

Cavendish Close Junior School

Inspection report

Unique Reference Number	112748
Local Authority	Derby
Inspection number	357177
Inspection dates	29–30 March 2011
Reporting inspector	Joanne Harvey HMI

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	335
Appropriate authority	The governing body
Chair	Stephen Fairest
Headteacher	Cleo Cunningham
Date of previous school inspection	2 July 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Twenty one lessons were observed and twelve teachers seen. Inspectors held meetings with members of the governing body, groups of pupils, parents and carers, leaders at all levels and the special educational needs coordinator. They observed the school's work, looked at the school development plan, assessment information, school and local authority monitoring information, lesson plans and school policies. They analysed 63 questionnaires from parents and carers, together with questionnaires from staff and a representative sample of pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effective have school leaders been in halting the decline in attainment and ensuring that all pupils are supported to make at least satisfactory or accelerated progress so that they can achieve in line with expectations and capabilities?
- How well are teachers and other adults using assessment and differentiation to accelerate the progress of all pupils?
- How effective are leaders in monitoring and evaluating the work of the school and in driving rapid improvements, particularly in the quality of teaching and learning?

Information about the school

This is a larger than average school of its type. The proportion of pupils entitled to claim free school meals is slightly higher than in most schools. The vast majority of pupils are from White British backgrounds. The proportion of pupils with special educational needs and/or disabilities is slightly higher than in most schools and the number with a statement of special educational need is broadly average. The school has attained Health Promoting Schools, Active Mark, Eco-schools Silver and School Council Silver awards.

There have been significant staffing changes since the last inspection, including changes in the senior leadership of the school and a period of acting headship. The current substantive headteacher took up her post in September 2009.

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 Close Junior School has improved significantly over recent months and now provides a satisfactory quality of education in most respects and in some respects it is good. The headteacher, supported by the senior leadership team, is the driving force behind these improvements. Staff and the governing body share her vision that all pupils will succeed. Pupils are now making satisfactory and sometimes better progress in their learning because the quality of teaching has improved, with the majority being satisfactory, an increasing proportion good and occasionally, outstanding. There is a new curriculum which pupils say captures their interest and imagination and good partnerships are forged with other agencies to secure experiences for pupils which otherwise would not be available. Adults are supportive and form trusting relationships with pupils within the positive learning environment, ensuring pupils' good care and welfare and effective partnerships with parents and carers. These, together with pupils' good behaviour and positive attitudes to learning, underpin their satisfactory and improving achievement.

Because of a legacy of underachievement, standards are low, but a secure pattern of improvement is emerging. Year 6 pupils' attainment fell significantly in 2009 and 2010, and while it remains low, because of carefully targeted additional support the gap has closed substantially for current Year 6 pupils. Furthermore, the school's most recent assessment information and evidence in pupils' work indicate that pupils' satisfactory and sometimes accelerated progress is leading to improved attainment across the school with pupils in all other year groups being on track for broadly average attainment. An increasing number of pupils are achieving the higher grades in teacher assessments throughout school, though not all of the most able pupils reach these levels. Pupils with special educational needs and/or disabilities are supported well individually and in groups so that the vast majority of these pupils make good progress.

Almost all pupils say that they enjoy school and the very large majority of their parents and carers endorse their views. Nonetheless, attendance figures remain average and some pupils lose valuable learning time, for example, when they are taken out of school for holidays in term-time.

The skills of senior and middle leaders are being developed and leadership devolved. The most successful leaders can demonstrate their positive impact for example, on the improvements in pupils' writing skills, their improved ability to solve problems in mathematics and in the way the support for those pupils who need additional help with their learning is organised. However, not everyone is playing their full part in monitoring and ensuring the evaluation of the school's work is accurate. There has been a significant improvement in the proportion of good teaching but there is not yet enough of this good practice to secure good progress for the majority of pupils. This is because, for example, instances remain where teachers are not using assessment well enough to plan activities

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which meet the needs of all pupils. Similarly, they are not checking pupils' understanding, revising their targets and telling them what to do to improve often enough to move them on to the next steps of learning at a good pace. Leaders have not checked closely enough that all teacher assessments are accurate. The governing body ensures that statutory requirements are met but they are not rigorous enough in the way they check on and challenge leaders about the school's work.

However, the school demonstrates its satisfactory capacity to improve through its track record of improving leadership, provision and outcomes for pupils. Staff demonstrate their commitment to reflect on their practice and to continue to work as a team to drive improvements.

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.

What does the school need to do to improve further?

