in the Early Years Foundation Stage into Year 1 to ensure new learning builds effectively on the skills learned previously.

Overall, the quality of care, guidance and support is satisfactory. Effective liaison with outside agencies helps to ensure that pupils, particularly the most vulnerable, are safe and receive the best possible guidance. The school makes good overall provision for pupils' personal development, including improving their social skills. However, its strategies to promote sensible behaviour result in no better than satisfactory outcomes, as does the support provided to help pupils become independent learners. Effective action has been taken to promote better attendance and this work continues to raise levels further. However, the school has yet to improve the punctuality of a small minority of pupils. Much has been done by the school's intervention team to support the learning of pupils with special educational needs and/or disabilities and this is having a positive impact in improving their progress. There are satisfactory arrangements for pupils' transition to the next stage of education.

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?

The headteacher and senior team are very ambitious for the school. They have clear aims that are shared effectively with all the school community. A predominant aim is to ensure that all pupils achieve their potential. There are high expectations for improvement.

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Governance is developing well with good support from the local authority. The governing body has evaluated its own performance and has produced an action plan to make it more effective in supporting the school during the period of change. Together, the leadership team and governing body have been rigorous in identifying areas for improvement. They have been prepared to take difficult decisions to ensure that the school has secure staffing. There are well-considered procedures to ensure pupils' safety and security. The governing body ensures that statutory requirements are met and that procedures for safeguarding are satisfactory. Staff and members of the governing body have all received appropriate training in order to ensure that pupils are safe. The school is working satisfactorily to promote equality. The school is aware of the differences in progress between groups of pupils and is taking action to address this. The school promotes community cohesion well by reaching out to diverse communities in the local area to enable pupils to observe the similarities between diverse cultural groups and to celebrate differences.

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	2
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	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Most children start Nursery with skills well below age-related expectations particularly in social and emotional development, reading, writing and calculating. By the end of the Reception Year, school data show that children, including those with special educational needs and/or disabilities, make good progress from their starting points. Because transition arrangements are good, children settle quickly into the welcoming and exciting learning environment. Teaching is good and planning meets the needs of children very effectively. Well-chosen topics ensure that children apply their skills effectively within a range of interesting situations. The use of the Funnybones story created many opportunities for scientific investigation, creative work and speaking and listening. Children learn sounds and letters particularly effectively. Teaching assistants are very skilled and

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ensure that pupils, including those who speak English as an additional language, have many opportunities for developing their speaking and listening. Resources are good and both the indoor and outdoor areas are well used, although the nursery outdoor area is limited in relation to equipment for physical development.

Leadership and management of the provision are good. Children are assessed regularly and additional support is provided where there is a need. Parents and carers are seen as partners in their children's learning and they are kept well informed about progress and activities. They are very positive about the provision. The staff work well as a team and plan together effectively. There is very good transition to Year 1 where children are able to continue learning through play. The children's happiness, welfare and safety are understood by all staff to be a priority.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The percentage of parents and carers who responded to the questionnaire was not as high as the average response rate for primary schools. Those who did respond were overwhelmingly positive about the school. Informal discussions with parents and carers were also positive. Parents and carers said that their children make good progress and teachers are said to be very effective. Relatively few parents and carers wrote any comments. A typical comment of those who did reply was, 'The staff are very committed to the children who are always encouraged and praised; they are very proud of their rewards.'

A small minority expressed concerns about the school not managing unacceptable behaviour well. Several parents and carers commented about concerns regarding congestion around doorways at the end of the school day. The team saw no evidence of congestion but agree that out-of-class behaviour can be very boisterous. Inspectors and the school both agree that this area requires improvement and this report suggests some actions for the school to take to improve behaviour.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cavendish Primary 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 103 completed questionnaires by the end of the on-site inspection. In total, there are 396 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	55	53	40	39	4	4	0	0
The school keeps my child safe	44	43	52	50	1	1	1	1
My school informs me about my child's progress	39	38	57	55	3	3	1	1
My child is making enough progress at this school	33	32	59	57	3	3	2	2
The teaching is good at this school	38	37	53	51	2	2	1	1
The school helps me to support my child's learning	38	37	57	55	1	1	1	1
The school helps my child to have a healthy lifestyle	43	42	51	50	3	3	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)	35	34	54	52	3	3	0	0
The school meets my child's particular needs	32	31	61	59	3	3	0	0
The school deals effectively with unacceptable behaviour	24	23	54	52	12	12	0	0
The school takes account of my suggestions and concerns	29	28	57	55	4	4	0	0
The school is led and managed effectively	31	30	57	55	6	6	0	0
Overall, I am happy with my child's experience at this school	42	41	49	48	2	2	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:	<p>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.</p> <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.



22 October 2010

Dear Pupils

Inspection of Cavendish Primary School, Bradford, BD2 2DU

I would like to thank you for making my colleague and me so welcome when we came to inspect your school. A special thank you goes to the pupils who gave up some of their time to talk to us about their work and activities. You attend a satisfactory school where the headteacher and all the staff ensure that you are cared for. We were very impressed by your work on finding out about different communities and enjoyed the art work in the hall that you have produced with pupils from other schools and with a local artist during the art theme week.

Children in the Nursery and Reception classes make good progress and have a really good start in school. By the end of Year 6, most pupils have made satisfactory progress. However, we have asked your teachers to help you think about ways in which you could improve the presentation of your work and help you reach higher standards, particularly in writing. You know how to stay safe and healthy and enjoy your healthy tuck shop. Most of you enjoy school and you tell us that you particularly enjoy school visits that allow you to explore other people's cultures and beliefs. We think that your behaviour is satisfactory overall but that there are times when your behaviour is not as good as it should be.

One of the reasons for our visit was to see how your school can improve. To help with this we have asked your school leaders to:

- help all pupils in Key Stage 2 to make the best progress that they can so they reach higher standards
- make sure that teachers always teach good lessons and that they help you always to learn as well as you can
- help you to behave well at all times, particularly outside lessons and even when there are no adults around
- help the small number of you who are often late for school to be more punctual.

You can help to improve your school by making sure that you all behave well around school and by always trying to produce the best work you can.

Yours sincerely

Mrs Carmen Markham

Lead inspector

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