

Cavendish Close Infant School

Wood Road, Chaddesden, Derby, DE21 4LY

Inspection dates 21–22 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Teaching is very effective in the Nursery and Reception classes and this ensures that children develop an early enthusiasm for learning.
- Pupils from all backgrounds are warmly welcomed and those who need the most help are well supported.
- Pupils behave well and have positive attitudes to their work. They know how to keep themselves and their friends safe.
- Pupils make good overall progress from their different starting points. When they leave the school their standards are broadly in line with national averages.
- Senior staff and subject leaders are well focused on improving teaching and learning.
- Teamwork in the school is strong and staff work well together to ensure that pupils are supported well personally and in their learning.

It is not yet an outstanding school because

- Not enough pupils reach the higher levels in their work because sometimes tasks are too easy for them.
- There are inconsistencies in the quality of teaching and the level of challenge for pupils in Years 1 and 2.
- Sometimes the introductions to lessons are too long which limits the time pupils have to develop and practise their skills.
- The checks made on the work of the school are not always thorough enough to identify areas for further improvement.

Information about this inspection

- Inspectors observed 18 lessons or parts of lessons. Several of these were joint lesson observations with the headteacher or deputy headteacher. Inspectors also listened to individual pupils reading.
- Meetings were held with the headteacher, subject leaders, the Early Years Foundation Stage leader and the special educational needs coordinator. Discussions took place with groups of pupils, as well as with representatives of the governing body and the local authority.
- Inspectors took account of the views of 19 parents and carers from the online questionnaire (Parent View) and the responses to the staff questionnaire. They also noted information from the school's most recent parent and carer survey.
- Inspectors observed the school's work and looked at a number of documents, including the school's own data on pupils' progress, planning and monitoring information and records relating to behaviour, attendance and safeguarding.

Inspection team

Sue Hall, Lead inspector

Additional Inspector

Michael Onyon

Additional Inspector

Ann Glynne Jones

Additional Inspector

Full report

Information about this school

- This is a larger than the average-sized infant school.
- Children join the Reception classes from the school's Nursery and from other settings.
- The number of pupils known to be eligible for the pupil premium matches the national average. This provides additional funding for pupils known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs identified at school action is slightly above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is just below average.
- About 10% of pupils are from minority ethnic groups, with about half of these speaking English as an additional language.

What does the school need to do to improve further?

- Increase the rate of pupils' progress by ensuring that all pupils, and particularly the more-able ones, are provided with work that is always demanding.
- Raise the quality of teaching to consistently good or better, especially in Years 1 and 2, by:
 - making full use of assessment information to ensure that work is well matched to the abilities of different groups
 - making sure that the introductions to lessons are not too long and that pupils can move onto activities speedily
 - making sure that senior staff monitor lessons thoroughly and identify exactly what needs to be improved in teaching.

Inspection judgements

The achievement of pupils is good

- Children enter the Nursery with skills that are often below the expectations for their age and sometimes very low. With excellent teaching, children settle quickly and develop an enthusiasm for learning. For example, one group set up a hospital for sick toys and played the roles of doctors and nurses. They discussed what was wrong with their patients and what treatments to apply, continually repeating and learning new words.
- A high proportion of children also start school in the Reception classes with skills that are below the expectations for their age. They make good overall progress and occasionally this is outstanding. However, from their low starting points not all pupils reach the expected levels when they move into Year 1.
- The progress pupils make in Years 1 and 2 is mixed but generally good. By the time they leave school at the age of seven, standards are close to the national averages in reading, writing and mathematics. Boys and girls achieve equally well. Most average achieving pupils and those receiving additional support make good overall progress. Many more-able pupils also make reasonable progress but they do not always achieve as well as they could, because not enough is demanded of them in some lessons.
- Those supported by the pupil premium funding often do slightly better than some other groups of pupils because funding is used well to support their learning. Pupils who speak English as an additional language make similar progress to their classmates.
- Disabled pupils and those who have special educational needs are well supported. They receive specific additional help in lessons and in small group or individual activities. The work of a well-trained team of support staff, including the learning mentor, is effective in enabling many pupils to overcome a range of difficulties and make good progress towards their individual targets.
- The proportion of pupils reaching the expected levels for their age is increasing. Recently, pupils have done slightly better in their writing than in reading or mathematics. This is often because they are given an exciting range of topics to write about. There is little use of commercial worksheets and pupils record what they want to write in their own words. This helps them use a growing range of interesting words.
- Older pupils have been taught how to develop their understanding of letters and the sounds they make and this shows in the good progress made in reading. All pupils read regularly to their teacher and support staff, which helps them to work out unfamiliar words and understand what they mean.
- Pupils like using numbers and older ones are keen to learn how to multiply and divide the numbers they use. Staff are working successfully to help pupils widen their mathematical vocabulary so that they can better explain what they are doing.

The quality of teaching is good

- Teaching is particularly effective in the Early Years Foundation Stage, when it is never less than good and is often outstanding. This is because staff are very enthusiastic in their approach and ensure that learning is fun but challenging. This was shown in the Nursery when children were learning rhymes and the staff joined in with the actions as enthusiastically as the children. This

resulted in lots of laughter and much improved understanding of the words they were using.