- Raise attainment in English and mathematics so that it is consistently at least average or above by:
 - ensuring all teachers use assessment to plan activities which challenge all pupils to do well, particularly the most able
 - ensuring teachers regularly review and update pupils' targets
 - ensuring all pupils receive regular feedback which makes it clear to them what they need to do to improve their work.
- Improve the impact of leadership and management by:
 - developing the role of all middle leaders so that they can effectively monitor the impact of the new curriculum
 - ensuring all leaders monitor more regularly and improve the accuracy of teacher assessments
 - ensuring the governing body brings more rigour to their systems for checking on the school's work and holding leaders to account.
- Raise attendance to above average by working closely with parents and carers to reduce the number of absences in term-time.

Outcomes for individuals and groups of pupils

3

Pupils' attainment on entry to the school is broadly average in English and mathematics. After two years of inadequate achievement and falling attainment, evidence presented in school and observed in lessons confirms that the decline in attainment has been halted. The rate at which pupils progress over their time at the school is now at least satisfactory. This has been accelerated in some year groups so that apart from the current Year 6 where there has not been enough time for these pupils to catch up, the legacy of underachievement has been dealt with. Pupils in Years 3 to 5 are on track to attain broadly average standards once again. The achievement of all groups by the time they leave the school is satisfactory because leaders are becoming more adept at identifying any differences in their performance and putting measures in place to address them. Those with special educational needs and/or disabilities do well, particularly so when they

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receive the carefully targeted support of able additional adults. Very occasionally, progress slows for those who are identified as having an additional need to be met by the class teacher alone within the classroom when their work is not planned closely enough to meet their needs.

In lessons, pupils mostly concentrate well and work well with a partner or in groups. This helps them to develop and offer their ideas readily. The school has become more successful in ensuring pupils reach the higher grade levels of which they are capable, though there are still more who could excel if they were always given activities which challenge them. For example, in a lesson in Year 5 using the book 'Grandpa Chatterji', pupils made excellent progress in their writing, vocabulary and speaking skills because the teacher constantly assessed their progress through careful questioning and regular opportunities to share their ideas. She gave pupils of different abilities mini targets to keep their learning moving at an exceptional pace throughout the lesson, repeatedly asking them to try harder and think of something extra. In contrast, in lessons seen in Year 6, after considering the process involved in making a cup of tea, pupils made only satisfactory progress in their ability to recognise and create the features of instructional texts because most pupils were set a similar task which failed to excite and challenge the most able.

Pupils develop many good personal skills. They are polite, respectful and know right from wrong. They are thoughtful of others and regularly raise money for local and national charities to help those who are less fortunate than themselves. Their spiritual, moral and social development is good though their understanding of ethnic and cultural diversity is relatively less well developed as they get few first hand experiences for example, of visiting different places of worship or collaborating with pupils from schools in contrasting communities. Most pupils say that they feel safe and know to whom to turn if they are worried or upset. They have a good understanding of how to live a healthy lifestyle. Pupils put forward ideas and views through the school council. Many pupils willingly take on a range of responsibilities that contribute to the smooth running of the school. Pupils' develop suitable enterprise skills for example, through running the healthy tuck shop. They are prepared suitably for the next stage of their education and lives.

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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	4
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	2
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	2

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 satisfactory because the large majority of it enables pupils to make satisfactory progress. Good teaching and some outstanding examples were seen and nothing which was inadequate. Some consistent strengths have been established. Teachers manage behaviour well and deploy support assistants effectively. Subject knowledge is used well to build understanding and teachers are persistent in reinforcing key vocabulary and basic skills. In the best lessons, there is good use of assessment throughout with teachers modifying their plans as a result so that learning is highly individualised. However, there remain too many instances where, for example, starting and ending points are the same for all and the more able are not given the opportunity to explore more deeply and to stride ahead. Though some strong examples of target setting, marking and feedback were seen, particularly in Year 5, this good practice is not consistent across school so not all pupils are clear about what they need to do to improve and are not moved on quickly enough.

The curriculum is poised for change. A more creative, topic themed approach has been introduced in Year 5 and here the good impact of the increased opportunities to practice skills across a range of subjects is showing in the greater excitement and enthusiasm of the pupils and in their quickening progress, particularly in writing. This new curriculum is to be introduced across the other year groups in the summer term and its impact has yet to be measured. The mathematics curriculum has been improved through the introduction

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of more hands on and problem solving activities, resulting in a higher proportion of pupils making good progress in mathematics. Extra-curricular opportunities are varied; they are enjoyed by pupils and have a high take-up. Enrichment opportunities include Spanish and French and a range of sporting activities taught by subject specialists. The curriculum also contributes suitably to pupils' personal development and well-being.

Good-quality care for all pupils lies at the heart of the school's ethos, as is reducing barriers to learning for the most vulnerable. For those facing emotional and social challenges, additional nurture and support is readily available, often in partnership with a range of other agencies. The progress of pupils with additional needs is particularly closely tracked so that interventions are well targeted and secure at least good progress for the vast majority.