- In the Reception classes, a strong emphasis is placed on using pens and pencil and undertaking writing tasks. Children enjoy putting illustrations from a familiar story in order and learning how to form letters correctly by copying over their name and parts of a story. Because adults give them lots of praise and discuss with them what they are doing, their levels of understanding improve.
- In Years 1 and 2 teaching is more mixed. Where teaching is successful, staff make clear their expectations of the pupils. Teachers and support staff, including the learning mentor, manage pupils well, so that lessons are conducted in a calm and productive manner. Adults give careful feedback to pupils and the marking of their work is thorough. Pupils know their targets well and understand what they need to improve. Most staff explain things well to pupils and make clear the aims of lessons. Occasionally, staff talk for too long, which limits what pupils have time to do.
- Staff generally have high expectations of what the pupils can achieve. Most use a range of information to set tasks that contain the right amount of challenge. Where teaching is less effective, the level of challenge is not always right. Occasionally, as seen in a drawing lesson, staff do not take enough account of what the pupils can already do. In a few lessons, the same or very similar tasks are undertaken by all pupils, which means that work is too hard for some and too easy for others.
- Staff training activities, including support from the deputy headteacher, have ensured a strong focus on improving teaching. Teaching assistants are well trained and work in close partnership with teachers to support small groups and individuals, including those with additional needs.

The behaviour and safety of pupils is good

- Pupils like coming to school and say they feel safe. The large majority are well behaved, polite and helpful to each other and the adults around them.
- Most pupils get on very well together. They say they particularly enjoy playtimes and explain how to stay safe when moving around. This is well illustrated by whole-school physical activities after assembly, where all children and adults join in a dance with great enthusiasm, coupled with an awareness of others' space.
- Pupils have a good understanding of the different types of bullying they learnt about during anti-bullying week. They were able to link their discussion of bullying to the biblical story of Joseph and the actions of his brothers. Pupils are confident there are lots of adults around to talk to if they have concerns. Pupils know that bullying is something that is repeated and not just one falling out. They recognise that name calling is not allowed, but they have a more limited awareness of concerns about the use of the internet. Parents' and carers' views indicate that they feel confident their children are kept safe.
- Pupils' attitudes to learning are good. Most try hard with their work and produce this neatly and accurately. In lessons, many offer their ideas in discussions. Where teaching is less effective, some pupils sit quietly but are uninvolved. Pupils with additional needs are well supported including through the skilled work of the learning mentor for those with behavioural difficulties.
- Attendance and punctuality is good and very well monitored using the school's electronic entry system. Any concerns are carefully tracked and followed up.

The leadership and management is good

- School leaders manage the school effectively. Staff work closely together to provide an interesting range of activities for the pupils. Parents and carers are pleased with the quality of education and care provided.
- There is a strong focus on improving teaching, particularly through the work of the deputy headteacher in her supporting role, working alongside staff where pupils' progress dips. Teachers' performance is monitored closely and senior leaders use information from lesson observations and data about pupils' progress to decide whether teachers should be paid more. This is linked to a programme of staff training and has led to improvements in some areas.
- Subject leaders make an increasingly effective contribution to improving teaching through a focus on reading, writing and mathematics. They scrutinise data, planning and samples of pupils' work and have plans to develop further their roles in carrying out lesson observations. The work of the special educational needs coordinator and the Early Years Foundation Stage leader is particularly effective and ensures that strong progress is made in these areas.
- The local authority provides support for the school when needed. Overall, school self-evaluation procedures are good. Occasionally, though, evaluations of the school's effectiveness are generous and do not take sufficient account of data and the full range of information available.
- Pupil premium funding is used well to make sure that individual pupils get the support they need. Extra teaching and support staff are employed to accelerate learning and additional materials to support speech, language development and reading skills have been purchased. There is additional help for pupils who struggle to maintain good behaviour at lunchtime through the work of the learning mentor. The school assesses the impact of specific expenditure through data which show that pupils receiving additional help often make slightly better progress than their classmates.
- The school provides pupils with a clear moral and social code where they value everyone. Spiritual development is well addressed, for example through incidental activities such as the sense of care shown by Nursery staff and children when they found a suitable bed for a very poorly spider.
- Staff actively ensure that all pupils have equal access to learning and are provided with the same opportunities to achieve well. Procedures to safeguard pupils meet current government requirements. Overall the school has good capacity to continue to improve.
- **The governance of the school:**
 - The governing body has improved their effectiveness by ensuring that they have a more detailed understanding of the school's effectiveness. Governors are taking greater account of the range of data and monitoring information available. They are informed about the quality of teaching and the salary progression of staff. This ensures that they are able to ask challenging questions of senior leaders and hold them to account for the standards achieved and the use of pupil premium funding. The governing body meets regularly and has established a clear focus on development planning. Governors are now keen to extend their programme of focused visits to ensure that they have an even better understanding of areas for further improvement.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	112749
Local authority	Derby
Inspection number	401301

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

Type of school	Infant
School category	Community
Age range of pupils	3-7
Gender of pupils	Mixed
Number of pupils on the school roll	332
Appropriate authority	The governing body
Chair	Asim Bhatti
Headteacher	Jane Brandon
Date of previous school inspection	1 February 2010
Telephone number	01332 662239
Fax number	01332 544748
Email address	admin@cavclosei.derby.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012