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	2

How effective are leadership and management?

Leadership and management have improved significantly in most respects. The headteacher's drive to raise aspirations for pupils and staff has generated high morale. Senior leaders extensively monitor and mostly accurately evaluate the effectiveness of provision and its impact on learning. Importantly, the headteacher quickly set about improving the quality of teaching and learning and improving pupils' behaviour with measurable success. There is more to be done to bring consistency to the quality of teaching and learning, particularly to ensure the accuracy and effective use of teacher assessment. All middle leaders have yet to be enabled to play their full part in monitoring and evaluation and therefore ensuring that leadership and management is equally effective at all levels. The governing body, which was inadequate at the time of the last inspection, fulfills its statutory duties satisfactorily. For example, at the time of the inspection, satisfactory arrangements were in place to safeguard pupils through clear policies and strategies, and parents and carers were confident that their children are safe in school. However, it does not bring enough rigour to how it checks on the quality of the school's work.

The school is inclusive and the performance of different groups of pupils is tracked to ensure equality of opportunity. For example, the gaps in achievement between girls and boys are closing. The school is now a strong and cohesive community and has suitable plans in place to extend its duty in this regard beyond the immediate locality. Partnerships are developing well through a range of events to promote the development of parents' and carers' skills in supporting their children's learning. Links with other local schools and colleges are used well, for example, for 'master classes' in the creative arts. Education and

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health professionals contribute well to the promotion of pupils' well-being as do local sports partnerships.

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

Views of parents and carers

A smaller proportion of parents and carers responded to the questionnaire than is usual. Of those who responded, the large majority were supportive of every area of the school's work. A very small number raised concerns that the school does not deal effectively with unacceptable behaviour. Inspectors found that pupils behave well and their behaviour is managed well by the school. A very small number raised concerns that the school does not meet their child's particular needs and that their child does not make enough progress. Inspectors found that the school met these aspects satisfactorily.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cavendish Close 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 63 completed questionnaires by the end of the on-site inspection. In total, there are 335 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	41	32	51	4	6	0	0
The school keeps my child safe	31	49	31	49	1	2	0	0
My school informs me about my child's progress	28	44	33	52	2	3	0	0
My child is making enough progress at this school	22	35	34	54	7	11	0	0
The teaching is good at this school	26	41	34	54	1	2	0	0
The school helps me to support my child's learning	20	32	37	59	5	8	1	2
The school helps my child to have a healthy lifestyle	23	37	35	56	5	8	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)	22	35	35	56	4	6	0	0
The school meets my child's particular needs	24	38	32	51	6	10	1	2
The school deals effectively with unacceptable behaviour	27	43	27	43	7	11	0	0
The school takes account of my suggestions and concerns	24	38	34	54	4	6	1	2
The school is led and managed effectively	25	40	34	54	4	6	0	0
Overall, I am happy with my child's experience at this school	27	43	31	49	3	5	1	2

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



31 March 2011

Dear Pupils

Inspection of Cavendish Close Junior School, Derby, DE21 4RJ

Thank you for your contribution to your school's recent inspection. Special thanks go to those of you who completed questionnaires for us or spoke with inspectors. We learnt a lot about the school from these activities and from watching you at work and play. We were impressed with your politeness and good manners.

We found that yours is a satisfactory school. We were pleased by the friendly and welcoming atmosphere when we arrived. You are beginning to study some interesting topics and say you mostly enjoy learning. This, together with your good behaviour, is contributing to your satisfactory achievement. Your teachers are keen to make it even better so we have asked them to do several things. We have asked them:

- to make sure that your work is always pitched at the right level for you so that you reach all the levels of which you are capable
- to regularly check on and change your targets if you have already reached them
- to always make sure that you know what you have to do next to continue to improve.

Standards had been falling at your school but your headteacher has made a huge contribution to making sure that the school is now moving in the right direction, with the help and support of the staff. We have asked that more leaders in the school play their part in checking on how well it is doing, especially how well the new curriculum is working. We have asked them to check more often on how accurately teachers are leveling your work and how well they are using these assessments to plan activities for you. The governing body is very committed to the school but we have asked them to check more often on how well the school is doing in every way.

We noticed also that, although many of you attend school regularly, too many of you take time off in term-time and miss out on valuable learning so that this slows down your progress. We have asked the school to look at ways of reducing this by working with your parents and carers. You can play your part by continuing to behave well and by making sure more of you come to school every day.

On behalf of the team, I wish you all every success in the future.

Yours sincerely

Joanne Harvey

Her Majesty's Inspector

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